IU Southeast

Welcome to the Indiana University Southeast Bulletin!

The Bulletin gives you information on all aspects of student life at IU Southeast, including:

- Admissions
- Academic calendar with important dates
- Degree programs and course descriptions
- Advising
- Administration (registration, residence requirements, tuition, financial aid)
- Clubs and organizations
- Support services (tutoring, mentoring)
- Campus map and directions

The Bulletin is here to serve you, and to support your academic journey.

Whether you are just out of high school or are returning to finish or add to your degree, we are happy to provide resources to help you meet your personal or professional goals.

IU Southeast Leadership

Indiana University Southeast Administrators
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- Michelle Williams, Ph.D., Executive Vice Chancellor for Academic Affairs
- Joe Glover, M.B.A., CFRM, CFRE, Vice Chancellor for University Relations
- Ashley M. McKay, CPA, Vice Chancellor for Administration and Finance
- Nick Ray, B.S., Regional Chief Information Officer, Information Technology
- Amanda Stonecipher, M.A., Vice Chancellor for Student Engagement
- James J. Wilkerson, J.D., Director of Staff Equity and Diversity and Deputy Title IX Coordinator
- Todd Bannister, Director of Athletics

Michelle Williams, Ph.D., Executive Vice Chancellor for Academic Affairs

- Faye Camahalan, Ph.D., Dean, School of Education
- Donna J. Dahlgren, Ph.D., Associate Vice Chancellor of Academic Affairs
- Rebekah Dement, Ph.D., Director, Honors Program
- Samantha Earley, Ph.D., Director, First Year Seminar Program
- David Eplion, Ph.D., Dean, School of Business
- Melissa S. Fry, Ph.D., Director, Community Engagement and Applied Research & Education Center
- Pamela L. Connerly, Ph.D., Dean, School of Natural Sciences
- Jeri Nichole Crawford, B.A., Director, Student Central
- Lisa Hoffman, Ph.D., Inrterim Associate Vice Chancellor of Academic Affairs-Enrollment Services
- Meghan C. Kahn, Ph.D., Dean, School of Social Sciences
- Barbara Kutis, Ph.D., Dean, School of Arts and Letters

- Gregory Kordsmeier, Ph.D., Director, Institute for Learning and Teaching Excellence
- Julia Mattingly, DNP, Dean, School of Nursing
- James H. McTyier, J.D., Registrar
- Ryan T. Norwood, M.S., Director, Student Success Center
- Kirk Randolph, M.S., Director, Paul W. Ogle Cultural and Community Center
- Ron Severtis, M.A., Director, Institutional Effectiveness
- Matthew Springer, M.A., Coordinator, Office of Disability Services
- Rebecca Turner, M.Ed., Director, Advising
- Sara Walsh, Ph.D., Director, Master of Interdisciplinary Studies Program
- Kate B. Ziady, MLIS., Director, Library Services
- Carla Herman, MNS, Interim Director of Research and Graduate Studies

Ashley McKay, CPA, M.B.A., Vice Chancellor for Administration and Finance

- Stephanie Chastain, B.S., Director of Accounting
- Julie Ingram, A.S., Director, Conference and Dining Services
- Stephen Miller, B.S., Chief of Police and Security
- Rob Poff, M.S., Executive Director, Facility Operations
- Tammy Royse, Team Lead, Human Resources
- Christine Thompson, M.B.A., Coordinator, Parking Operations, Accounting Team

Joe Glover, M.B.A, CFRM, CFRE, Vice Chancellor for University Relations

- Jean Borger, Coordinator, Corporate and Foundation Grants
- Meg Williams, M.B.A., Director, Development and Annual Giving
- Megan Kaelin Hicks, Coordinator, Events and Projects
- Nancy Jo Trafton, B.S., Director, Marketing and Communication

Amanda Stonecipher, M.A., Vice Chancellor for Student Engagement

- Christopher Crews, M.S., Director of Admissions and Recruitment
- Michael A. Day, Psy.D., HSPP, Director of Counseling and Psychological Services
- Abbie E. Dupay, M.A., Director of Housing and Residence Life and Dean of Campus Life
- Jennifer Shelley, M.B.A., Director of Financial Aid

Nick Ray, B.S.,Regional Campus Chief Information Officer

- Steve Bennison, Director, IT Support Services
- Danny Clements, Associate Director, IT Support Services
- Lee Staton, B.S., Executive Director of Information Technology

About IU Southeast

Founded in 1941, Indiana University Southeast, a regional campus of Indiana University, is a public, comprehensive

university located in New Albany, Indiana, just across the Ohio River from Louisville, Kentucky.

We draw students primarily from 11 counties in our Southern Indiana service area, as well as from seven counties in the Louisville metro area of Kentucky, who qualify for in-state tuition.

IU Southeast conferred it's first graduate credential, a Master of Science in Elementary Education, in 1971. Today, the university offers Masters degrees in Business and Finance, Criminal Justice, Education and Education-based Counseling, English, Interdisciplinary Studies, Liberal Studies, Mental Health Counseling, and Nursing; as well as graduate certificates across multiple disciplines.

Classes are held at our main 177-acre campus in New Albany and the Graduate Center in Jeffersonville, and in a variety of formats, including online, face-to-face and hybrid designs, to serve the varying needs of our diverse graduate student body. Some programs are 100% on line.

Mission & Vision
IU Southeast: Our Vision Statement

IU Southeast will become one of the nation's leading student-centered, comprehensive regional universities.

IU Southeast: Our Mission

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society and contributes to the intellectual, cultural, civic, and economic development of our region.

Our faculty engage in research and creative activity that support teaching and learning and create opportunities for students to participate in applied learning. We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations.

IU Southeast: Diversity Statement

Diversity is the valuing and respecting of difference, including socio-economic status, race, religion, gender, gender identity, sexual orientation, disability, veteran status, cultural and international origin, and other groups traditionally underrepresented at the university and in society. We grow and evolve as a university through seeing equality and representation as a goal and human right for everybody. Indiana University Southeast is committed to recruiting students from diverse populations

and to making the climate and curriculum welcoming and equitable. Students will leave the university with a raised level of awareness of the history of equality and difference and attain international awareness, so that their understanding of academic disciplines, society, and the workplace will be enhanced, and they will be receptive to and promote valuing and respecting difference in their lives and in the workplace.

Core Values
Core values are the authentic guiding principles that define who we are as a university and what we stand for as an institution. They are the timeless values about which we feel passionately—values we would continue to honor even if our circumstances changed in a way that penalized us for holding to them. Because core values define who we are as a university, they act as the foundation upon which we build our mission, vision, and strategic plan.

Nurturing Environment

- We foster a caring campus community that honors diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.

Holistic Learning

- We provide a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential. We seek ways to improve upon the quality and service we provide to students.

Integrity

- We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision-making, and practice ethical behavior in all we do.

Connectedness

- We engage with and support the many communities to which we belong and from which we draw our strength and potential. We go to extraordinary lengths to serve our communities efficiently and knowledgeably.

These values will enliven discussion and inform our daily decision-making process. Our Core Values are placed with our Vision and Mission Statements to remind us of our common purpose and to tell others interested in our campus who we are and what we stand for. Please join us in openly embracing these values as an integral part of the IU Southeast community.

Academic Life
IU Southeast is a primarily a teaching institution where degreed faculty members invest time and effort in helping their students succeed as learners and leaders. The campus has grown it's graduate offerings in recent years, so now students living and working in the area can pursue cost-effective advanced degrees close to home in professional disciplines such as Business, Education, Nursing, and Mental Health Counseling; as well as classic

Arts and Sciences disciplines like English and Criminal Justice.

Graduate programs' adminsitration such as admissions, student support and advising, and curricular development are centered in the departmental offices in the schools that confer the degrees, thus developing a tight cadre of studens working alongside Ph.D. and community expert faculty.

Our academic calendar is divided into three semesters: fall, spring, and summer. Fall and spring are 15 weeks each (14 weeks of instruction and 1 exam week). Summer is a 12-week semester further divided into shorter sessions, to accommodate the intensive instruction and community-calendar sensitive needs of graduate students: 1 8-week session, 4 6-week sessions (two traditional and two online summer sessions called colloquially "Summer 1" and "Summer 2"), and three 4-week sessions.

Classes are held from 8 a.m. until 10 p.m, although generally peak class time class is 9 AM to 2 PM. Many graduate classes start at 4 or 5 PM to accommodate our working adult graduate students. Some programs hold classes on Saturday. IU Southeast currently does not host classes on Sunday. Classes are offered in a variety of instruction modes, in-person, via synchronous video broadcast, completely asynchronous online, or a hybrid combination of these modes in the same class.

Students are encouraged to enhance their academic experience by taking advantage of community learning experiences (practica, internships, and community service) and special research project opportunities

Academic Programs

Indiana University Southeast offers a wide range of undergraduate and graduate degree programs as well as certificates at both levels.

Courses are on campus, online and a combination of the two (hybrid).

The Student Body

IU Southeast is home to a diverse and eclectic student community numbering more than 5,000 people who come together from Indiana, Kentucky, as well as other states and countries.

Besides our core of traditional students who arrive straight out of high school or homeschool, nearly one-third of our community consists of nontraditional students such as adult learners and veterans, who play a prominent role in shaping campus life.

Students are involved in more than 100 groups and organizations, including sororities and fraternities. The Grenadiers (NAIA) compete in men's and women's varsity sports ranging from men's and women's basketball to tennis and volleyball. IU Southeast students are also deeply involved in their communities, both as individuals and as part of academic programs that offer or integrate internship, service learning and volunteer opportunities.

From internships at the White House to field study in the Amazon jungle, IU Southeast students bring the campus to the world, and the world to campus.

The Campus

IU Southeast is one of the most beautiful and distinctive campuses in the Indiana University system.

With scenic Floyds Knobs as a backdrop, the campus features ten modern red brick academic buildings in a park-like setting.

The Lodges are home to over 400 student residents. The Ogle Center, with stages for music and theater used by student and professional performers, is a cultural magnet for the region. The Athletics complex, home of the Grenadiers, houses facilities for baseball, basketball, tennis and volleyball, as well as a gymnasium for student use.

The IU Southeast campus is safe, walkable and convenient, with ample parking close to where you need to go, and easy access to I-265.

Close to historic downtown New Albany, the campus is also within easy reach of Louisville attractions and opportunities.

For students in fields ranging from education and nursing to accounting and journalism, the proximity of Fortune 500 companies and a wealth of private, public and nonprofit entities means an endless source of internship and employment possibilities.

Our location also means relaxation and regeneration, through attractions such as the Kentucky Center for the Arts; Churchill Downs, home of the Kentucky Derby; Louisville Waterfront, home to events such as Forecastle Festival and WorldFest; the Speed Art Museum; the Muhammad Ali Center; and much more.

Equally accessible is the area's natural beauty: the Falls of the Ohio State Park, Hoosier National Forest and southern Indiana hill country, Patoka Lake recreation area, Clifty Falls State Park, Charlestown State Park, to name just a few places where you may enjoy a variety of outdoor activities.

The IU Southeast Graduate Center is located in Jeffersonville, Indiana, across the river from downtown Louisville via the Clark Memorial ("Second Street") Bridge, in close proximity to business and cultural opportunities in both communities.

Campus Map

Campus Directory
Academic Advising*

Students who are new to IU Southeast and who have declared a major can expect to receive academic advising from a professional advisor in the School that offers his/her intended academic program, the locations of which are as follows:

- Arts and Letters, Knobview Hall 110
- Business, Hillside Hall 221
- Education, Hillside Hall 108
- Natural Sciences, Life Sciences Building 258
- Nursing, Life Sciences Building 276
- Social Sciences, Crestview Hall 140

Students without a declared major will receive academic advising in the Advising Center for Exploratory Students (ACES), located in University Center South 106.

*Transient, visiting, special graduate, and high school students should contact the Office of Admission to be directed to the appropriate advising office.

Accounting Services/Bursar Collection of student fees, University Center South 103 (see also: Student Central)
Admissions, Office of University Center 102
Adult Student Center Programs and Services, University Center South 206
Advancement, Alumni, and External Affairs University Center South 155
Athletics Schedules and general information, intramurals, Athletic Office, Activities Building
Audio Visual Aids IT Media and Web Services, Knobview Hall 014
Bookstore Books and supplies, University Center South 007
Bulletin Boards, Kiosks, and Posters Regulations pertaining to use, Campus Life, University Center South 010
Campus Life Clubs and organizations, orientation, leadership programs, Campus Life, University Center South 010
Career Development & Mentoring Center University Center South 106
Chancellor University Center South 156
Chief Information Officer Knobview Hall 014
Crimson Card (Student, Faculty, Staff ID Card) IT Help Desk, University Center South 212
Counseling Counseling and Psychological Services, University Center South 207
Development University Center South 151
Disability Services University Center South 207
Emergency and Police Service University Police, University Center 027
Executive Vice Chancellor for Academic Affairs University Center South 152
Financial Aid Office Work-study, grants, student loans, and scholarships, University Center South 105 (*see also*: Student Central)
First Aid University Police, University Center 027
Honors Program Knobview 235
Horizon Radio University Center 026
Information Technology

- Media and Web Services, Knobview Hall 014
- Support and Communications, University Center South 212
- Systems and Operations, Crestview Hall 030

Language Lab Knobview Hall 236
Library Library Building
Lost and Found University Police, University Center 027
Marketing and Communications University Center South 240
Mathematics Lab Physical Science 015
Metroversity Information Registrar, University Center South 107
Notary Service Human Resourses, University Center South
Parking Permits Parking Operations, University Center South 232
Payments and Refunds Student Central, University Center South 103

Police University Police, University Center 027
Records Grades, insurance certification for students in good standing, name and address changes, transcripts, Student Central, University Center South 103
Registrar University Center South 107 (see also: Student Central)
Residence Life and Housing Meadow Lodge 103
Room Reservations (non-classroom space) Dining & Conference Services, University Center South 125
Room Reservations (class room space) Registrar, University Center South 107
Schedule Changes Drop and add, withdrawal forms, Student Central, University Center South 103
Student Central, First stop for students with Bursar, Financial Aid or Registrar/Records questions, University Center South 103
Student Success Center Placement testing, tutoring, Supplemental Instruction, University Center South 203
Student Employment Career Development Center, University Center South 106
SGA Senators University Center South 024
Student Government Association University Center South 014
Student Health Insurance, coverage available while enrolled University Human Resources
Student Newspaper Horizon, University Center South 020
Ticket Sales Ogle Center, OG 147; Athletics, Activities Building
Veterans Information Veterans Services, University Center South 201
Vice Chancellor for Administrative Affairs University Center South 156
Vice Chancellor for Enrollment Management & Student Affairs University Center South 155
Vice Chancellor for Advancement, Alumni, and External Affairs University Center South 155
Writing Center Library 330

Accreditation

Indiana University Southeast is accredited by The Higher Learning Commission located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: (800) 621-7440.

Accreditation Team

Contact:

For questions, please contact the Accreditation Steering Committee co-chairs: Donna Dahlgren, Associate Vice Chancellor for Academic Affairs, and Christopher Proctor, Assistant Librarian & Campus Accreditation Project Manager.

Resources

- HLC Criteria for Accreditation and Core Components
- Faculty Qualifications
- Faculty Qualifications Verification
- https://www.ius.edu/accreditation/files/iu-southeast-final-team-report.pdf?20191023

Specific programs are accredited by the following organizations:

AACSB—The International Association for Management Education

600 Emerson Road, Suite 300
St. Louis, MO 63141-6762
(314) 872-8481

American Chemical Society
1155 Sixteenth Street NW
Washington, D.C. 20036
(202) 872-4589

CAHIIM
200 East Randolph Street
Suite 5100
Chicago, IL 60601

info@cahiim.org
(312) 235-3255

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, D.C. 20001
(202) 887-6791

Indiana Department of Education
Educator Preparation Program (EPP)
South Tower, Suite 600
115 W. Washington St.
Indianapolis, IN 46204
(317) 232-6610

Indiana State Board of Nursing
Bureau of Health Professions
402 W. Washington Street, Room 041
Indianapolis, IN 46204
(317) 232-2960

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Avenue NW, Suite 500
Washington, D.C. 20036-1023
(202) 466-7496

Accreditation Board for Engineering and Technology
111 Market Place, Suite 1050
Baltimore, MD 21202
(410) 347-7700

Contact Information
Indiana University Southeast
4201 Grant Line Rd.
New Albany, IN 47150
(812) 941-2333
https://www.ius.edu/

Admissions

Your first step to starting your graduate studies at Indiana University Southeast is to complete and submit the necessary application materials. Each of the departments offering graduate credentials establish and apply it's own admission selection criteria, but all graduate students can apply for their program of choice through a common application portal.

Indiana University Southeast is committed to the goals of quality, diversity, and access in admission policies. Applications should demonstrate combinations of academic preparations, aptitude, motivation, and maturity

that indicate a reasonable chance for success in IU Southeast's academic programs. In its admission policies, IU Southeast supports and complies with Affirmative Action regulations.

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Intercampus and Intra-university Transfers

IU Southeast is part of the eight-campus Indiana University system, and mechanisms exist for graduate students to complete classes offered by the other campuses toward their degrees here.

For students pursuing any of the joint online collaborative degrees or certificates, designated classes from the other participating campuses that satisfy requirements in those collaborative program are replicated to the Southeast schedule of classes, so students can access and enroll in them from the Southeast campus, and are finanacially responsible to the IU Southeast bursar office for the tuition and fees.

Outside the context of the collaborative degree/credential programs, graduate students may occasionally seek to make a temporary intercampus transfer to take a course at another campus that did not replicate. This option should be pursued only after consultation and coordination with your graduate program advisor or department administrator.

Graduate students should not use the Intercampus transfer portal available to undergraduates for two reasons:

- Graduate programs exercise strong discretionary control over which classes from other institutions, even other IU campuses, may fulfill the objectives of a required courses. They will only sparingly allow this option, usually when our campus is not offering an appropriate course that term, and delaying completion means student falls off track to finish their program.

- The Intercampus transfer portal for undergraduates classifies students as undergraduate at the host campus. If the class is completed under that undergraduate status, the course will register on the *undergraduate* portion of the IU official transcript--and may not get recognized as graduate credit. By students working through the graduate program offices, graduate advisors and the support staff can work with our registrar and the corresponding agents on the host campus to build a profile on that campus that yields appropriate graduate credit on students' transcripts.

When taking a class through a bona fide inter-campus transfer, students enroll through the other campuses' schedule of classes, and are billed by, and financially responsible to, their bursar office. Kentucky resident students should be aware that the reciprocity agreement that allows Kentucky residents from specific counties to pay the in-state tuition rate only applies to IU Southeast. At other IU campuses, Kentucky students are considered out-of-state and will be billed as such by the host campus bursar for classes taken through inter-campus transfer.

In special circumstances approved and coordinated through their department advisor and administrators, graduate students may transfer in courses taken at other non-IU institutions in the greater metropolitan Louisville area to satisfy some degree requirements.

Criminal Activity Disclosure

Indiana University Southeast is committed to maintaining a safe environment for all members of the university community. As part of this commitment, the university requires applicants to disclose certain types of criminal activity as part of the application process. A previous conviction or previous conduct does not automatically bar admission to the university, but does require review. Withholding pertinent information or giving false information may make an applicant ineligible for admission, subject to cancellation of admission if admission has already been granted, or dismissal if already enrolled. For more information, please contact the Office of Admission.

Financial Information

- Financial Aid
- Student Central
- Past Due Accounts
- Payment Options
- Reciprocity between Indiana and Kentucky
- Refunds
- Refunds - Fee Appeals
- Rules Determining Resident and Nonresident Student Status
- Tuition and Fees

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Office of the Bursar General Information

Mailing Address:
Indiana University Southeast
Office of the Bursar
4201 Grant Line Road
New Albany, IN 47150

Campus Location: University Center South, Room 103

Phone: (812) 941-2335

Email: bursar@ius.edu

Hours of Operation:
8 a.m. to 6 p.m. Monday through Thursday;
8 a.m. to 5 p.m. Friday.

Past Due Accounts

Please visit the Student Central website for specific due dates.

Holds will be placed on past due accounts that can prevent the following:

- Registering for classes
- Obtaining official transcripts
- Obtaining a diploma

To resolve a past due account, payment in full must be made with guaranteed funds (cash, credit card, money order, cashier's check, etc.). When an account continues to be past due, IU Southeast will forward the account to a third-party collection agency.

Payment Options

Payments may be made online with credit cards, debit cards, or electronic check. Payment can be made in person with check or cash.

- **Payment Plans -** IU partners with Nelnet Campus Commerce to let you pay your balance over time with a payment plan. This option allows you to pay off your account in up to four payments over the term, depending on when you enroll in the payment plan. Please consult the Student Central website for more information.
- **Sponsors -**
  - **Voucher -** Students can upload a voucher from their employer. IU Southeast will bill the employer for the tuition and fees. Any fees not covered by the employer are the responsibility of the student to pay.
  - **Employer Deferment -** Students that work for an employer that pays tuition and fees after grades are due may opt for an Employer Deferment. There is a deferment fee assessed. All tuition and fees covered by the employer are deferred until 2 weeks after grades are due.
- **Credit Cards -** We accept Discover, MasterCard, Visa, and American Express. Any credit on an account paid by credit card must be credited back to the credit card account first.

Please visit the Student Central website for the most recent information on payment options.

Repricocity between Indiana and Kentucky

A tuition reciprocity agreement between Indiana and Kentucky permits eligible residents of Bullitt, Jefferson, Meade, Oldham, Shelby, and Trimble counties in Kentucky to enroll at IU Southeast at resident tuition rates. The rules for determining residency status for residents of Bullitt, Jefferson, Meade, Oldham, Shelby, and Trimble counties in Kentucky are the same as the currently established "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes." Information for prospective students is available from the Office of Admissions, University Center 102, (812) 941-2212. Information for continuing students is available from Student Central.

Refunds

Whenever an insufficient number of students register for a course, the university reserves the right to cancel the course and refund all fees.

You could be eligible for a refund if:

- You withdraw from a course or courses during the first four weeks of the fall and/or spring semesters,
- You withdraw from a course or courses during the first two weeks of a summer session; **AND**
- You withdraw through e-drop or during the specified period

Please consult the Student Central website to determine the current refund schedule.

Refunds-Fee Appeals

Students have the right to submit an appeal of the fee refund policy if there are significant or unusual circumstances that cause them to drop courses or withdraw from all courses after the refund period has ended.

- Appeals must be received within one year after the end of the term for which a refund is being requested.
- Students must be withdrawn from the class or classes being appealed.
- Students must attach documentation supporting their request. Your appeal will NOT be considered without the required documentation.

This process can take up to 2-4 weeks for the committee to meet and render a decision. A Fee Refund Appeal Form can be obtained through Student Central located in the University Center South, Room 103.

Rules Determining Resident and Nonresident Student Status

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 excess of fees paid by a resident student. A non-U.S. citizen will not be considered for residence classification under this policy unless the Office of U.S. Citizenship and Immigration Services (USCIS) has granted the individual either lawful permanent resident status or an immigration status that would permit the non-U.S. citizen to establish a domicile in Indiana.

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.

a. 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), such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.

b. 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 term in which the individual registers in the University, subject to the exception in (c) below.

a. The residence of an unemancipated person under 21 years of age who is lawfully present in the United States 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. (*see note 1*)

b. If an unemancipated person under 21 years of age who is lawfully present in the United States 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.

c. An unemancipated person under 21 years of age who is lawfully present in the United States 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."

d. 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 term next following such removal.

e. A person once properly classified as a resident student shall be deemed to remain a resident student so long as lawfully residing in the United States and remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above. (*see note 2*)

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. (*see note 2*)

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 without the predominant purpose of education prior to the first scheduled day of classes of the term 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.

a. The residence of a student's parents or guardians.

b. The situs of the source of the student's income.

c. To whom a student pays his or her taxes, including property taxes.

d. The state in which a student's automobile is registered.

e. The state issuing the student's driver's license.

f. Where the student is registered to vote.

g. The marriage of the student to a resident of Indiana.

h. Ownership of property in Indiana and outside of Indiana.

i. The residence claimed by the student on loan applications, federal income tax returns, and other documents.

j. The place of the student's summer employment, attendance at summer school, or vacation.

k. The student's future plans including committed place of future employment or future studies.

l. Admission to a licensed profession in Indiana.

m. Membership in civic, community, and other organizations in Indiana or elsewhere.

n. All present and intended future connections or contacts outside of Indiana.

o. The facts and documents pertaining to the person's past and existing status as a student.

p. 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. If a student does not pay additional monies which may be due because of his or her classification as a nonresident student, his/her student financial account will be encumbered. A student whose account is encumbered may be denied certain University services, such as registration and transcripts.

12. A student or prospective student who fails to request resident student status within a particular term 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 term.

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.

Notes

1 Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

2 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, providing that all other conditions are met. 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. Continuing eligibility to remain classified as a resident student for fee-paying purpose depends upon the continued maintenance of eligible immigration status. Contact Student Central for more information.

Tuition and Fees

Estimated Costs

Please visit the Student Central website for current estimated cost of attendance, including tuition, mandatory fees, and parking. Estimated costs for books, housing, supplies, and other personal items are not included. Tuition and fees can be estimated using an online fee estimate.

Schedule

The Trustees of Indiana University determine the tuition and fee schedule and is subject to change.

- Please visit the Student Central website to determine current fees.
- Tuition and fee due dates are posted on the Student Central website each semester.
- All new students are charged a nonrefundable application fee and new student enrollment fee.
- To learn more about housing costs and payment deadlines, see the Residence Life and Housing website.

Note: Indiana University policy is that tuition and fees are assessed based on the student's classification as a graduate or undergraduate student, not on the basis of the level of the course(s) the student is taking.

Housing

Meadow Lodge 103
Phone: (812) 941-2115
www.ius.edu/housing/

The Office of Residence Life and Housing creates living-learning environments committed to holistic student development, academic success, and civic engagement. The department strives to provide safe, well-maintained, housing facilities that engage students in meaningful discourse and interaction while providing opportunities for personal growth and service to the community.

On-campus housing is provided through the Office of Residence Life and Housing. Approximately 400 students live on campus at IU Southeast in five lodges. Each lodge features full apartments with semi-private bathrooms, full kitchens, and common living spaces. Each lodge also features a central great room, a computer lab, laundry facilities, vending machines, mail delivery, high-tech security access, and quiet study spaces. Students live in one, two, or four-bedroom apartments. Some bedrooms are double-occupancy while others are single occupancy. Housing fees include all utilities, cable television service, and high-speed Internet and wireless access.

Acceptance to the university does not guarantee housing to any student. Students and prospective students who want to live on campus should apply as early as possible to ensure the best possible consideration for housing. Assignments are made in the order in which applications and deposits are received. Students who currently live on campus are assigned first, followed by new students. Short-term housing is available to visiting students and conference guests during the summer months at competitive rates.

More information about living on campus, including the Residence Hall Application and Contract and housing rates, may be found at the Housing website.

Post-Baccalaureate Certificates

Working professionals who already hold bachelor's degrees can pursue post-baccalaureate certificates to enhance career building skills, or explore a new discipline to redirect a career. Intended to provide flexible pathways for professionals employed outside their undergraduate academic major or seeking to transition to a new discipline for career advancement or as foundations toward a Master's degree, these certificates are 15-29 credit hours, chosen from undergraduate courses and assessed undergraduate tuition. However, since they require a bachelor's degree to enter the programs, IU Southeast classifies them as graduate offerings.

We offer post-baccalaureate certificates in these areas.

- Accounting (Corporate)
- Accounting (CPA)
- Asian Affairs
- Conflict Analysis and Resolution
- Diversity and Intercultural Competency
- Economics
- Entrepreneurship
- European Affairs
- Finance
- General Business
- General Management
- Human Resources Management
- International Affairs
- International Business
- Latin American Affairs
- Marketing
- Professional Selling
- Public Sector Management
- Supply Chain

List of Credentials

A student planning to complete one of the graduate credentials offered by Indiana University Southeast must apply for and be accepted into the desired graduate program. Information can be secured at the appropriate office. Other students wishing to register for graduate courses at Indiana University Southeast must have their admission cleared in advance with the dean of the school in which they may wish to earn their degrees. If students register for graduate credit without the approval of their school, they do so without the assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree. Note that it is Indiana University policy to assess graduate fees for all courses in which a graduate student enrolls, regardless of the level of the course.

Graduate Degrees and Certificates Listings by School

- School of Arts and Letters
- School of Business
- School of Education
- School of Natural Sciences
- School of Nursing
- School of Social Sciences

Graduate Degrees and Graduate Certificates in Alphabetical Order

- Academic Advising - Certificate - School of Education
- Business Administration - Master of Business Administration - School of Business
- Biology - Master of Arts for Teachers - School of Natural Sciences
- Biology - Certificate - School of Natural Sciences

- Chemistry - Master of Arts for Teachers - School of Natural Sciences
- Chemistry - Certificate - School of Natural Sciences
- Clinical Mental Health Counseling - Master of Arts - School of Social Sciences
- Communication Studies - Certificate - School of Arts and Letters
- Composition Studies - Certificate - School of Arts and Letters
- Counseling - Master of Science in Education - School of Education
- Criminal Justice and Public Safety - Master of Science - School of Social Sciences
- Digital Media - Certificate - School of Social Science
- Educational Technology for Learning - Master of Science in Education - School of Education
- Educational Leadership - Education Specialist - School of Education
- Elementary Education - Master of Science in Education - School of Education
- English - Master of Arts - School of Arts and Letters
- French - Master of Arts for Teachers - School of Arts and Letters
- German - Master of Arts for Teachers - School of Arts and Letters
- German - Certificate - School of Arts and Letters
- History - Master of Arts - School of Social Sciences
- History - Master of Arts for Teachers - School of Social Sciences
- History - Certificate - School of Social Sciences
- Interdisciplinary Studies - Master of Interdisciplinary Studies - School of Social Sciences
- Interdisciplinary Studies - Certificate - School of Social Sciences
- Language and Literature - Certificate - School of Arts and Letters
- Literature - Certificate - School of Arts and Letters
- Management - Master of Science - School of Business
- Mathematics - Master of Arts for Teachers - School of Natural Sciences
- Mathematics - Certificate - School of Natural Sciences
- Modern World History - Certificate - School of Social Sciences
- Nursing - Master of Science - School of Nursing
- Organizational Leadership and Communication - Certificate - School of Social Sciences
- Program Leadership and Evaluation - Certificate - School of Social Sciences
- Political Science - Master of Arts - School of Social Sciences
- Political Science - Master of Arts for Teachers - School of Social Sciences
- Political Science - Certificate - School of Social Sciences
- Reading - Certificate - School of Education
- Secondary Education - Master of Science in Education - School of Education
- Spanish - Certificate - School of Arts and Letters
- Strategic Finance - Master of Science - School of Business

- Teaching, Learning, and Curriculum - Master of Science - School of Education

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Post-Baccalaureate Certificates in Alphabetical Order

A post-baccalaureate certificate (PBC) requires students to have previously completed a baccalaureate degree. These programs generally require 12-29 credits of undergraduate-level academic work, and will be assessed at the undergraduate rate.

- Accounting - PBC - School of Business
- Asian Affairs - PBC - School of Social Sciences
- Conflict Analysis and Resolution - PBC - School of Social Sciences
- Diversity and Intercultural Competency - PBC - School of Social Sciences
- Economics - PBC - School of Business
- Entrepreneurship - PBC - School of Business
- European Affairs - PBC - School of Social Sciences
- Finance - PBC - School of Business
- General Business - PBC- School of Business
- Human Resource Management - PBC- School of Business
- International Affairs - PBC - School of Social Sciences
- International Business - PBC- School of Business
- Latin American Affairs - PBC - School of Social Sciences
- Management - PBC- School of Business
- Marketing - PBC- School of Business
- Professional Selling - PBC- School of Business
- Public Sector Management - PBC - School of Social Sciences
- Supply Chain and Information Management - PBC- School of Business

School of Arts and Letters

School of Arts and Letters

Dean: Jim Hesselman
Campus Office: KV 110M
Telephone: (812) 941-2227
Fax: (812) 941-2529
https://www.ius.edu/arts-and-letters/

Programs
- English
- Modern Languages

School Information
Mission Statement
Pursuing enlightenment and creativity . . .

The School of Arts and Letters exists to foster the intellectual, creative, and personal growth of its students through courses in the humanities. We encourage our students to dream, to think critically, creatively, and insightfully, and to engage in their own lives, their communities and the world. Within our individual academic disciplines, we seek to create learning communities that will inspire and equip students to become the best, most independent, confident, and competent people they can be.

The mission of the faculty of the School of Arts and Letters is to develop in each student cognitive and creative language and artistic skills that allow for human thought and communication in the expression of ideas, emotions, and aesthetics. We believe that students more fully develop their own aesthetic and intellectual voice by knowing and experiencing the perspectives and values of others. These goals involve crossing cultural, philosophical, and artistic boundaries. As faculty and students, we seek to understand ourselves and others through our individual creative works and ideas as we become agents of our own lives.

It is clear to us that the intellectual, creative, and personal growth of each student benefits the faculty, staff, students, campus and local communities, and the world at large. Through our teaching, research, creativity, and service, we are committed to giving our students the tools to be informed citizens in a global society guided by democratic principles, as well as to succeed professionally. With this in mind, we seek to stimulate rather than suppress, challenge rather than confirm, create rather than imitate.

Vision Statement

The School of Arts and Letters is actively committed to sustaining the excellence of our programs. We further commit ourselves to make them flexible, versatile, and comprehensive in order to meet the needs of our students. We will continue to recruit and retain students and to enhance their progress toward graduation and their success in employment, further study, and life. Affirming the importance of intellectual inquiry as a shared pursuit, we will also seek to enhance our collaborative efforts, reaching out more effectively to others, including our own school members, as well as our alumni, the campus, and the community. Our dean, coordinators, faculty, and staff will continue to work together consistently and conscientiously to examine our plans, methods, and strategies. In the spirit of this self-examination, we will position our assessment within the framework of the larger academic community.

English

The IU Southeast English Department helps students develop the analytic and communication skills they need to complete in the evolving world market of critical ideas.

Academics
Graduate Degrees

- Master of Arts (online)
- Master of Arts

Graduate Certificates

- Communication Studies (Online)
- Composition Studies (Online)
- Language and Literature (Online)
- Literature (Online)

Program Information
Learning Goals

Master of Art in English

- Students complete additional coursework and pursue cross#training in research methods and pedagogical approaches to literature and composition studies, with options for study in developing sub#fields such as the digital humanities.
- Students will further refine writing, presentation and discussion skills in an advanced seminar in an area of literary studies that corresponds with their interests.

Graduate Certificate in Literature

- Students will master the core concepts and demonstrate the skills of literature pedagogy required for college#level literature classes.
- Students will identify historical trends in literary studies and analyze their impacts on research methods over time to situate contemporary multidisciplinary practices within the classroom.
- Students will examine the origins, structures, and evolution of the English language.
- Students will hone seminar presentation and discussion skills and deepen their expertise and in# depth knowledge in an area of literary studies of their choosing.

Graduate Certificate in Language & Literature

- Students will investigate characteristics and trends in contemporary composition studies mapping influential theoretical/critical approaches onto the cultural, historical, and social contexts of the classroom.
- Students will master the core concepts and demonstrate the skills of literature pedagogy required for college#level literature classes.
- Students will examine the origins, structures, and evolution of the English language.
- Students will compare and contrast a variety of current course design and instruction approaches for basic and introductory college#level writing classes.
- Students will hone seminar presentation and discussion skills and deepen their expertise and in# depth knowledge in an area of literary studies of their choosing.

Graduate Certificate in Composition Studies

- Students will investigate characteristics and trends in contemporary composition studies mapping influential theoretical/critical approaches onto the cultural, historical, and social contexts of the classroom.
- Students will identify and apply concepts and theories related to the production and reception of texts as formal linguistic expressions, focusing on questions of narration, genre, grammar, and style, with attention to specific linguistic features such as dialect, tone, rhythm, among others.
- Students will analyze contemporary trends in writing pedagogy including the impact of current theories of composition on classroom practice, the application of computing tools in teaching and evaluating writing, and approaches to teaching argumentative and persuasive writing, among others.
- Students will compare and contrast a variety of current course design and instruction approaches for basic and introductory college#level writing classes.
- Students will connect special topics such as the role of technology in the writing classroom, uses of

popular culture, history of writing instruction, and theoretical perspectives, such as feminist rhetorical methods to the reading and writing instruction across the K#16 continuum with a focus on their own classroom practices.

Communication Studies

- Deploy innovative strategies for teaching communication.
- Employ effective and ethical communication practices in professional, academic, and personal settings.
- Apply critical perspectives to production and consumption of media messages.

Admission Requirements

Master of Arts in English
General Requirements

- 30 credit hours in graduate level English
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Reuirements (30 cr.)

- Complete one course from the list
    - ENG-D 511 Introduction to English Studies
    - ENG-W 509 Intro to Writing and Literacy Studies
    - ENG-L 506 Intro to Methods of Criticism and Research

- Complete two courses from the list
    - ENG-L 605 Critical and Interpretive Theory
    - ENG-W 602 Contemporary Theories of Rhetoric and Composition
    - ENG-W 601 Development of Rhetoric and Composition

- Complete one course from the list
    - ENG-R 546 Rhetoric and Public Culture
    - ENG-L 509 Practicum on Critical Writing
    - ENG-W 620 Advanced Argumentative Writing
    - Any professional technical writing course approved by the coordinator

- Complete two courses from the list
    - ENG-W 500 Teaching Composition: Issues and Approaches
    - ENG-W 508 Graduate Creative Writing for Teachers
    - ENG-L 503 Teaching of Literature in College

- ENG-D 611 Practicum in English Studies
- Complete electives needed to reach 30 cr.

Masters of Arts in English - Online Collaborative
Masters of Arts in English

The M.A. in English offers students a program that can be shaped to individual goals. Students work closely with an English faculty advisor to develop a program of study created to meet particular goals. The Master of

Arts in English requires the following: (1) The required foundational course ENG L506 Introduction to Methods of Criticism and Research, (2) Elective courses chosen from among literature, writing, and rhetoric in consultation with an advisor, (3) a capstone project completed in W609, (4) a program final completion portfolio. The degree provides structured learning, a supportive atmosphere, and scheduling sensitive to students' needs for evening courses, particularly for the region of the state we serve, where there are issues of distance preventing students from pursuing an M.A. program within commutable distances. Many of our students live some 40 minutes from campus and work full time. The M.A. in English is evaluated through an ongoing assessment and revised in accordance with results for a program of continued excellence.

English Core

Complete two of the following courses

- ENG-G 500 Introduction to the English Language
- ENG-L 506 Intro To Methods of Criticism and Research
- ENG-L 646 Readings in Media/Literature/Culture
- ENG-W 509 Writing and Literary Studies

Complete two of the following courses

- ENG-X 5##/6## Any Graduate English Course
- ENG-W 609 Independent Writing Project

In addition to the English core, complete requirements for one of the following certificates.

Graduate Certificate in Composition Studies

Complete one of the following courses

- ENG-W 509 Writing and Literary Studies
- ENG-W 500 Teaching Composition: Issues & Approaches

Complete one of the following courses

- ENG-G 660 Stylistics
- ENG-L 646 Readings in Media/Literature/Culture

Complete one of the following courses

- ENG-W 510 Computers in Composition
- ENG-W 553 Theory and Practice of Exposition
- ENG-W 590 Teaching Composition: Theories & Applications
- ENG-W 620 Advanced Argumentative Writing

Complete one of the following courses

- ENG-W 501 Teaching College Writing
- ENG-W 600 Topics in Rhetoric & Composition

Complete one of the following courses

- ENG-R 546 Rhetoric and Culture
- ENG-W 600 Topics in Rhetoric & Composition
- ENG-W 682 Special Topics: Rhetoric & Composition

Graduate Certificate in Language and Literature

Complete one of the following courses

- ENG-W 509 Writing and Literary Studies
- ENG-W 500 Teaching Composition: Issues & Approaches

Complete the following course

- ENG-L 503 Teaching Literature in College

Complete one of the following courses

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language

Complete one of the following courses

- ENG-W 508 Creative Writing for Teachers
- ENG-W 600 Topics in Rhetoric & Composition
- ENG-W 682 Special Topics: Rhetoric & Composition
- ENG-W 554 Practicum Teaching of Creative Writing

Complete one of the following courses

- ENG-L 5##/6## Any ENG-L or Course Approved by an Advisor

Graduate Certificate in Literature

Complete the following course

- ENG-L 503 Teaching Literature in College

Complete the following course

- ENG-L 553 Studies in Literature

Complete one of the following courses

- ENG-D 600 History of the English Language
- ENG-G 655 History of the English Language

Complete two of the following courses

- ENG-L 5##/6## Any ENG-L or Course Approved by an Advisor

Graduate Certificate in Communication Studies - Online Collaborative

Certificate Requirements (18 cr.)

A minimum GPA of 3.0 is required. All courses are 3 credit hours, unless otherwise noted.

- CMCL-C 545 Pedagogy in Communication & Culture
- Complete 9 credits from the following
  - COMM-C 510 Health Provider-Consumer Communication
  - COMM-C 528 Group Comm & Organizations
  - COMM-C 593 Advanced Family Communication
  - CMCL-C 594 Communication & Conflict Management in Organizations
  - CMCL-C 610 Identity and Difference
  - SPCH-S 500 Into to Grad Studies and Research

- SPCH-S 640 Studies in Organizational Communication
- CMCL-C 502 Or SPCH-S 502 Intro to Communication Theory
- COMM-C 592 Or CMCL-C 592 Advanced Health Communication
- SPCH-S 633 Or COMM-C 544 Studies in Interpersonal Communication/Advanced Relational Communication
- COMM-C 582 Or SPCH-S 627 Advanced Intercultural Communication/Studies in Cross Cultural Communication

- Complete 3 credits from the following
  - CMCL-C 606 Media Criticism
  - CMCL-C Human Communication and the Internet
  - CMCL-C Critical Media Literacy

- Electives to total 18 hours -- Students may select additional course(s) from any of the above areas to meet this requirement.

Modern Languages

We believe that language exists as both a necessary precondition and an inevitable consequence of human self-awareness, and that this self-awareness accounts for our drive to understand, interact with, and shape the world. The Department is committed both to teaching practical skills (the structural specifics of French, German or Spanish) and to developing our students' appreciation of the fundamental role that language and cultural diversity play in defining and refining our humanity.

Academics
Graduate Degrees

- Master of Arts for Teachers in French (Online)
- Master of Arts for Teachers in German (Online)

Graduate Certificates

- German
- Spanish

Program Information
Learning Goals

Master of Arts in French

- Students will demonstate proficiency in French through the ability to complete graudate coursework in French.
- Students will achieve a comphrehensive understanding of French as a living language and Frencophone cultures.
- Students will recieve an understanding of the core concepts and applications of Second Language Acquisition.
- Students will introduce and practice various foreign language teaching methodologies.
- Students will develop individual teaching styles informed by current theory and scholarship.

Admission Requirements

Master of Arts in French

- Students will need a completed undergraduate degree with a major in French; **Or**
- Students will need a related bachelor's degree in Education with a French specialization, concentration or outside area; **Or**
- 2 years of secondary teaching experience in French and transcripts from a Francophone instituition.

Master of Arts for Teachers in French - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in French must complete 30 total graduate credit hours including:

- 30 credit hours in French
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Course Requirements (30 cr)

- FRIT-F 573 Methods of College French Teaching
- FRIT-F 580 Applied French - Linguistics
- FRIT-F 605 Capstone Project in French Teaching

- Complete 2 of the following:
  - FRIT-F 632 17th-Century French Drama
  - FRIT-F 556 Roman Aux 20° et 21° Siecles
  - FRIT-F 635 Studies in Eighteenth-Century French Literature
  - FRIT-F 640 Studies in Nineteenth-Century French Literature
  - FRIT-F 651 Studies in French Cinema
  - FRIT-F 667 Seminar in Francophone Studies
  - FRIT-F 5xx Readings in French and Francophone Cultures

- Complete 1 of the following:
  - FRIT-F 578 Contrastive Study of French and English
  - FRIT-F 603 History of the French Language 1
  - FRIT-F 5xx Readings in French Language and Linguistics

- Complete 1 of the following:
  - FRIT-F 673 Topics in Learning and Teaching of French
  - FRIT-F 5xx Readings in French Predagogy and Language Accquisition

- Complete 3 additional course (9 cr) taken from any of the above 3 categories (ll, lll, IV)

Graduate Certificate in Spanish - Online Collaborative
General Requirements

Students pursuing a graduate certificate in Spanish must complete the following requirements

- 18 credit hours in Spanish

- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- SPAN-T 510 Second Language Acquisition for Spanish Teaching
- SPAN-T 520 Spanish Writing and Grammar
- SPAN-T 530 Spanish Through Cultural Expressions
- SPAN-T 540 Spanish Phonetics
- SPAN-T 550 Hispanic Studies
- SPAN-T 560 Hispanic Sociolinguistics

Master of Arts for Teachers in German - Online Collarborative
Degree Requirements

Students receiving the Master of Arts for Teachers in German must complete 30 total graduate credit hours including:

- German Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

German Component (18 cr.)

- GER-T 510 Teaching and Learning Approaches for German as a Foreign Language
- GER-T 520
- GER-T 530
- GER-T 540
- GER-T 550
- GER-T 560

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in German - Online Collaborative
General Requirements

Student pursuing a graduate certificate in German must complete the following requirements

- 18 credit hours in German
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- GER-T 510 Teaching and Learning Approaches for German as a Foreign Language
- GER-T 520
- GER-T 530

- GER-T 540
- GER-T 550
- GER-T 560

Business

School of Business

Dean: Dr. David Eplion
Campus Office: HH 214
Telephone: (812) 941-2325
Fax: (812) 941-2672
https://www.ius.edu/business/

Programs
Graduate Programs

- Business Administration (MBA)
- Management (Master of Science)
- Chancellor's Master of Science in Management - 100% Online
- Strategic Finance (Master of Science)
- Chancellor's Master of Science in Strategic Finance - 100% Online

Post-Baccalureate Certificates

- Accounting (Certified Public Accountant Preparation)
- Accounting (Corporate Accounting Preparation)
- Economics
- Entrepreneurship
- Finance
- General Business
- Human Resources Management
- International Business
- Management
- Marketing
- Professional Selling
- Supply Chain and Information Management

School Information
- Mission/Vision Statements and Learning Goals
- Policies and Information
- Quick Start Foundations

Mission Statement
- Mission
- Vision
- Learning Goals

Mission

 "Quality education for a lifetime of achievement."

The mission of the School of Business is to provide both traditional and nontraditional students with a "quality education for a lifetime of achievement" through a challenging, innovative, and supportive learning environment that enables students to achieve their potential.

The School of Business serves the community through student, alumni, and faculty involvement. The school's undergraduate population is predominantly drawn from the nine-county service region in southern Indiana, with additional students originating from greater Louisville in Kentucky. A large number of the undergraduate population is first-generation college students, and approximately

85 percent of graduates continue their professional careers in southern Indiana and the greater Louisville area. The school's Master of Business Administration (MBA) population consists of working professionals and is approximately evenly distributed between southern Indiana and Louisville. The Master of Science in Strategic Finance (MSSF) is an interdisciplinary program catering primarily to finance and accounting professionals in southern Indiana and Louisville.

To accomplish our mission, the School of Business provides excellent professional business and economics education in fully accredited undergraduate and graduate business degree programs with a balanced emphasis on each program. Elements related to our mission are teaching, to enhance student learning and instructional effectiveness continuously so that students can succeed in their professional careers; scholarship, to enhance faculty intellectual capital and the advancement of knowledge; and service, to enrich the university and community through faculty service and professional activities.

Teaching: Enhancing Student Learning and Faculty Instructional Effectiveness

Enhancing student learning to prepare them for a lifetime of achievement includes increasing their knowledge of subjects common to business curricula and their awareness of ethical, societal, and global dimensions of business. It also includes the development of skills in such areas as technology, group activities and interaction, critical thinking, problem solving, and oral and written communications. Such student knowledge, awareness, and skills will prepare them to make better decisions throughout their life and careers. Enhancing instructional effectiveness includes providing a supportive and innovative learning environment in which the faculty uses a variety of pedagogical approaches appropriate to the subject matter to facilitate student learning. Attributes of a supportive learning environment include academic advising, career counseling, faculty/student interaction, and both traditional and innovative methods of delivery.

Scholarship: Continuously Enhance Faculty Intellectual Capital and Advancement of Knowledge

Enhancing faculty intellectual capital is integral to student learning and instructional effectiveness. The IU Southeast School of Business is primarily focused on teaching. Consistent with our mission statement, the School places equal value on learning and pedagogical research, discipline-based scholarship, and contributions to practice. This scholarship augments faculty intellectual capital, improves instructional pedagogy, and advances knowledge by contributing to academic and professional literature.

Service: Enriching the University and Community through Faculty Service and Professional Activities

Faculty service has multiple components including service to the university, community, and profession. University service is necessary to successful academic programs. Service to the community at large and its organizations enables them to better respond to changing needs and economic conditions. The practice of academic and professional competencies directly facilitates faculty

intellectual development and ultimately contributes to instructional excellence and student learning.

Vision

"To Be a Premier Regional School of Business"

Our vision is to be a premier regional school of business, serving our region comprising southern Indiana and the greater Louisville metropolitan area.

Student Learning Goals

School of Business graduates are knowledgeable professionals who are capable decision-makers, effective communicators, and technologically adept.

Master of Business Administration

Goal 1: Knowledge of Business

- Students demonstrate knowledge of fundamental business concepts, tools, systems and processes. Students demonstrate knowledge of fundamental business concepts, tools, systems and processes.
- 1A: Students demonstrate knowledge of fundamental concepts and principles of managerial accounting.
- 1B: Students demonstrate knowledge of fundamental concepts and principles of economics.
- 1C: Students demonstrate knowledge of fundamental concepts and principles of finance.
- 1D: Students demonstrate knowledge of current laws, regulations, and legal issues affecting business.
- 1E: Students demonstrate knowledge of fundamental concepts and principles of marketing.
- 1F: Students demonstrate knowledge of fundamental concepts and principles of supply chain and operations
- 1G: Students demonstrate knowledge of fundamental concepts and principles of organizational behavior
- 1H: Students demonstrate knowledge of unique characteristics of competing in global markets.

Goal 2: Application and Integration Goal 2: Application and Integration

- Students effectively apply and integrate concepts and tools from relevant business functional areas to analyze and critically evaluate alternative solutions to business problems.
- 2A: Students apply concepts and principles of managerial accounting.
- 2B: Students apply concepts and tools in economics for managerial decisions in alternative market structures.
- 2C: Students apply financial tools to make business decisions.
- 2D: Students apply concepts and principles of current laws, regulations, and legal issues in business
- 2E: Students apply appropriate marketing concepts, theories, principles and tools to business problems.
- 2F: Students apply concepts and principles of supply chain and operations management to business

- 2G: Students use business analytics techniques to aid in the decision-making process.
- 2H: Students communicate effectively in a business environment.
- 2I: Students integrate business concepts, theories, and principles to solve organizational problems.

Goal 3: Global Management Challenges Goal 3 Ethics & Social Responsibility

1.
   - Students demonstrate knowledge of and sensitivity to ethical issues that will assist them in advancing their organizations and society in an ethical way. Students engage their business knowledge and skills to serve the community .
   - 3A: Students recognize and analyze ethical problems and choose and defend resolutions.
   - 3B: Students demonstrate knowledge of concepts associated with corporate social responsibility.
   - 3C: Students engage their business knowledge and skills to serve the community.

Master of Science in Management

Goals

1. **Knowledge of Management:** Students will demonstrate knowledge of fundamental concepts and principles of organizational behavior, management, and ethics.
   - Students will apply knowledge of terminology, theories, and principles of organizational behavior/management.
   - Students will apply knowledge of terminology, theories and principles of organizational development and change
   - Students will apply knowledge of terminology, theories, and principles of ethics
   - Students will demonstrate knowledge of theories and principles of organizational leadership.
   - Students will evaluate issues with teamwork and apply appropriate solutions for improved performance.
   - Students will understand and appropriately apply principles, procedures, and policies related to strategic organizational development.

2. **Ability to Think Critically:** Students use problem solving methodologies to evaluate given information and use critical thinking skills to arrive at appropriate recommendations.

1.
   - Students will use analytical skills to examine information and then understand what it means, and what it represents.
   - Students will use integrative thinking skills to evaluate managerial plans and decisions and to develop an ethical and competitive organization.
   - Students will use critical thinking skills to formulate managerial solutions

and create plans to solve common organizational issues.

3. **Communication:** Students will demonstrate knowledge of fundamental concepts and skills of organizational communication.
4. **Leadership:** Students will demonstrate knowledge of leadership theory and practice that prepares them to lead effectively.

Master of Science in Strategic Finance

Goal 1: Knowledge of Accounting and Finance

- Students demonstrate knowledge of professional accounting and finance concepts and tools.
- **1A: Financial Tools** Students apply financial tools to make business decisions.
- **1B: Quantitative Analysis 1B: Quantitative Analysis** Students use quantitative analysis to aid in the decision#analysis process.
- **1C: Managerial Accounting 1C: Managerial Accounting** Students apply concepts and principles of management accounting.

Goal 2: Application and Integration of Accounting and Finance

- Students effectively apply and integrate accounting and finance concepts and tools for analysis and decision making.
- **2A: Accounting and Finance Concepts** Students effectively apply and integrate accounting and finance concepts and tools for analysis and decision making.
- **2B: Financial Statement Analysis and Modeling** Students use financial statement analysis and modeling for the purpose of recommending whether or not to invest in a firm's equity or extend credit.

Goal 3: Professional Communication Goal

- Students professionally communicate financial and accounting information and analysis.
- **3A: Financial and Accounting Communication** Students effectively communicate financial and accounting information and analysis in a professional manner.

Goal 4 Social Responsibility
- Students demonstrate knowledge of ethical issues impacting financial reporting and decision making and propose ideas for prevention and detection of problems. Students engage their business knowledge and skills to serve the community.
- **4A: Ethical Issues and Financial Reporting** Students demonstrate knowledge of ethical issues impacting financial reporting.
- **4B: Ethical Problems and Prevention** Students recognize and analyze ethical problems and propose ideas for prevention and detection of problems.
- **4C: Community Services** Students engage their business knowledge and skills to serve the community.

Policies and Information

- Accreditation

- Admission Process
- Community Service Requirement
- Withdrawal
- Lack of Graduate Program Activity
- Incomplete Grades
- Repeating a Course
- Auditing
- Academic Standing and Disciplinary Procedures
- Graduate Business Student Services
- Visiting Students in Graduate Business Courses
- Code of Student Rights, Responsibilities, and Conduct
- School of Business Honor Code
- Policy Governing Release of Information in Student Records

Accreditation

The IU Southeast Graduate Business Programs are accredited by AACSB International— The Association to Advance Collegiate Schools of Business. AACSB International provides specialized, professional accreditation for university business schools and their business programs. AACSB accreditation represents the highest standard of achievement for business schools worldwide. Less than 5% of the more than 11,000 business schools in the world have earned AACSB accreditation. Being AACSB-accredited means a business school is able to continuously pass a strict set of standards that are designed to ensure quality. AACSBaccredited business schools have the highest-quality classes, teachers, research, students, and programs in the world.

Admission Process

Applicants should have earned a bachelor's degree. Applications are carefully evaluated based primarily on the following factors: Quality of undergraduate degree program, undergraduate grade point average, Graduate Management Admissions Test (GMAT) score** , and relevant work experience. Meeting minimum expectations for each factor does not guarantee admission. Offers of admission will be based in part on program capacity considerations.

Application Deadlines

Desired Starting Semester	Final Postmark Deadline
Fall	July 20
Spring	November 30
Summer	April 15

Typically, admissions decisions will be communicated to applicants within three weeks of the deadline. Complete applications received by the recommended deadline will be considered for admission, denial or deferral of the admission decision until the second/final review of applications. Complete applications received after the recommended deadline but on or before the final deadline date will be handled in the final review of applications (subject to program capacity). Decisions at this stage will either be admission, denial or deferral for consideration of admission in the following semester (or summer term).

An application is considered complete when:

1) The applicant has submitted the online Graduate Business Programs application with application fee, resume and essay, and

2) Additional supporting materials (GMAT**, official transcripts, etc.) have been received.

* Additional processing time is necessary for international student applications. International applicants should submit all materials by the recommended postmark deadline.

** Typically, international applicants will also be required to submit TOEFL scores.

Admissions decisions are final. An applicant who is deferred to the following semester will automatically be considered in the set of Recommended Postmark Deadline applications for that semester. Applicants who are denied admission may apply for consideration for a later semester by submitting updated application materials at a later date.

Starting Semester:
Students who are granted admission into a graduate business program are expected to start during the stated desired starting semester. Any student not starting coursework during that semester must communicate with the Director of Graduate Programs to maintain their admission status into the next semester.

Transfer Credit Policy

Graduate credit hours earned at another AACSB or ABA–accredited university may be accepted as transfer credit. The maximum total number accepted is six credit hours. Factors such as graduate program accreditation, course relevance to business administration or strategic finance, grade earned (at least a B, 3.0 on 4.0 scale) and length of time since course completion will be considered.

Accepted transfer courses must align with specific objectives and learning outcomes of current program courses if the request for graduate credit would be a substitute for a required course. The instructor who teaches the equivalent course in the IU Southeast graduate business program will make the decision. If the instructor of record is unavailable for a month, the Dean will make the decision, in conjunction with a terminally degreed faculty member in the area.

Incoming Students

Applicants may request a review of previous graduate transcripts for consideration of transfer credit toward a graduate business degree. Courses over seven years old will not be considered. The request must be made at the time of application, and the review will be conducted at the time of admission into the graduate business program. The student must submit the course description and syllabus.

Current Students

A current student may request to take a course from another AACSB-accredited university only in the case of extenuating circumstances which prevent the student from taking the course through IU Southeast (as determined by the Graduate Business Programs Committee). The request for permission must be submitted to the Graduate Director at least a month prior to the beginning of the

course. The student must submit the course description and current syllabus as part of the required process. It is the student's responsibility to pursue enrollment and the necessary permissions from other institution, as well as to complete the necessary transfer process with IU Southeast after finishing the course. No transfer credit will be allowed if the transfer is not approved in advance of the course start date.

Community Service Requirement

MBA and MSSF students must perform at least 20 hours of community service in a project that involves their contribution in the form of business knowledge, leadership, and/or expertise. Some examples include volunteering for Big Brothers/Big Sisters, providing tax assistance for the elderly or disadvantaged, participating in a United Way agency, or serving on a not-for-profit board or advisory council. Activities that serve a narrowly defined population such as being an officer at the local Rotary Club or a church deacon are not appropriate for this requirement.

Furthermore, participation in admirable community service projects such as Habitat for Humanity would not be acceptable unless the service was in the form of contributing business expertise or in a leadership role.

Services in which the student organizes and/or directs the project for a non-profit organization are acceptable. Examples such as directing and/or organizing a community cleanup sponsored by the Rotary Club or chairing a church clothing drive for the needy are acceptable projects because they serve a need of the greater community.

The requirement may be completed at any time during the academic program. It is strongly recommended that the student plan to complete this requirement prior to the last 6 credit hours of coursework in the graduate curriculum. Students must submit a written proposal outlining a plan for satisfying this requirement to the Graduate Director for approval prior to performing the project.

The proposal should contain the following information:

1) Name of the community organization or project selected to fulfill this requirement.

2) Name and telephone number of a contact person at the organization.

3) How your business knowledge, leadership, and expertise will be applied.

4) Estimated time frame for completion of the project, including beginning and ending dates, if possible.

Normally, proposals are approved within one week of submission. Proposals that differ from typical projects, however, may require additional time for approval. Any services rendered prior to the approval of a proposal do not satisfy this requirement. Certification by the participating organization is also required. At the conclusion of the Community Service activity, students must submit a one- to two-page typewritten report summarizing the project, project outcomes and

student's contributions to these outcomes to the Director of the Graduate Business Programs for final approval.

Withdrawal

Students are responsible for following standard timing and procedures of the Registrar's Office to
officially withdraw from a course. For academic advising regarding the possible need to withdraw
from a course, contact the Director of Graduate Business Programs. Typically, dropping a course
within the first week of class results in no record of attempting the course. For withdrawals after
the first week of class, W is recorded in place of a grade when students officially withdraw before
the established withdrawal deadline. See the Registrar's Academic Calendar for specific drop and withdrawal
deadline dates in each semester. Non-standard course lengths have adjusted withdrawal deadlines. Contact the
Director regarding withdrawal deadline questions for these courses.

Lack of Graduate Program Activity

Students who stop taking classes for at least 2 consecutive regular semesters (Fall or Spring)
must file an appeal for reinstatement in the Graduate Business Programs Office. If such
reinstatement is granted, the student will be subject to the Bulletin in effect at the time of reinstatement. The seven-year window for degree completion still applies based on the semester when the first graduate business course was taken.

Incomplete Grades

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major
portion of a course but is prevented by extraordinary circumstances from completing the balance
of the course. The grade of I will only be given if the instructor has sufficient reason to believe
that the failure to complete the requirements of the course was beyond the student's control. The
grade of I should not be awarded simply to exempt a student from paying tuition for a repeated course.
The student has up to 12 months to complete the balance of the course in the manner outlined
by the instructor. If the instructor does not otherwise act to remove the Incomplete within 12
months, the Registrar will automatically change the I to an F. Both the student and the instructor
in whose course the student received the I will be notified of this changing of grade.

Repeating A Course

Students earning an unacceptable individual course grade [less than C- (1.7) in a Foundations
course or less than C (2.0) in a required Graduate Business course] must repeat the course to
achieve an acceptable grade. A student may choose to repeat a course in which the original
grade earned was below B (3.0). A course may be repeated for a grade only once. Regardless

of whether a student must repeat a course or chooses to repeat a course, ALL grades earned
(original and second) will be included in the appropriate (Foundations or Graduate) overall GPA
calculation. A maximum of 6 Graduate Business Programs credit hours can be repeated.

Auditing

Auditing is not permitted for courses in the Graduate Business Programs curriculum.

Academic Standing and Disciplinary Procedures

Foundations Phase: To maintain good academic standing, students must maintain an overall
Foundations GPA of at least 3.0. Any Foundations course with a final grade below C- (1.7) must
be repeated for successful completion. A Foundations course may only be repeated for a grade one time.

Graduate Program: To maintain good academic standing, students must maintain an overall
Graduate GPA of at least 3.0. Any Graduate Business course with a final grade below C (2.0)
must be repeated for successful completion. A Graduate Business course may only be repeated for a grade one time.

Terms of Academic Probation or Suspension
At any point in a Graduate Business program, if a student's overall Graduate GPA falls below
3.0, the student is placed on academic probation. When placed on academic probation, the
student must improve his/her overall Graduate GPA to at least 3.0 within the next 9 credit hours
completed. Failure to do so will result in academic suspension, which prohibits the student from
taking Graduate Business coursework until reinstatement is granted.

The suspended student must file an appeal for reinstatement with the Graduate Business
Programs Office. If reinstatement is granted, probationary terms of the reinstatement will be
defined. At a minimum, **academic suspension** will prohibit the student from taking Graduate
Business coursework until the end of the next regular semester (Fall or Spring).

Any grade of D+ (1.3) or lower in a Graduate Business Program course results in automatic
academic suspension. The suspended student must file an appeal for reinstatement with the
Graduate Business Programs Office. If reinstatement is granted, probationary terms of the
reinstatement will be defined. At a minimum, academic suspension will prohibit the student from
taking Graduate Business coursework until the end of the next regular semester (Fall or Spring).

Students should seek regular academic advising with the Director of Graduate Business
Programs in an effort to restore and maintain good academic standing.

Academic Dismissal
A student will be dismissed from the **Foundations phase** when any one of the following occurs:

1) The student repeats a particular required Foundations course and earns a grade
   below C- (1.7) both times.
2) It becomes mathematically impossible for the student to achieve the required 3.0 GPA
   upon completion of the program.

A student will be dismissed from the **Graduate Business Program** when any one of the
following occurs:

1) The student repeats a particular required (core) Graduate Business Program course and
   earns a grade below C (2.0) both times.
2) The student has earned three Graduate Business course grades below B- (2.7).
   A maximum of two grades below B- (2.7) will be allowed in Graduate Business courses.
   This policy applies to the collection of all graduate courses taken to simultaneously or
   consecutively complete both Graduate Business degree plans. Repeating a Graduate Business
   Programs course does not remove the original grade from being counted. Foundations courses
   are not considered part of this evaluation.
3) The student does not complete all degree plan requirements within seven years of the first
   Graduate Business course taken.

Additionally, students should be familiar with the Code of Student Rights, Responsibilities, and
Conduct. Academic or other misconduct in violation of the Code may result in dismissal.

APPEALS PROCESS
Appeals Regarding Bulletin Policies or Academic Discipline Actions: The Graduate Business Programs Committee oversees Graduate Business policy development, revision and enforcement. Students may write a letter of appeal to the Committee with any supporting documentation to seek an exception to Graduate Business Programs policy or disciplinary action.

Graduate Business Student Services

IU Southeast Graduate Business students have access to the following personnel and services:
Director of Graduate Business Programs: Academic Advising, Community Service Proposals
Graduate Programs Records Specialist: Admissions and Graduation Processing, Student Questions
Financial Aid Office: Loan, Grant or Scholarship Options
Bursar's Office: Student Identification Card, Arrangements for Payment of Tuition and Fees
University Police: Campus Parking Permit and Security Information
Registrar's Office: Academic Calendar, Registration and Withdrawal Processes
Career Development Office: Career/Employment Opportunities and Resources for Students and Alumni
Disability Services Office: Guidance Regarding Appropriate Accommodations and Services
Beta Gamma Sigma Honor Society: "To encourage and reward scholarship and accomplishment among students of business administration, to promote the advancement of education in the art and science of business, and to foster integrity In the conduct of business operation."

Visiting Students in Graduate Business Courses

A qualified visiting student may seek to take up to six graduate business credit hours. To seek permission to take a graduate business course under "visiting" status, the candidate must:

1. Provide graduate business application materials and meet all conditions that are required for full admission into a Graduate Business Program by the final application deadline for the desired semester. (Some Graduate Business Program application material requirements may be waived for students currently in good standing at another AACSB-accredited graduate business program.)
2. Show successful completion of all expected prior coursework necessary to be prepared for entry into the desired course. Permission to enroll in an IU Southeast Graduate Business course does not constitute admission to a Graduate Business Program. The qualified visiting student must wait until one week prior to the first day of class to determine if a seat is available.

Code of Students Rights,Responsibilities, and Conduct

It is important that students understand their rights and responsibilities. Copies of the Indiana University Code of Student Rights, Responsibilities, and Conduct are available from the Office of Student Affairs, University Center South, room 155, and the Information Desk, University Center.
Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

School of Business Honor Code

In accordance with the Indiana University Southeast Code of Student Conduct, the School of Business has adopted the following honor code:
"On my honor, I hereby pledge to neither give nor receive instructor-unauthorized aid on this [exam/test/paper]."
The mechanism for enforcement will be the established channels provided through the Office of Student Affairs regarding academic misconduct. The purpose of the honor code is to reinforce for School of Business students the importance that our school places on ethical conduct as well as the increasing emphasis being placed on ethical behavior within the business community.

Policy Governing Release of Information in Students Records

University ID (UID) Number
The University ID is now the preferred access number for your student records. It replaces the Social Security number (SSN) as the primary identifier. The SSN is still used for financial aid and employment information but is no longer considered a student ID number. All newly admitted

students receive their own 10-digit UID. They can use it to create their initial computing
accounts before they arrive on campus. Students do not need to know their UIDs for registration.
When they log in to OneStart with their IU Network ID username and password, they are ready to
register for classes. Currently enrolled students can look up their UID in the Personal Information
link in OneStart.

Student Records:
Indiana University Policy on Student Records (Approved: UFC 3/29/77; amended: UFC 10/2/01) In compliance with Section 438 of the "General Education Provisions Act" (as amended) entitled "FamilyEducational Rights and Privacy Act," the following constitutes the institution's policy, which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

A. Certain definitions and principles contained in the law and proposed guidelines are

specifically adopted in the policy:
   1) "Student" is defined as one who has attended or is attending Indiana University, and
   whose records are in the files of the University.
   2) "Educational records" do not include records retained by individuals which are not
   accessible to any other person except a substitute faculty/staff member.
   3) "Public information" is limited to name; address; e-mail address; phone; major field of
   study; dates of attendance; admission or enrollment status; campus; school, college, or
   division; class standing; degrees and awards; activities; sports; and athletic information.
   Records of arrests and/or convictions and traffic accident information are public information
   and may be released to anyone making inquiry.
   4) "Record" means any information or data recorded in any medium, including, but not
   limited to, handwriting, print, tapes, film, microfilm, microfiche, and electronic media.

B. Public information shall be released freely unless the student files the appropriate form
requesting that certain public information not be released.

Third-Party Access: 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 (http://ses.indiana.edu/polsAndProcs/studentRightsUnderFerpa.cfm), the university is prohibited for 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. The restriction applies, but is not limited to your parents, your spouse, a sponsor, etc. You may, at your discretion, grant the university permission to release information from your student records to a third party by granting them permission to see portions of your record via self-service in OneStart. By choosing to create an access record through this process, you are completing a Student Information Release Authorization. To use this service,

you must set up a separate record for each third party to whom you grant access to information on your student records. This authorization does not authorize the third party viewer to receive information from the university by any other methods, such as phone, e-mail, or in-person visit. Your authorization to release information will expire when your access to 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 permission from a third party viewer through OneStart. Access can be revoked by deleting the record assigning access to your third party guest in OneStart

For more information, contact the Office of the Registrar.

Quick Start Foundations
Quick Start Foundations Requirements

Foundations courses are required to prepare students for full admission into the graduate business curriculum. Students with a bachelor's degree in business from an AACSB-accredited
institution will be understood to have automatically met the MBA Foundations requirements.
In other cases, the Graduate Business Office will evaluate the student's transcript(s) for prior
coursework equivalencies. Applicants who have not met all of the Foundations coursework
requirements may be "conditionally admitted" for the purpose of Foundations completion. Upon
completion of the Foundations requirements, a student is considered for admission into the
graduate business curriculum. Typically, one graduate course may be taken in the same semester as the final Foundations course while still under conditional admission status. The student's overall Foundations GPA is expected to be at least 3.0 in order to be considered for admission into a graduate business program. Students who do not have at least a 3.0 Foundations GPA will not be permitted to take one graduate course with their last Foundations course while under conditional admission status.

Students may contact the Graduate Business Office about challenging a Foundations course
requirement by examination. Only one challenge exam per Foundations course may be taken.
Challenge exams are an option only prior to the first entry into the course. No credit by
examination will be given for courses contained in the graduate business curriculum.

Students who stop taking classes for at least 2 consecutive regular semesters (Fall or Spring)
must file an appeal for reinstatement in the Graduate Business Programs Office. If such
reinstatement is granted, the student will be subject to the Bulletin in effect at the time of
reinstatement.

MBA Foundations

IU Southeast Course

- BUSE-F501 Foundations in Accounting

- BUSE-F502 Foundations in Finance
- BUSE-F503 Foundations in Economics
- BUSE-F504 Foundations of Marketing
- BUSE-F505 Foundations in Quantitative Tools
- BUSE-F506 Foundations in Management

MSSF Foundations

IU Southeast Course

- BUSE-F501 Foundations in Accounting
- BUSE-F502 Foundations in Finance
- BUSE-F503 Foundations in Economics
- BUSE-F504 Foundations of Marketing
- BUSE-F505 Foundations in Quantitative Tools
- BUSE-F506 Foundations in Management
- BUS-A311 Intermediate Accounting I OR
  BUS-A310 Mgmt. Decisions & Fin. Reporting

Master of Business Administration (MBA)

The Indiana University Southeast Master of Business Administration (MBA) degree program is designed for students interested in continuing their education in the field of business. Through the program, business professionals increase their breadth of knowledge, ability to analyze business alternatives more thoroughly and opportunities for more challenging, responsible, and productive careers in the business community

Degree Requirements

Students receiving the Master of Business Administration must complete 30 total graduate credit hours including:

- MBA Core (27-30 cr.)
- Optional Concentrations (9 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

MBA Core

- BUSE-A 505 Cost Management
- BUSE-A 506 Managerial Economics
- BUSE-A 507 Modeling and Simulation
- BUSE-A 508 Organizational Behavior and Leadership
- BUSE-B 516 Legal/Ethical Environment of Business
- BUSE-B 517 Operations and Supply Chain Management
- BUSE-C 521 Marketing Management
- BUSE-C 522 Financial Management
- BUSE-D 530 Business Policy and Strategy
- BUSE-E 580 Community Serivce in Business (0 credits)
- Elective (Students w/out concentration will complete a 3 cr. elective course)

Accounting Concentration

- Complete three of the following courses:
  - BUSE-A 510 Automation and Databases
  - BUSE-E 577 Financial Statement Analysis
  - BUSE-E 589 Intermediate Accounting I

- BUSE-E 590 Independent Study
- BUSE-E 596 Intermediate Accounting II
- BUSE-G 533 Auditing
- BUSE-H 546 Advanced Corporate Taxation

Business Data Analytics Concentration

- Complete one of the following courses:
  - BUSE-A 510 Automation and Databases
  - BUSE-E 546 Business Intelligence and Data Analytics

- Complete two of the following courses
  - BUSE-A 510 Automation and Databases
  - BUSE-E 551 Managerial Forecasting
  - BUSE-E 569 Business Data Analytics and Visualization
  - BUSE-E 578 Business and Economics Applications of GIS
  - BUSE-E 590 Independent Study
  - BUSE-E 546 Business Intelligence and Data Analytics

Finance Concentration

- Complete three of the following courses:
  - BUSE-E 557 Investment Management
  - BUSE-E 567 Portfolio Management and Investigation Analysis
  - BUSE-E 577 Financial Statement Analysis
  - BUSE-E 594 Business Analysis and Valuation
  - BUSE-E 595 Advanced Corporatae Finance

Human Resources Management Concentration

- BUSE-E 554 Human Resource Management
- BUSE-E 549 Industrial Labor Relations
- BUSE-E 558 Total Compensation

Management Concentration

- BUSE-E 552 Negotiation
- BUSE-E 554 Human Resource Management
- BUSE-Z 506 Managing the Team-Based Organization

Strategic Finance (Master of Science)

The Indiana University Southeast Master of Science in Strategic Finance (MSSF) degree program is designed for students interested in continuing their postgraduate education in the field of accounting and financial analysis. The program addresses issues that are of significance to accounting and corporate finance professionals. This program is uniquely designed to benefit those seeking careers in public accounting and for finance and accounting professionals seeking careers in the private sector. For example, the MSSF prepares public accountants and corporate finance specialists by requiring coursework in corporate finance, information technology, project management, taxes, business analysis and valuation, accounting, and business strategy. Through the elective phase, students have the opportunity to pursue traditional accounting courses and course work in other areas that will enhance their professional preparation.

The program allows public accounting professionals and corporate finance specialists to receive preparation in financial analysis, financial planning, financial reporting, strategic consulting, and systems consulting.

Degree Requirements:

- All courses are 3 credit hours, unless otherwise noted.
- *Cross-listed graduate elective courses are available for graduate students who have not previously taken the
  undergraduate equivalent. Any undergraduate prerequisite requirements must be met.

Required Courses (21 credit hours)

- BUSE-A 505 Strategic Cost Management
- BUSE-A 507 Modeling & Simulation
- BUSE-C 522 Financial Management
- BUSE-E 577 Financial Statement Analysis
- BUSE-E 580 Community Service in Business (0 credit hours)
- BUSE-E 597 Fraud Issue in Business
- BUSE-E 594 Business Analysis & Valuation
- BUSE-E 595 Advanced Corporate Finance (Director Permission: typically taken in last semester of program completion)

Electives (9 credit hours)

- BUSE-B 510 Managerial Ethics
- BUSE-B 511 Business Communications
- BUSE-E 551 Managerial Forecasting
- BUSE-E 552 Negotiation
- BUSE-E 554 Human Resource Management
- BUSE-E 557 Investment Management
- BUSE-E 562 Special Topics in Business- when topic is relevant if MSSF degree plan
- BUSE-E 567 Portfolio Management and Investment Analysis
- BUSE-E 568 International Financial Management
- BUSE-E 581 Special Topics: Information Technology Management Issues
- BUSE-E 588 Project Management
- BUSE-E 590 Independent Study- course topic must be approved by Director as relevant to MSSF degree plan
- BUSE-E 596 Intermediate Accounting II
- BUSE-G 533* Auditing
- BUSE-H 542* Advanced Financial Accounting
- BUSE-H 546* Advanced Financial Corporate Taxation
- BUSE-A 506 Managerial Economics
- BUSE-A 508 Organizational Behavior & Leadership
- BUSE-B 516 Legal & Ethical Environmental of Business
- BUSE-B 517 Supply Management
- BUSE-C 521 Marketing Management
- BUSE-Z 506 Managing the Team-Based Organization
- BUSE-E 589 Intermediate Accounting

Master of Science in Strategic Finance - Online Collaborative

Degree Requirements

Students pursuing the Master of Science in Strategic Finance - Online Collaborative must complete 30 total graduate credit hours including

- Strategic Finance Core (24 cr.)
- Track (6 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted.

Strategic Finance Core (24 cr.)

Complete one course (3 cr.) from each category.

- Analysis and Valuation
  - BUSE-E 594 Business Analysis & Valuation
  - BUNW-F 5XX Corporate Financial Valuation

- Financial Statement Analysis
  - BUSB-E 577 Financial Statement Analysis
  - BUSE-E 577 Financial Statement Analysis

- Modeling & Simulations
  - BUSE-A 507 Modeling and Simulation
  - BUNW-XXX Time Series and Econometrics

- Intermediate Accounting
  - BUSE-E 589 Intermediate Accounting I
  - BUKO-A 511 Financial Accounting Theory and Practice I

- Financial Management
  - BUSE-C 522 Financial Management
  - BUEA-F 5XX Financial Management
  - BUNW-C 517 Financial Management Analysis

- Advanced Corporate Finance
  - BUSE-E 595 Advanced Corporate Finance

- Strategic Cost Management
  - BUSE-A 505 Strategic Cost Management
  - BUNW-A 513 Accounting for Decision Makers
  - BUSB-F 503 Decision Making Tools in Accounting
  - BUKO-D 542 Advanced Managerial Accounting

- Fraud and Law

Track (6 cr.)

Students will chose a track in either Investment, Accounting, or Managerial Finance

Investment Track

Complete one course (3 cr.) from each category.

- Investment Management
  - BUSE-E 557 Investment Management
  - BUKO-C 555 Investments
  - BUSB-F 514 Investment Management
  - BUNW-F 524 Investment Management

- Portfolio Management

- BUSE-E 567 Portfolio Management & Investment Analysis
- BUSB-F 517 Financial markets and Institutions
- BUNW-F 517 Speculative Markets and Investment Strategy

Accounting Track

Complete one course (3 cr.) from each category.

- Audit
  - BUSE-G 533 Auditing
  - BUKO-A 534 Auditing Theory and Practice

- Tax
  - BUSE-H 546 Advanced Corp Taxation

Managerial Finance Track

Complete 2 courses (6 cr.) from the following list. No more that one course per category is allowed.

- Investment Management
  - BUSE-E 557 Investment Management
  - BUKO-C 555 Investments
  - BUSB-F 514 Investment Management
  - BUNW-F 524 Investment Management

- Portfolio Management
  - BUSE-E 567 Portfolio Management & Investment Analysis
  - BUSB-F 517 Financial markets and Institutions
  - BUNW-F 517 Speculative Markets and Investment Strategy

- International Finance
  - BUSE-E 568 International Finance Management
  - BUKO-F 571 International Corporate Finance
  - BUSB-F 530 International Finance
  - BUSEA-FXX International Finance Management

- Audit
  - BUSE-G 533
  - BUKO-A 534

- Advanced Corporate Taxation BUSE-H 546
- Strategic Financial Management BUSB-F 542
- Advanced Financial Management BUKO-F 542
- Advanced Accounting BUSE-H 542

Master of Science in Management

The Indiana University Southeast Masters of Science in Management degree focuses on the skills required to be a successful manager or leader of an organization in areas such as non-profit, government, healthcare or for-profit enterprise. This program enables students without a business undergraduate degree to earn a graduate business degree in just one year. To fit the needs of working adults, courses for the M.S. in Management are offered on the campus of IU Southeast in New Albany and at the IU Southeast Graduate Center in Jeffersonville. The courses are delivered in a variety of formats, including in-class, online, blended and accelerated.

Degree Requirements

Students receiving the Master of Science in Management must complete 30 total graduate credit hours including:

- Management Core (21 cr.)
- Track (9 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Management Core (21 cr.)

- BUSE-A 500 Speaking the Language of Business
- BUSE-E 548 Organizations and Organizational Change Management
- BUSE-B 511 Business Communications
- BUSE-A 508 Organizational Behavior and Leadership
- BUSE-E 552 Negotiation
- BUSE-Z 506 Managing the Team-Based Organization
- BUSE-B 510 Managerial Ethics

Track (9 cr.)

Students will choose a track in either Human Resources or General Management

Human Resources Track

- BUSE-E 554 Human Resource Management
- BUSE-E 549 Industrial Labor Relations
- BUSE-E 558 Total Compensation
- BUSE-E 574 Strategic Staffing
- BUSE-E 585 Training Development
- BUSE-E 559 Performance Management

General Management Track

Complete 3 of the following for 9 credit hours
- BUSE-E 569 Data Analytics and Visualization
- BUSE-E 553 Consumer Behavior
- BUSE-E 590 (M380) Market Analytics
- BUSE-E 578 Business and Economics Applications of Geographical Information Systems
- BUSE-A 507 Modeling and Simulation
- BUSE-E 549 Industrial Labor Relations
- BUSE-E 551 Managerial Forecasting
- BUSE-E 554 Human Resource Management
- BUSE-E 558 Total Compensation
- BUSE-E 590 (M435) Digital Marketing
- BUSE-E 590 (M426) Sales Management
- BUSE-E 574 Strategic Staffing
- BUSE-E 585 Training Development
- BUSE-E 588 Project Management
- BUSE-E 559 Performance Management

Master of Science in Management - Online Collaborative

Degree Requirements

Students receiving the Master of Science in Management must complete 30 total graduate credit hours including:

- Management Core (18 cr.)
- Track (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted
- *Only required for students *without* an undergraduate degree in business

Management Core (18 cr.)

* BUSE-A 500 Speaking the Language of Business

- Leadership - complete one of the following
  - BUSE-A 508 Organizational Behavior and Leadership
  - BUNW-Z 506 Leadership
  - BUEA-M 550 Leadership and Motivation
  - BUKO-J 552 Principles of Leadership and Ethics

- Ethics - complete one of the following
  - BUSE-B 510 Managerial Ethics
  - BUNW-B 514 Legal, Ethical, and Social Environment of Business
  - BUEA-M 557 Contemporary Managerial Ethical Issues

- Business Communication
  - BUSE-B 511 Business Communications

- Organizational Change - complete one of the following
  - BUSE-E 548 Organizations and Organizational Change Management
  - BUEA-M 551 Organizational Learning and Change Management
  - BUKO-M 542 Organizational Theory and Development

- Teams - complete one of the following
  - BUSE-Z 506 Managing the Team-Based Organization
  - BUNW-C 512 Managing in a Team Based Organization

- Negotiations
  - BUSE-E 552 Negotiation

Track (12 cr.)

Students will choose a track in either Human Resources, or General Management.

Human Resources Track

Complete 12 credit hours from the following.

- Required for students who do not hold an undergraduate Business degree

  - BUSE-A 500 Speaking the Language of Business

- Choose one of the following
  - BUSE-E 554 Human Resource Management
  - BUEA-M 558 Human Resource Management
  - BUNW-G 514 Human Resource Management
  - BUKO-Z 542 Strategic Human Resource Management

- Choose 6-9 credit hours of the following
  - BUKO-L 506 Employment Problems and the Law
  - BUSE-E 549 Industrial Labor Relations
  - BUSE-E 558 Total Compensation
  - BUSE-E 585 Training and Development
  - BUSE-E 559 Performance Management
  - One of the following
    - BUKO-C 570 Issues in Human Resource Management - Strategic Staffing
    - BUSE-E 574 Strategic Staffing

General Management Track

Complete 12 credit hours of electives from the following.

- Required for students who do not hold an undergraduate Business degree
  - BUSE-A 500 Speaking the Language of Business

- Choose one of the following
  - BUEA-M 559 Global Leadership
  - BUNW-B 515 Introduction to International Business

- Choose one of the following
  - BUEA-M 563 Operations and Supply Chain Management
  - BUNW-B 513 Operations and Supply Chain
  - BUSE-B 517 Operations and Supply Chain Management

- Choose one of the following
  - BUEA-M 560 Strategic Management
  - BUKO-J 560 Global Strategic Management

- Choose one of the following
  - BUSE-A 509 Management Information Systems
  - BUKO-K 542 Business Analytics

- Choose one of the following
  - BUSE-E 554 Human Resource Management
  - BUEA-M 558 Human Resource Management
  - BUNW-G 514 Human Resource Management
  - BUKO-Z 542 Strategic Human Resource Management

- Choose one of the following
  - BUEA-M 554 Marketing Management
  - BUNW-B 511 Marketing Management
  - BUSE-C 521 Marketing Management
  - BUKO-M 560 Advanced Marketing Management

- BUSE-E 5XX Digital Marketing

Accounting—Certified Public Accountant Preparation

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Accounting (CPA Prep), students must:

1. Successfully complete all of the required courses with at least a C-, and
2. Successfully complete at least five of the required courses listed below at IU Southeast after completion of an undergraduate degree.

The following 21 Credit Hours are required:

- BUS-A 301 Accounting: An Information System
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 328 Introduction to Taxation
- BUS-A 424 Auditing
- *BUS-L 303 Commercial Law II (students starting in Fall 2018 are not required to take this course)*

Also Complete ONE of the Following Courses (3 credit hours):

Students starting Fall 2018 Complete TWO of the Following Courses (6 credit hours):

- BUS-A 339 Advanced Income Taxation (Recommended)
- BUS-A 422 Advanced Accounting (Recommended)
- BUS-A 325 Cost Accounting
- BUS-A 414 Financial Statement Analysis and Interpretation

NOTE: Additional coursework in business and economics as well as other requirements exist in various states. Completion of the PBC in Accounting cannot be relied upon to ensure compliance with CPA regulations in all jurisdictions. Only the appropriate state board or other certifying body in each jurisdiction can provide you with the most current authoritative information regarding requirements in their state.

Accounting—Corporate Accounting Preparation

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Accounting (Corporate Accounting Preparation), students must:

1. Successfully complete all of the required courses with at least a C-, and
2. Successfully complete at least five of the required courses listed below at IU Southeast after completion of an undergraduate degree.

The following 21 Credit Hours are required:

- BUS-A 301 Accounting: An Information System
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-F 301 Financial Management
- BUS-Z 302 Managing and Behavior in Organizations

Also complete ONE of the following courses (3 credit hours):

- BUS-A 328 Introduction to Taxation
- BUS-A 339 Advanced Income Taxation
- BUS-A 413 Governmental and Not-for-profit Accounting
- BUS-A 414 Financial Statement Analysis and Interpretation
- BUS-A 424 Auditing

NOTE: Additional coursework in business and economics may be useful in preparing for the CMA Examination. Completion of the PBC in Accounting cannot be relied upon to ensure compliance with all CMA requirements. Only the Institute of Management Accountants' (IMA) certifying body can provide you with the most current authoritative information regarding their requirements. See www.imanet.org.

Post Baccalaureate Certificate in Economics

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Economics, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory
- ECON-E 323 Urban Economics
- ECON-E 333 International Economics
- ECON-E 338 Business and Economics Applications of GIS
- ECON-E 350 Money and Banking
- ECON-E 470 Intro to Econometrics

Entrepreneurship

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate. No more than two previous courses can double-count with the Principles of Entrepreneurship section. Beyond two courses, students must take additional electives (9 additional hours required for the program).

Specific Requirements
To earn the Post-Baccalaureate Certificate in Entrepreneurship, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

Principles of Entrepreneurship Complete the following 4 courses (12 credit hours):

- BUS-W 211 Contemporary Entrepreneurship
- BUS-W 311 New Venture Creation
- BUS-W 406* Venture Growth Management
- BUS-M 300 or 301 Introduction to Marketing or Introduction to Marketing Management

Choose one course (3 credit hours) from the following: *With consent of advisor, appropriate business courses can be substituted for those listed below for business graduates.*

- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business
- BUS-W 301 Principles of Management
- BUS-W 320 Leadership and Ethics
- BUS-M 330 Consultative Selling
- BUS-M 405 Consumer Behavior
- ECON-E 201 Introduction to Microeconomics
- BUS-M 415 Advertising and Promotion Management
- BUS-E 560** Venture Growth Management

*BUS-W211 and W311 must be taken before BUS-W406

** Special permission will be granted for entry into the E560 class for those seeking the Post-Bacc Certificate in Entrepreneurship.

Finance

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Finance, students must:
1. Successfully complete five of the courses from Group A or Group B listed below with at least a C-.
2. Complete four the required courses at IU Southeast after earning undergraduate degree.

Group A:

- BUS-A 310: Management Decisions and Financial Reporting
  - *Note: BUS-A 311 Intermediate Accounting will substitute for BUS-A 310 for Accounting students. Both BUS-A 310 and A 311 may not be taken for credit.*
- BUS-F 302: Financial Decision Making
- BUS-F 410: Financial Institutions and Markets
- BUS-F 420 Equity & Fixed Income Investments
- BUS-F 494 International Finance
- ECON-E 350 Money and Banking

Group B: Only one Course :

- BUS-A 301 Accounting: An Information System

- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 414 Financial Statement Analysis
- BUS-A 312 Intermediate Accounting II

General Business

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in General Business, students must:

1. Successfully complete all of the required courses (24 hours) listed below with at least a C-, and
2. Successfully complete at least six of the courses listed below, either required or recommended, at IU Southeast after completion of an undergraduate degree.

Required Courses (24 hours)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 280 Applied Statistics for Business & Econ I
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management

Recommended Additional Course Options (if needed): (Another 300/400 level BUS or ECON course may be used in place of a recommended course.

Prior to enrolling, see a School of Business academic advisor about this substitution opportunity.)

- BUS-K 201 Computer in Business
- BUS-L 201 Legal Environment of Business
- BUS-K 321 Management of Information Tech
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-A 311 Intermediate Accounting I
- BUS-D 300 International Business Administration
- BUS-P 330 Project Management
- BUS-W 301 Principles of Management
- BUS-Z 440 Personnel – Human Resource Management

Human Resources Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements for Concentration/Track/Option

To earn the Post-Baccalaureate Certificate in Human Resources Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and

2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-W 301 Principles of Management
- BUS-Z 440 Personnel – Human Resources Management
- BUS-Z 441 Wage and Salary Administration
- BUS-Z 443 Developing Employee Skills
- BUS-Z 444 Personnel Research and Measurement
- BUS-Z 445 Human Resource Selection

International Business

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

NOTE: Previous equivalent coursework can fulfill some of the requirements listed below.

To earn the Post-Baccalaureate Certificate in International Business, students must:

1. Successfully complete the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-D 300 International Business Administration
- BUS-F 494 International Finance
- ECON-E 333 International Economics
- POLS-Y 376 International Political Economy
- One 300-400 level course from the chosen Region's list of courses in Group A, Group B, or Group C of the International Studies Major (see Bulletin for lists).

Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-D 300 International Business Administration
- BUS-W 301 Principles of Management
- BUS-W 311 New Venture Creation
- BUS-W 320 Leadership and Ethics
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel – Human Resource Management

Marketing

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior

to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Marketing, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-D 300 International Business Administration
- BUS-M 303 Marketing Research
- BUS-M 330 Consultative Selling
- BUS-M 365 Internet Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 425 Services Marketing
- BUS-M 450 Marketing Strategy

Professional Selling

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Please note that although the Post-Baccalaureate Certificate in Professional Selling is available beginning in the Fall 2015 semester, some courses may still be in development and may not be offered for several semesters. Please speak with your advisor if you wish to pursue the Post-Baccalaureate Certificate in Professional Selling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Professional Selling, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

Complete the following 4 courses (12 credit hours):

- BUS-M 300 Introduction to Marketing **OR** BUS-M 301 Introduction to Marketing Management
- BUS-M 330 Consultative Selling
- BUS-M 421 Fundamentals of Negotiation (course in development, speak with academic advisor)
- BUS-M 426 Sales Management

Choose one course (3 credit hours) from the following:

- BUS-M 405 Consumer Behavior
- BIS-Z 440 Personnel and Human Resource Management
- BUS-W 320 Leadership and Ethics
- SPCH-S 324 Persuasion
- SPCH-S 380 Nonverbal Communication

Post-Baccalaureate Certificate in Supply Chain and Information Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Supply Chain and Information Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-K 330 Special Topics: Info Tech Mgmt Issues
- BUS-K 340 Enterprise Resource Planning Systems
- BUS-K 440 Business Intelligence
- BUS-P 330 Project Management
- BUS-P 421 Supply Chain Management
- BUS-P 430 Total Quality Management

School of Education

School of Education

Dean: Dr. Faye Camahalan
Campus Office: Hillside Hall 0020-C
Telephone: (812) 941-2385
Fax: (812) 941-2667
https://www.ius.edu/education/

Programs
Graduate Programs

- Counseling (Master of Science)
- Educational Leadership (Specialist in Education) - Online
- Educational Technology for Learning (Master of Science) - Online
- Elementary Education (Master of Science)
- Secondary Education (Master of Science)
- Teaching, Learning, and Curriculum (Master of Science) - Online

Graduate Certificates

- Academic Advising - Onilne
- Reading

School Information
Education programs offered by Indiana University Southeast are approved by the Indiana Department of Education, Office of Education Licensing and Development and the National Council for Accreditation in Teacher Education.

- Confidentiality Statement
- Criminal History Check
- Mission
- Unit Performance Assessment
- Policies and Information

Confidentiality Statement

Following accreditation standards, all candidates enrolled in the IU Southeast School of Education are evaluated on a range of performance-based assessments and informed of progress towards completion of their selected programs. Samples of candidate work are collected and/or copied for program decision making and accreditation reviews. Candidate work, referred to as "intellectual property," will not be used for publication or presentation without the candidate's written consent. Candidate progress is assessed by contracted designees of the IU Southeast School of Education who could include, but are not limited to, paid and volunteer participants such as full time and adjunct faculty, P-12 teachers and administrators. The School of Education is charged with maintaining the confidentiality of candidates.

Criminal History Check

Clearance through a criminal history check is required for clinical experiences, including student teaching and other off-campus experiences, as determined by the placement school system.

Sex Offenses

The IU Southeast Police Department, the vice chancellor for enrollment management & student affairs, and other university departments conduct presentations and distribute written materials to promote awareness of rape, acquaintance rape, and other sex offenses. All sex offenses should be reported immediately to the campus police (University Center 027, (812) 941-2400), local or state law enforcement officials, the vice chancellor for enrollment management & student affairs, or other appropriate university personnel.

Sex and Violent Offender Registry

Effective January 1, 2003, Zachary's Law requires sheriff departments to jointly establish and maintain the Indiana Sheriff's Sex Offender Registry to provide detailed information about individuals who register as sex or violent offenders at Indiana sheriff departments (in Marion County, the Indianapolis Police Department). The purpose of the registry is to inform the general public about the identity, location, and appearance of sex and violent offenders who live, work, and study in Indiana. The registry can be found at http://www.indianasheriffs.org/.

The state of Indiana also keeps a sex and violent offender directory. The directory can be found on the Internet at http://www.icrimewatch.net/indiana.php.

Due to our close proximity to the state of Kentucky, the Sex/Criminal Web site can be accessed through http://kspsor.state.ky.us. If you have any questions about these registries, please contact the IU Southeast Police Department at (812) 941-2400 or in person at University Center South, 027.

Mission

The mission of the School of Education is to develop high-quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Unit Performance Assessment

Recognizing the importance of an organized and ongoing assessment of candidate achievement and program

improvement, the School of Education has developed a unit assessment system. Knowledge, skills, and dispositions expected of candidates have been identified and are assessed at certain decision points in each program. Assessment allows the School of Education to make improvements in program structures, course content, and pedagogy. This assessment system also provides candidates with periodic indications of their performance relative to standards and allows the School of Education to evaluate their competencies.

Learning Goals

Master of Science in Elementary and Secondary Education

1. Educators are committed to students and their learning (from NBPTS Proposition 1).
2. Educators know they subjects they teach and know how to teach their subjects to their students (from NBPTS Proposition 2).
3. Educators are responsible for monitoring student learning (from NBPTS Proposition 3).
4. Educators think systematically about their practice and learn from experience (from NBPTS Proposition 4).

Master of Science in Counseling

1. Candidates will use multiple sources of school and student performance data to determine annual school counseling program/student outcome goals AND to design developmentally appropriate direct and indirect student services and research based techniques, to systemically implement the school counseling curriculum to all students in order to meet these outcome goals, close the achievement and opportunity gaps, and improve student achievement, attendance & discipline (Standards 3.1; 3.2; 4.1; 4.4; 5.1, 5.2, 5.3)
2. Candidates will utilize appropriate counseling and communication strategies, relying on a strength-based and solution focused perspective, and counseling and educational methods & techniques to work effectively with students, parents, teachers, administrators, and all stakeholder to help remove barriers and promote success for all students (Standards 2.1, 2.2; 2.3)
3. Candidate can describe the evolution of the school counseling profession, the organizational, structure, governance and evolution of the American education system as well as the cultural and political and social influences on current educational practices and on individual and collective learning environments (Standards 1.1, 1.2)
4. AND design a comprehensive school counseling program based on the ASCA National Model, the ASCA mindsets and Behaviors for student success AND relevant state standards, to promote student growth and equity and student academic, personal/social, & college, career & life success. (Standards 1.2; 4.1; 4.2; 5.1)
5. Candidates will continuously evaluate the effectiveness of their comprehensive school counseling program and student progress, using multiple sources of data and appropriate technology to track student progress and program effectiveness,

will report program effectiveness to all relevant stakeholders and will make purposeful revisions to the program based on these results (Standards 5.2; 5.3).
6. Candidates can accurately describe and explain the appropriate role for the school counselor, particularly as it relates to referring students and families to external resources, school leadership, advocacy for students, collaboration with all school professionals, community and parents and students to create learning environments that promote equity and student success and well-being (Standards 1.2; 4.2; 4.3; 6.1; 6.2
7. Demonstrate professional behavior by describing and adhering to all state and federal law & district policies, following ethical behaviors as outline by ASCA, engage in continuous professional development, seek consultation and supervision to ensure and maintain professional behavior. (Standards 6.3; 7.1; 7.2; 7.3)
8. Candidates can describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes (Standard 1.3)

Master of Science Educational Technology for Learning

1. Design, support, and facilitate inclusive and accessible K-12 educational learning environments with technology (e.g. culture, ability, language, background).
   - Synthesize research in the field of educational technology to develop deeper knowledge and work within frameworks of understanding innovative practices, their strengths and weaknesses, and their opportunities and barriers in a K-12 setting.
   - Evaluate and utilize technology tools and resources for K-12 learning, including social media.
   - Design K-12 curriculum for different methods such as student-centered learning drawing upon a wide range of educational purposes including building deeper understandings, practicing skills, and working for social justice.
   - Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.
   - Design, develop, and evaluate instruction to facilitate learning in K-12 face-to-face and online environments.
2. Develop the skills and dispositions to become a leader in incorporating technology into K-12 learning environments.
   - Formulate a rationale/vision for infusion of technology into K-12 learning environments based on established educational theory and research for a range of educational purposes including building deeper understandings, practicing skills, and working for social justice.
   - Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.

- Participate in and document involvement in collaborative, reflective learning communities.
- Build appropriate activities and tools for professional development and program evaluation.
  - Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
  - Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment.
  - Model technology-enhanced learning experiences using a variety of research-based, student-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
  - Evaluate results of professional learning programs to determine the effectiveness of deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Policies and Information

The School of Education at Indiana University Southeast offers Master of Science degrees in Education with majors in Elementary Education, Secondary Education, and Counseling. The Candidates in the Master of Science degree in Elementary or Secondary Education may choose to add an area to their license: Reading, Gifted and Talented, Technology (Computer Education) and English as a Second Language. In addition, the School offers graduate certification (licensure) programs in Reading, certain areas of Special Education, Gifted and Talented Technology (Computer Education), English as a Second Language, and Educational Leadership (Building Level Administrator). These programs may also be used as concentrations to the Rank 1. We offer a substantial number of graduate-level courses applicable to license renewal, master's plus programs, professional development credit, or certification programs. The Master of Science Degree in Elementary or Secondary Education is designed for those holding a valid teaching license. The Master of Science Degree in Counseling is designed for those holding a valid teaching license as well as those who do not hold a teaching license but wish to become school counselors.

Admission Requirements and Process for Elementary and Secondary Education

Performance-based assessments called "Summative Decision Points" (SDPs) are opportunities to review candidate progress towards meeting the program standards at four points during the program. SDP I is the admission process and acceptance as a program candidate. Candidates complete an online application; identify areas of strength and for growth; hold a bachelor's degree from an accredited institution; hold a valid teacher license; have a minimum GPA of 2.5 on a 4.0 scale in all

undergraduate course work and have at least a 3.0 GPA on a 4.0 scale in all graduate course work and attend a face-to-face or virtual advising session.

The School of Education accepts applications on a rolling basis. Applications are accepted anytime and reviewed up until ten days before the term begins.

Carefully review all admission requirements for your program of interest and assemble for submission these materials:

- Completed Advising Form, emailed to Diretor of Graduate Studies, Dr. Lisa Hoffman lhh@ius.edu. She will confirm receipt of the form, may ask additional information or request a phone conversation. If necessary, a meeting will be scheduled. Questions about the Master of Science in Education with a major in elementary education may be directed to Dr. Hoffman at e-mail above, telephone (812) 941-2137. You may request to meet in person for advising.
- Completed online application. A $40 graduate application fee is assessed when applying to the program. If a previous graduate application fee was paid the fee may be waived. To determine if fee is to be waived, contact the School of Education Records Specialist at (812) 941-2388.
- Personal Statement. On the *Uploads* tab of online application, upload a personal statement identifying your academic goals, career objectives and reasons for applying to this program. Use the Prompts 1 and 2 that follow as guides for writing your personal statement/admission essay, which should be approximately 500 words.

  Prompt #1. Review the School of Education (SOE) teaching disposition(s) below. In your essay, identify and discuss two teaching dispositions you practice best, and two teaching dispositions you want to improve as you pursue your graduate study. Include specific examples based upon your professional experiences.

School of Education (SOE) Teaching Dispositions
Teachers will:
- Respect the accepted legal and ethical norms and values of education.
- Effectively interact and collaborate with others and foster similar behaviors among students.
- Commit to diversity through equitable treatment and respect for all individuals.
- Exhibit personal management behaviors valued by the professional education community.
- Exhibit enthusiasm and respect for education as a practice and a profession.
- Commit to continuous self-evaluation and personal improvement.
- Commit to the belief that all children can learn.

  Prompt #2. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

- Copy of Current Teaching License. Also on the *Uploads* tab, upload a copy your current license

or statement of eligibility. Emergency license not acceptable

- Official copies of all transcripts of all undergraduate and graduate work completed at institutions other than an IU. A 2.5 GPA for all undergraduate course work, 3.0 GPA for all graduate course work is required. Transcripts should be directed to:

IU Southeast School of Education
Hillside Hall 108A
4201 Grant Line Road
New Albany, IN 47150

Admission Requirements and Process for Counseling

Candidates interested in the School Counseling Program will submit two separate applications.

Application #1, known as Decision Point I, allows qualified candidates admission to the Graduate School to take the necessary pre-requisite courses before they submit Application #2, known as Decision Point II, to the Clinical Cohort. If candidate has an undergraduate GPA of at least 2.5 or a graduate GPA of at least 3.0, they will be admitted to Application #1, Decision Point I and can begin taking pre-requisite courses.

Pre-Requisite Courses
All candidates must take G500 Orientation to Counseling before submitting Application #2. Some candidates must also take a course in Special Education and Classroom Management.

Application # 2, also known as Decision Point II, is for admission to the Clinical Cohort, which allows qualified candidates to complete the 12 courses necessary to earn a Master's of Science in Education, as a School Counseling Major. Candidates submit Application #2, Decision Point II March 1st, are admitted to the Clinical Cohort in May, and will complete the 12 courses in a pre-determined sequence, completing the program in 24 months. Candidates are required to have 1 year post-bachelor's experience working with young children to be eligible for the Clinical Coursework.

How to Submit Application #1 or Decision Point I
- Attend the next Decision Point I Advising Sessions.

- Print and bring an Advising Checklist and the Candidate Advising Information Form to the advising session.

- Complete online application. Neither personal statements nor departmental questions are required. A $40 application fee is assessed when applying to program. If a previous application fee was paid the fee should be waived. To determine if fee is to be waived, contact our Records Specialist at (812) 941-2388.

- Submit official transcripts of all undergraduate and graduate work completed at institutions other than an IU school. Candidates must have at least a 3.0 GPA for graduate coursework or a 2.5 GPA for undergraduate coursework.

Once materials are received, the Program Coordinator will review transcripts and candidate will receive an official letter in the mail along with a detailed Academic Advising

Checklist to indicate which Pre-Requisites the candidate must take before submitting Application 2, Application to the Cohort.

How to begin Application #2, Decision Point II, to the Clinical Cohort

The Clinical Cohort begins each year in May; the application deadline for the Clinical Cohort is March 1st

- Complete necessary Pre-requisite courses, as indicated by the Academic Checklist you received when conditionally admitted to Graduate School as a School Counseling major.

- Print and read detailed instructions on compiling your Application #2 Clinical Cohort Binder.

- Attend Application #2 Advising Session. Dates can be found on our website.
- Print the Field Experience Form, to be included in your submitted application.
- Print the Terms of Agreement Form, also to be included in your submitted application.
- Submit Application #2 Clinical Cohort Binder to Dr. Bradley's office, Hillside Hall Room 0008, or to the main office the School of Education by March 1st.

  Note: Candidates may still be completing requirements the semester in which they apply for the Clinical Cohort, but must be finished with all requirements at the end of that semester to be eligible for acceptance into the Clinical Cohort.

Counseling

The Master of Science in Education (M.S.Ed) with a major in counseling qualifies graduates for a K-12 school counseling license, making them eligible to work in Indiana or Kentucky as a school counselor. It combines rigorous coursework, clinical experience in a cohort format and conference attendance to prepare them for a leading role in supporting student academic success in the classroom, in social groups and individually. The program consists of 48 credit hours and takes two and one half years to complete.

Complete the following course

- EDUC-G 500 Orientation to Counseling

Complete the following courses

- EDUC-G 504 Counseling Theory/Tech II: Beh/Fam Sys
- EDUC-G 505 Indiv Apprais: Prin & Proc
- EDUC-G 507 Lifestyle & Career Development
- EDUC-G 523 Laboratory Counseling & Guidance
- EDUC-G 524 Practicum in Counseling
- EDUC-G 532 Intro to Group Couseling
- EDUC-G 542 Org & Develop of Counseling Programs
- EDUC-G 550 Internship in Counseling
- EDUC-G 562 School Counseling
- EDUC-G 575 Multicultural Counseling
- EDUC-G 585 Contemp Issues in Counseling

Master of Science in Elementary Education

Degree Requirements

Students receiving the Master of Science in Elementary Education must complete 30-36 total graduate credit hours including:

- Education Core (12 cr.)
- Concentration (18-24 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours, unless otherwise noted

Core (12 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Assessment in Schools
- EDUC-J 500 Instruction in the Context of Curriculum
    - Students pursuing the Music concentration are required to take a specific methods course in lieu of EDUC-J 500. Please see the music concentration for course requirements.
- Complete one of the following
    - EDUC-A 590 Independent Study in Educational Leadership (for the Education Leadership Concentration)
    - EDUC-E 590 Independent Study or Research in Elementary Education
    - EDUC-X 590 Research in Reading (for the Reading Concentration)

Select One Concentration

Concentrations Offered

- Generalist (no concentration)
- Educational Leadership
- English as a New/Second Language
- Gifted and Talented
- Music
- Reading
- Special Education
- Technology

Generalist (18 cr.)

- Complete three of the following pedagogy courses for 9 credit hours
    - EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School
    - EDUC-E 547 Elementary Social Studies Curriculum
    - EDUC-E 548 Advanced Teaching of Science in the Elementary School
    - EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary School
    - EDUC-L 520 Advanced Study in Foreign Language Teaching
    - EDUC-L 530 Topical Workshop in Literacy,Culture, and Language Education
    - EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary School

- EDUC-Q 540 Teaching Environmental Education
- Complete 9 credit hours from the following
    - EDUC-A 508 School Law and the Teacher
    - EDUC-K 500 Topical Workshop in Special Education: Topic Autism Spectrum Disorder (2 cr.)
    - EDUC-K 505 Introductory Special Education for Graduate Students
    - EDUC-K 553 Classroom Management and Behavior Support
    - EDUC-K 590 Independent Study or Research in Special Education (1 cr.)
    - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
    - EDUC-P 510 Psychology in Teaching
    - EDUC-P 515 Child Development
    - EDUC-P 570 Managing Classroom Behavior
    - EDUC-W 505 Professional Development Conference: Specific Title
    - EDUC-W 551 Educational Foundations for High Ability Students
    - Any pedagogy course from the previous list

Educational Leadership (24 cr.)

- Leadership Foundation Courses
    - EDUC-A 500 Introduction to Educational Leadership
    - EDUC-A 510 School Community Relations
    - EDUC-A 608 Legal Perspectives on Education
    - EDUC-A 635 Public School Budgeting and Accounting
- Elementary and Secondary Leadership Courses
    - EDUC-A 625 Administration of Elementary Schools
    - EDUC-A 627 Secondary School Administration
    - EDUC-A 638 Public School Personnel Management
    - EDUC-A 695 Practicum in Educational Leadership

English as a New/Second Language (18 cr.)

- EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction
- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
- EDUC-L 539 Language Foundations for ESL/EFL Teachers
- EDUC-L 540 ESL/EFL Instruction and Assessment Approaches
- EDUC-M 501 Local Clinical Experience in ENL: Observations (1 cr.)
- EDUC-M 501Local Clinical Experience in ENL: Teaching (2 cr.)
- Complete one of the following for 3 credit hours
    - EDUC-L 541 Writing Instruction for TESL Teachers
    - EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teaching

- EDUC-L 547 Writing Instruction for TESL Teachers

Gifted and Talented (18 cr.)

- EDUC-W 551 Educational Foundations for High Ability Students
- EDUC-W 552 Curriculum for Gifted and Talented
- EDUC-W 553 Methods and Materials for the Gifted and Talented
- EDUC-W 595 Practicum: High Ability Students
- Complete two of the following for 6 credit hours
    - EDUC-A 508 School Law and the Teacher
    - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
    - EDUC-P 510 Psychology in Teaching
    - EDUC-P 515 Child Development
    - EDUC-W 505 Professional Development Conference: Coding in the Classroom
    - Any advanced methods or pedagogy course

Music (18 cr.)

Prior to taking music courses, graduate students enrolled in the program must pass the interview and audition with the Faculty Audition Committee in the Music Department, School of Arts and Letters.

- Complete one of the following as part of the Education Core
    - MUS-E 527 Advanced Instrumental Methods
    - MUS-E 528 Advanced Choral Methods and Materials

- Complete 18 credit hours of
    - MUS-E 527 Advanced Instrumental Methods
    - MUS-E 528 Advanced Choral Methods and Materials
    - MUS-E 529 Special Topics in Music Education
    - MUS-E 545 Guided Professional Experience
    - MUS-E 567 Techniques of String Class Teaching
    - MUS-E 569 Seminar in Class-Piano Teaching
    - MUS-G 566 Interpretation and Conducting of Band Literature
    - MUS-K 503 Electronic Studio Resources I
    - MUS-K 710 Composition Graduate Elective
    - MUS-M 502 Composers
    - MUS-M 530 Contemporary Music
    - MUS-M 543 Keyboard Literature from 1700 to 1850
    - MUS-M 566 Ethnic Music Survey
    - MUS-M 656 Modern Music
    - MUS-T 512 Theory Review for Graduate Students II
    - Applied Study Options: maximum of 8 credit hours
        - MUS-B 710 Horn Graduate Elective
        - MUS-B 720 Trumpet Graduate Elective
        - MUS-B 730 Trombone Graduate Elective
        - MUS-B 740 Euphonium Graduate Elective
        - MUS-B 750 Tuba Graduate Elective

- MUS-L 700 Guitar Graduate Elective
- MUS-P 700 Piano Graduate Elective
- MUS-P 701 Graduate Secondary Piano
- MUS-Q 700 Organ Graduate Elective
- MUS-S 710 Violin Graduate Elective
- MUS-S 720 Viola Graduate Elective
- MUS-S 730 Cello Graduate Elective
- MUS-S 740 Double Bass Graduate Elective
- MUS-V 700 Voice Graduate Elective
- MUS-W 710 Flute/Piccolo Graduate Elective
- MUS-W 720 Oboe/English Horn Graduate Elective
- MUS-W 730 Clarinet Graduate Elective
- MUS-W 740 Bassoon Graduate Elective
- MUS-W 750 Saxophone Graduate Elective

Reading (18 cr.)

- EDUC-K 590 Independent Study or Research in Special Education: RTI (1 cr.)
- EDUC-L 520 Advanced Study in Foreign Language Teaching
- EDUC-S 514 Advanced Study in the Teaching of Reading in Junior High and Secondary School
- EDUC-W 505 Professional Development Conference: Technology as a Teaching Tool (1 cr.)
- EDUC-x 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 Practicum in Reading (1 cr.)
- EDUC-X 525 Practicum in Reading
- Complete one of the follwoing for 3 credit hours
    - EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools
    - EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts

Special Education (21 cr.)

- EDUC-K 504 Methods of Teaching Students with Special Needs
- EDUC-K 505 Introductory Special Education for Graduate Students
- EDUC-K 535 Assessment and Remediation of the Mildly Handicapped
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-K 563 Diagnosis and Remediation of Learning Disabilities I
- EDUC-K 588 Supervised Teaching in Special Education
- EDUC-K 544 Emotional Disorders Methods II

Technology (24 cr.)

- EDUC-P 510 Psychology in Teaching
- EDUC-R 505 Workshop in Instructional Systems Technology
- EDUC-R 531 Computer in Education

- EDUC-W 505 Professional Development Workshop Topic: Coding in the Classroom
- EDUC-W 505 Professional Development Workshop Topic: Virtual Field Trips
- EDUC-W 506 Using the Internet in K-12 Classroom
- EDUC-W 520 Planning for Technology Infrastructure
- EDUC-W 540 Technology-Infused Curriculum

Specialist in Education - Educational Leadership - Online Collaborative
Degree Requirements

Students pursuing the Specialist in Education in Educational Leadership must complete 60 total graduate credit hours including:

- Building Level Administrator (27 cr.)
- District Level Administrator (24 cr.)
- Electives (6 cr.)
- Leadership Seminar/Project/Thesis (3 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours, unless otherwise noted

Building Level Administrator (27 cr.)

- Complete one of the following
    - EDUC-A 500 Introduction to Educational Leadership
    - EDUC-A 600 Problems in Educational Leadership

- EDUC-A 608 Legal and Ethical Perspectives on Education
- EDUC-H 520 Education and Social Issues
- EDUC-J 500 Instruction in the Context of Curriculum
- Complete one of the following
    - EDUC-A 624 Educational Leadership: The Principalship K-12
    - EDUC-A 540 Elementary and Secondary Administration
    - EDUC-A 625 Administration of Elementary Schools
    - EDUC-A 627 Secondary School Administration

- Complete one of the following
    - EDUC-A 510 School Community Relations
    - EDUC-A 653 The Organizational Context of Education

- Complete one of the following
    - EDUC-A 630 Economic Dimensions of Education
    - EDUC-A 635 Public School Budgeting and Accounting
    - EDUC-A 640 Planning Educational Facilities

- Complete one of the following
    - EDUC-A 515 Instructional LEadership, Supervision, and Development
    - EDUC-A 670 Topical Seminar in Educational Leadership

- EDUC-A 695 Practicum in Educational Leadership

District Level Administrator (24 cr.)

- EDUC-A 671 Planning and Change in Educational Organizations
- EDUC-A 615 Advanced School Law
- Complete one of the following
    - EDUC-T 531 Organizational Change in Cultural and Linguistical Diverse Schools
    - EDUC-J 655 Seminar in Multicultural and Global Education
    - EDUC-A 675 Leadership in Special Education

- EDUC-J 630 Curriculum Theory and Practice
- EDUC-T 550 Cultural/Community Forces and the Schools
- Complete one of the following
    - EDUC-A 653 The Organizational Context of Education
    - EDUC-A 638 Public School Personnel Management

- Complete one of the following
    - EDUC-A 560 Political Perspectives of Education
    - EDUC-A 672

- EDUC-A 785 Internship in Educational Leadership

Electives (6 cr.)

- Complete two of the following
    - EDUC-A 530 Statistical Data for Educational Leaders
    - EDUC-Y 502
    - EDUC-A 629 Continuous School Improvement and Data-Informed Decision-Making
    - EDUC-A 590 Independent Study in Educational Leadership
    - EDUC-Y 510 Action Research I
    - EDUC-P 540 Learning and Cognition in Education
    - EDUC-P 507 Assessment in Schools

Leadership Seminar/Project/Thesis (3 cr.)

- Complete one of the following
    - EDUC-A 680
    - EDUC-A 754

Program Goals and Learning Outcomes

The IU collaborative Ed. S. in Educational Leadership will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership, so they can empower all stakeholders and promote excellence in education in an ear of evidence based accountability.

Learning outcomes align to the National Educational Leadership Preparation District-Level-Standards (NELP) as promulgated by the National Policy Board for Educational Administration and meet the Indiana Department of Education licensing requirements.

Upon completion of the IU Collaborative Ed.S., graduates will understand and demonstrate an ability to:

- Promote current and future success and well-being of all students.
- Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process;
- Foster continuous improvement at the district-level that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Advocate for ethical decisions and cultivate professional norms and culture.
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
- Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.
- Synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Master of Science in Educational Technology for Learning
Degree Requirements

Students receiving the Master of Science in Educational Technology for Learning must complete 36 total graduate credit hours including:

- Inclusive Pedagogy (9 cr.)
- Inquiry Component (9 cr.)
- Technology Component (18 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Inclusive Pedagogy (9 cr.)

- EDUC-J 500 Instruction in the Context of Curriculum
- Complete one of the following
    - EDUC-P 507 Planning and Assessment
    - EDUC-R 541 Educational Evaluation

- Complete one of the following
    - EDUC-H 520 Social Issues in Education
    - EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools
    - EDUC-J 511 Differentiated Instruction

Inquiry (9 cr.)

- EDUC-Y 510 Research and Technology in Schools **or** Action Research 1
- EDUC-Y 520 Strategies for Educational Inquiry
- EDUC-W 590 Individual Research in Computer Education

Technology Component (18 cr.)

- EDUC-W 515 Technology Leadership and Professional Development
- EDUC-W 531 Technology for Teaching and Learning
- EDUC-W 540 Technology-infused Curriculum
- Complete three of the following for 9 credit hours
    - EDUC-W 520 Planning for Technology Infrastructure
    - EDUC-W 550 Current Technology Trends
    - EDUC-K 510 Assistive Techniques in Special Education
    - EDUC-R 505 Computer-Based Teaching Methods
    - EDUC-W 505 Professional Development Conference: Topics May Include
        - Virtual Field Trips
        - Coding in the Classroom
        - Technology as a Teaching Tool (1 cr.)

Master of Science in Secondary Education
Degree Requirements (30-36 cr.)

Students receiving the Master of Science in Secondary Education must complete 30-36 total graduate credit hours including:

- Education Core (12 cr.)
- Concentration (18-24 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Core (12 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Assessment in Schools
- EDUC-J 500 Instruction in the Context of Curriculum
    - Students pursuing the Biology, Chemistry, History, Math, Music, or Reading concentrations are required to take a specific methods course in lieu of EDUC-J 500. Please see your specific concentration for course requirements.

- Complete one of the following
    - EDUC-A 590 Independent Study in Educational Leadership (for the Education Leadership Concentration)
    - EDUC-S 590 Independent Study or Research in Secondary Education
    - EDUC-X 590 Research in Reading (for the Reading Concentration)

Select One Concentration

Concentrations Offered

- Generalist (no concentration)
- Biology
- Chemistry
- Composition Studies
- Educational Leadership
- English
- English as a New/Second Language
- Gifted and Talented
- History
- Language and Literature
- Literature
- Mathematics
- Music
- Psychology
- Reading
- Special Education
- Technology

Generalist (18 cr.)

For students beginning Fall 2020 and beyond.

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- Complete two of the following pedagogy courses for 6 credit hours
    - EDUC-L 520 Advanced Study in Foreign Language Teaching
    - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
    - EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
    - EDUC-Q 540 Teaching Environmental Education
    - EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
    - EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
    - EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies

- Complete 9 credit hours from the following
    - EDUC-A 508 School Law and the Teacher
    - EDUC-K 500 (2 cr.) Topical Workshop in Special Education Topic: Autism Spectrum Disorder
    - EDUC-K 505 Intro of Special Education for Grad Students
    - EDUC-K 553 Classroom Management and Behavior Support
    - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education
    - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
    - EDUC-P 510 Psychology in Teaching
    - EDUC-P 516 Adolescent Development
    - EDUC-P 570 Managing Classroom Behavior
    - EDUC-W 505 Professional Development Workshop

- EDUC-W 551 Educational Foundations for High Ability Students
- Any additional pedagogy course from the list above

Biology (18 cr.)

- Core course: EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- Complete 18 credit hours of graduate level Biology

Chemistry (18 cr.)

- Core course: EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- Complete 15 credit hours from:
    - CHEM-T 510 Inorganic Chemistry
    - CHEM-T 520 Organic Synthesis
    - CHEM-T 525 Forensic Chemistry
    - CHEM-T 530 Organic Synthesis
    - CHEM-T 540 Physical Chemistry
    - CHEM-T 550 Introductory Biochemistry
    - CHEM-T 555 Survey in Chemistry
    - CHEM-T 560 Environmental Chemistry
    - CHEM-T 570 Nuclear Chemistry
    - CHEM-T 580 Physical Biochemistry

- CHEM-T 590 Chemistry Capstone

Composition Studies (24 cr.)

- Complete four credit hours from the following
    - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
    - EDUC-L 535 Teaching Adolescent/Young Adult Literature
    - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
    - EDUC-W 505 (1 cr.) Professional Development Workshop
    - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy

- Complete one of the following
    - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
    - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies

- Complete one of the following
    - ENG-G 660 (4 cr.) Stylistics
    - ENG-L 646 (4 cr.) Readings in Media, Literature, and Culture

- Complete one of the following
    - ENG-W 510 (4 cr.) Computers in Composition
    - ENG-W 553 (4 cr.) Theory and Practice of Exposition
    - ENG-W 590 (4 cr.) Teaching Composition: Theories and Application
    - ENG-W 620 (4 cr.) Advanced Argumentative Writing

- Complete one of the following

- ENG-W 501 (4 cr.) Practicum on the Teaching of Composition in College
- ENG-W 600 (4 cr.) Topics in Rhetoric and Composition

- Complete one of the following
    - ENG-R 546 (4 cr.) Rhetoric and Public Culture
    - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
    - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition

Educational Leadership (24 cr.)

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 510 School Community Relations
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 635 Public School Budgeting and Accounting
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 638 Public School Personnel Management
- EDUC-A 695 Practicum in Educational Leadership

English (24 cr.)

- Complete four credit hours from the following
    - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
    - EDUC-L 535 Teaching Adolescent/Young Adult Literature
    - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
    - EDUC-W 505 (1 cr.) Professional Development Workshop
    - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy

- Complete five courses from a desired discipline or sub-field
    - Literature
        - ENG-L 503 (4 cr.) Teaching of Literature in College
        - ENG-L 553 (4 cr.) Studies in Literature
        - ENG-D 600/G 655 (4 cr.) History of the English Language
        - ENG-L 5XX/6XX (4 cr.) Course approved by advisor

    - Language
        - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
        - ENG-W 508 (4 cr.) Graduate Creative Writing for Teachers
        - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies
        - ENG-W 554 (4 cr.) Practicum Teaching of Creative Writing
        - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
        - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition

    - Composition Studies
        - ENG-G 660 (4 cr.) Stylistics
        - ENG-L 646 (4 cr.) Readings in Media, Literature, and Culture
        - ENG-R 546 (4 cr.) Rhetoric and Public Culture
        - ENG-W 501 (4 cr.) Practicum on the Teaching of Composition in College
        - ENG-W 510 (4 cr.) Computers in Composition
        - ENG-W 553 (4 cr.) Theory and Practice of Exposition
        - ENG-W 590 (4 cr.) Teaching Composition: Theories and Application
        - ENG-W 620 (4 cr.) Advanced Argumentative Writing
        - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition

English as a New/Second Language (18 cr.)

- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
- EDUC-L 540 ESL/EFL Instruction and Assessment Approaches
- EDUC-L 539 Language Foundations for ESL/EFL Teachers
- EDUC-L 502 Socio-psycholinguistic Application to Reading Instruction
- EDUC-M 501 (1 cr.) Local Clinical Experience in ENL: Observations
- EDUC-M 501 (2 cr.) Local Clinical Experience in ENL: Teaching
- Complete one of the following
    - EDUC-L 541 Writing Instruction for TESL Teachers
    - EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teaching
    - EDUC-L 547 Writing Instruction for TESL Teachers

Gifted and Talented (18 cr.)

- EDUC-W 551 Educational Foundations for High Ability Students
- EDUC-W 552 Curriculum for Gifted and Talented
- EDUC-W 553 Methods and Materials for the Gifted and Talented
- EDUC-W 595 Practicum: High Ability Students
- Complete 6 credit hours from the following
    - EDUC-A 508 School Law and the Teacher
    - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
    - EDUC-P 510 Psychology in Teaching
    - EDUC-P 516 Adolescent Development
    - EDUC-W 505 Professional Development Conference Topic: Coding in the Classroom

History (18 cr.)

- Core Course: EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies

- HIST-H 501 Historical Methodology
- Complete 15 credit hours from the following
    - HIST-A 507 American Cultural History
    - HIST-H 509 Special Topics in European History
    - HIST-H 511 Special Topics in U.S. History
    - HIST-H 520 (1 cr.) Shaping Careers in History
    - HIST-H 521 Special Topics in African, Asian, or Latin American History
    - HIST-H 523 The Holocaust
    - HIST-H 524 Issues in Contemporary Historiography
    - HIST-H 543 Practicum in Public History
    - HIST-H 546 History of Science, Medicine, and Technology
    - HIST-H 547 Special Topics in Public History
    - HIST-H 575 Graduate Readings in History
    - HIST-H 620 Colloquium in Modern Western European History
    - HIST-H 650 Colloquium in United States History
    - HIST-H 665 Colloquium in Latin American History
    - HIST-H 669 Colloquium in Comparative History
    - HIST-H 720 Seminar in Modern Western European History
    - HIST-H 750 Seminar in U.S. History
    - HIST-H 765 Seminar in Latin American History
    - HIST-H 775 Seminar in East Asian History
    - HIST-H 799 Seminar in World History
    - HIST-G 569 Modern Japan
    - HIST-G 585 Modern China
    - HIST-G 587 Contemporary China
    - HIST-T 500 Topics in History

Language and Literature (24 cr.)

- Complete four credit hours from the following
    - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
    - EDUC-L 535 Teaching Adolescent/Young Adult Literature
    - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
    - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
    - EDUC-W 505 (1 cr.) Professional Development Workshop
- ENG-L 503 (4 cr.) Teaching of Literature in College
- Complete one of the following
    - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies
    - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
- Complete one of the following
    - ENG-D 600 (4 cr.) History of the English Language
    - ENG-G 655 (4 cr.) History of the English Language

- Complete one of the following
    - ENG-W 508 (4 cr.) Graduate Creative Writing for Teachers
    - ENG-W 554 (4 cr.) Practicum Teaching of Creative Writing
    - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
    - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition
- Complete one additional 4 cr English course approved by advisor

Literature (24 cr.)

- Complete four credit hours from the following
    - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
    - EDUC-L 535 Teaching Adolescent/Young Adult Literature
    - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
    - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
    - EDUC-W 505 (1 cr.) Professional Development Workshop
- ENG-L 503 (4 cr.) Teaching of Literature in College
- ENG-L 553 (4 cr.) Studies in Literature
- Complete one of the following
    - ENG-D 600 (4 cr.) History of the English Language
    - ENG-G 655 (4 cr.) History of the English Language
- Complete two additional graduate level literature courses beginning with ENG-L for 8 credit hours

Mathematics (18 cr.)

- Core course: EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
- Complete 18 credit hours of graduate level Math

Music (18 cr.)

Prior to taking music courses, graduate students enrolled in the program must pass the interview and audition with the Faculty Audition COmmittee in the Music Department, School of Arts and Letters.

- Core course: complete one of (if both are completed the second will count toward the 18 credit hour concentration)
    - MUS-E 527 Advanced Instrumental Methods
    - MUS-E 528 Advanced Choral Methods and Materials
- Complete 18 credit hours of
    - MUS-E 527 Advanced Instrumental Methods
    - MUS-E 528 Advanced Choral Methods and Materials
    - MUS-E 529 Special Topics in Music Education
    - MUS-E 545 Guided Professional Experience

- MUS-E 567 Techniques of String Class Teaching
- MUS-E 569 Seminar in Class Piano Teaching
- MUS-G 566 Interpretation and Conducting of Band Literature
- MUS-K 503 Projects in Electronic Music
- MUS-K 710 Composition Graduate Elective
- MUS-M 502 Composers
- MUS-M 530 Contemporary Music
- MUS-M 543 Keyboard Lit from 1700 to 1850
- MUS-M 566 Ethnic Music Survey
- MUS-M 656 Modern Music
- MUS-T 512 Theory Review for Grad Students II
- Applied study Options: maximum of 8 credit hours
  - MUS-B 710 Horn Graduate Elective
  - MUS-B 720 Trumpet and Cornet
  - MUS-B 730 Trombone Graduate Elective
  - MUS-B 740 Euphonium Graduate Elective
  - MUS-B 750 Tuba Graduate Elective
  - MUS-L 700 Guitar Graduate Elective
  - MUS-P 700 Piano Graduate Elective
  - MUS-P 701 Graduate Secondary Piano
  - MUS-Q 700 Organ Graduate Elective
  - MUS-S 710 Violin Graduate Elective
  - MUS-S 720 Viola Graduate Elective
  - MUS-S 730 Cello Graduate Elective
  - MUS-S 740 Double Bass Graduate Elective
  - MUS-V 700 Voice Graduate Elective
  - MUS-W 710 Flute/Piccolo Graduate Elective
  - MUS-W 720 Oboe/Eng Horn Graduate Elective
  - MUS-W 730 Clarinet Graduate Elective
  - MUS-W 740 Bassoon Graduate Elective
  - MUS-W 750 Saxophone Graduate Elective

Psychology (24 cr.)

- EDUC-P 510 Psychology in Teaching
- Complete one of the following
  - EDUC-K 505 Intro of Special Education for Grad Students
  - EDUC-L 520 Advanced Study in Foreign Language Teaching
  - EDUC-R 505 Workshop in Instructional Systems Technology
  - EDUC-S 508 Problems in Secondary Education
  - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- PSY-P 502 Developmental Psychology
- PSY-P 505 Organizational Psychology
- PSY-P 509 Group Behavior and Communication
- PSY-P 624 Principles of Psychopathology
- Complete two of the following

- PSY-P 508 Applied Research Project
- PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics
- PSY-P 521 Conflict Resolution and Mediation

Reading (18 cr.)

- Core course: EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary Schools
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
- EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: RTI
- EDUC-L 520 Advanced Study in Foreign Language Teaching
- EDUC-W 505 (1 cr.) Professional Development Workshop
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 (1 cr.) Practicum in Reading
- EDUC-X 525 Practicum in Reading

Special Education (21 cr.)

- EDUC-K 504 Methods of Teaching Students with Special Needs
- EDUC-K 505 Introductory Special Education for Graduate Students
- EDUC-K 535 Assessment and Remediation of the Mildly Handicapped
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-K 563 Diagnosis and Remediation of Learning Disabilities I
- EDUC-K 588 Supervised Teaching in Special Education
- EDUC-K 544 Emotional Disorders Methods II

Technology (24 cr.)

- EDUC-P 510 Psychology in Teaching
- EDUC-R 505 Workshop in Instructional Systems Technology
- EDUC-R 531 Computer in Education
- EDUC-W 505 Professional Development Workshop Topic: Coding in the Classroom
- EDUC-W 505 Professional Development Workshop Topic: Virtual Field Trips
- EDUC-W 506 Using the Internet in K-12 Classroom
- EDUC-W 520 Planning for Technology Infrastructure
- EDUC-W 540 Technology-Infused Curriculum

Master of Science in Teaching, Learning, and Curriculum - Online Collaborative
Degree Requirements

Students receiving the Master of Science in Education in Teaching, Learning, and Curriculum must complete 30 total graduate credit hours including:

- Education Core (18 cr.)

- Concentration (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours, unless otherwise noted

Core (18 cr.)

- EDUC-J 500 Instruction in the Context of the Curriculum
- Complete one of the following courses for 3 credit hours
    - EDUC-E 555 Human Diversity in Education
    - EDUC-J 655 Seminar in Multicultural and Global Education
- EDUC-J 501 Strategies for Teaching, Learning & Curriculum
- EDUC -J 502 Assessment and Evaluation
- EDUC-Y 520 Strategies for Education Inquiry
- EDUC-J 597 Teaching, Learning & Curriculum Capstone

Select One Concentration

- Early Childhood Care and Education
- STEM and Arts Innovations
- Teacher Leadership and Instructional Coaching
- Educating Diverse Learners

Early Childhood Care and Education (12 cr.)

- EDUC-E 506 Curriculum in Early Childhood Education
- EDUC-E 525 Advanced Curriculum in Early Childhood Education
- EDUC-P 515 Child Development
- Take one course from one of the other TLC tracks

STEM and Arts Innovations (12 cr.)

- EDUC-S 504 Introduction to STEM Teaching
- EDUC-Q 528 Demonstration and Field Strategies in Science/Making for Learning
- EDUC-Z 501 Art Methods for Non-Art Specialist Educators
- Take one course from one of the other TLC tracks

Teacher Leadership and Instructional Coaching (12 cr.)

- EDUC-J 503 Teacher Leadership and Instructional Coaching
- EDUC-A 510 School Community Relations
- EDUC-A 629 Data-Informed Decision Making for School Leaders
- Take one course from one of the other TLC tracks

Educating Diverse Learners (12 cr.)

- EDUC-W 551 Education and Psychology of the Gifted & Talented
- EDUC-K 553 Classroom Management and Behavioral Support
- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education

- Take one course from one of the other TLC tracks

Graduate Certificate in Academic Advising - Online Collaborative
General Requirements

Students pursuing a graduate certificate in Academic Advising must complete the following requirements.

- 15 credit hours
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- EDUC-U 540 Academic Advising in College
- Complete one of the following
    - EDUC-C 565 Introduction to College and University Administration
    - EDUC-C 544 Introduction to Student Affairs Administration Work in Higher Education
- Complete one of the following
    - EDUC-G 522 Counseling Theories
    - EDUC-G 575 Multicultural Counseling
- Complete one of the following
    - EDUC-D 505 Adult Learning Through the Lifespan
    - EDUC-P 510 Psychology in Teaching
    - EDUC-P 540 Learning and Cognition in Education
    - EDUC-U 556 Applying Student Development Theory to Practice
- EDUC-U 560 Internship in Student Affairs

Graduate Certificate in Reading

Our graduate certificate in reading offers classroom instruction and training experiences necessary to be fully competent in the content and padagogy of reading instruction. The four-course program delivers deep knowledge of language, reading psychology, children's literature, or the management of a reading program based on assessment.

Elementary Focus

Complete the following:

- EDUC-E 545   Advanced Study of the Teaching of Reading in Elementary School
- EDUC-E 549   Advanced Study in the Teaching of Language Arts in the Elementary School

Select one of the following:

- EDUC-X 504   Diagnosis of Reading Difficulties in the Classroom
- EDUC-E 515   Workshop in Elementary Reading

Consult with an advisor to select a course to meet specific instructional needs. Such courses include but are not limited to:

- EDUC-L 540   ESL/EFL Instruction and Assessment Approaches

- EDUC-K 590   Methods in High Incidence
- EDUC-W 505   Impacting Student Learning
- EDUC-W 506   Internet in the Classroom
- EDUC-P 510   Psychology of Teaching

Optional Course Outside of

Education:

- XXXX-X 500+   Optional Course Outside of Education*

*A fifth course may be approved from a school outside the School of Education.

Secondary Focus

Complete the following:

- EDUC-S 514 Advanced Study of the Teaching of Reading in Jr. High/Secondary School
- EDUC-S 516 Advanced Study of the Teaching of Language Arts in the Jr. High/Secondary School

Select one of the following:

- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-E 515 Workshop in Elementary Reading

Consult with an advisor to select a course to meet specific instructional needs. Such courses include but are not limited to:

- EDUC-L 520 Advanced Methods of Second/Foreign Language Teaching
- EDUC-K 590 Methods in High Incidence
- EDUC-W 505 Impacting Student Learning
- EDUC-W 506 Internet in the Classroom
- EDUC-P 510 Psychology of Teaching

Optional Course Outside of Education:

- XXXX-X 500+ Optional Course Outside of Education*

*A fifth course may be approved from a school outside the School of Education.

Computer Science Graduate Certificate (Online)

Computer Science Graduate Certificate (ONLINE)

This six-course curriculum is designed to promote excellence in computer instruction to help dual credit instructors meet their professional goals, and in turn, to improve the learning outcomes and classroom experiences of their beginning Computer Science students. The six-courses required for the Graduate Certificate in Computer Science are identical to the computer science component in M.A.T. in Computer Science. Certificate students can stack their computer science coursework into the M.A.T. should they opt to pursue the master's degree.

Requirements

To earn the IU collaborative Graduate Certificate in Computer Science students much complete the following six courses:

Computer Science Component (18 credit hours)

- CSCI-T 500 CS Foundations
- CSCI-T 510 Introduction to Computing and Programming
- CSCI-T 520 Introduction to Software Systems
- INFO-T 530 Introduction to Informatics
- CSCI-T 540 Introduction to Data Science
- CSCI-T 550 Introduction to Cybersecurity

School of Natural Sciences

School of Natural Sciences

Dean:Dr. Pamela Connerly
Campus Office: LF 285
Telephone:(812) 941-2131
Fax: (812) 941-2637
https://www.ius.edu/natural-sciences/

Programs

- Biology
- Chemistry
- Mathematics
- Computer Science (ONLINE)

School Information

To provide an excellent science, mathematics, and computing education through teaching, scholarship and service.

The mission is supported by:

- dedicated faculty who emphasize excellent teaching to enhance student learning;
- effective mentoring for our students so they can better achieve their full potential;
- ongoing research or creative scholarship efforts that expose our students and others to the exciting world of discovery;
- delivering the benefits of analytical, communication, problem solving, and critical thinking skills that are necessary for life-long learning to students;
- assuming the role of regional science, mathematical, and computing leadership through university service efforts, technical assistance to local schools, organizations, and businesses; the visiting scientist series; continuing education; and many other service-related contributions;
- fostering an educational environment and support services where students with a wide range of abilities can receive training and become proficient in science, mathematics, and computing;
- stimulating academic surroundings for traditional and non-traditional students that extend beyond the campus to encompass the entire region.

Policies and Information

Admissions Requirements and Process - Graduate Certificate in Mathematics

Applicants must possess a B.A. or B.S. in Mathematics, or a related bachelor's degree in education with a mathematics specialization, concentration, or outside area; or two years of secondary teaching experience in

dual-credit mathematics classes. Application material to be submitted through the graduate admissions portal.

Biology

Biology is the science that studies life. It is multidisciplinary because it includes many different fields, ranging from cell biology and genetics to evolution, plant science and ecology. Some careers are applied, using biological knowledge to address problems in society and industry, while others are in research, advancing knowledge to produce new solutions.

Academics
Graduate Degrees

- Master of Arts for Teachers (Online)

Graduate Certificates

- Biology (Online)

Program Information
Learning Goals

Master of Arts for Teachers in Biology

- Retrieve, interpret, and critically evaluate information from the scientific literature.
- Effectively communicate information from the scientific literature.
- Demonstrate the ability to break down and analyze biological concepts and processes for students.
- Demonstrate an achievement of depth of knowledge across a selection of sub disciplines (molecular/cellular and organismal) in Biology.
- Identify and develop methodology to test hypotheses.
- Critically analyze experimental design and conclusions.
- Analyze processes in everyday life using biological principles.
- Communicate the relevance of biological principles for society in oral and written format.
- Engage in the development of rigorous curriculum planning and design.
- Promote college-level study skills and habits of mind.
- Use assessment data to inform college-level instructional practices.
- Prepare dual-credit students for success in college-level assessments
- Conduct research to improve dual-credit instruction.

Graduate Certificate in Biology

- Retrieve, interpret, and critically evaluate information from the scientific literature.
- Effectively communicate information from the scientific literature.
- Demonstrate the ability to break down and analyze biological concepts and processes for students.
- Demonstrate an achievement of depth of knowledge across a selection of sub disciplines (molecular/cellular and organismal) in Biology.
- Identify and develop methodology to test hypotheses.

- Critically analyze experimental design and conclusions.
- Analyze processes in everyday life using biological principles.
- Communicate the relevance of biological principles for society in oral and written format.

Admission Requirements

Master of Arts for Teachers in Biology - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in Biology must complete 30 total graduate credit hours including:

- Biology Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Biology Component (18 cr.)

- BIOL-T 570 Evolution
- Molecular-Cellular Elective: complete two of the following:
  - BIOL-T 571 Introduction Biochemstry
  - BIOL-T 572 Cell Biology
  - BIOL-T 573 Macromolecular Structure & Interaction
  - BIOL-T 574 Immunology
  - BIOL-T 575 Molecular Biology
  - BIOL-T 576 Bioinformatics: Theory and Application
  - BIOL-T 577 Molecular Genetics and Genomics

- Organismal Electives: complete two of the following:
  - BIOL-T 580 Developmental Biology
  - BIOL-T 581 Neurobiology
  - BIOL-T 582 Advanced Field Zoology
  - BIOL-T 583 Problems in Genetics - Higher Organisms
  - BIOL-T 584 Marine Community Ecology
  - BIOL-T 585 Model Organisms in Research*
  - BIOL-T 586 Animal Nutrition
  - BIOL-T 587 Ornithology
  - BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
  - BIOL-T 589 Ecology

- Capstone Course: complete one of the following:
  - BIOL-T 585 Model Organims in Research*
  - BIOL-T 590 Critical Analysis of Scientific Literature
  - BIOL-T 591 History of Life
  - BIOL-T 592 Social Implications of Biology

*BIOL-T 585 can apply to either the Organismal elective or the Capstone course, but not both.

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum

- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Biology - Online Collaborative
General Requirements

Students pursuing a graduate certificate in Biology must complete the following requirements

- 18 credit hours in Biology
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- BIOL-T 570 Evolution
- Complete two of the following courses
    - BIOL-T 571 Introductory Biochemistry
    - BIOl-T 572 Cell Biology
    - BIOL-T 573 Macromolecular Structure & Interaction
    - BIOL-T 574 Immunology
    - BIOL-T 575 Molecular Biology
    - BIOL-T 576 Bioinformatics: Theory and Application
    - BIOL-T 577 Molecular Genetics and Genomics

- Complete two of the following courses
    - BIOL-T 580 Developmental Biology
    - BIOL-T 581 Neurobiology
    - BIOL-T 582 Advanced Field Zoology
    - BIOL-T 583 Problem in Genetics - Higher Organisms
    - BIOL-T 584 Marine Community Ecology
    - BIOL-T 585* Model Organisms in Research (Counted only once)
    - BIOL-T 586 Animal Nutrition
    - BIOL-T 587 Omithology
    - BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
    - BIOL-T 589 Ecology

- Complete one course
    - BIOL-T 585* Model Organisms in Research
    - BIOL-T 590 Critical Analysis of Scientific Literature
    - BIOL-T 591 History of Life
    - BIOL-T 592 Social Implications of Biology

Chemistry

Nutrition, medicine, energy sources and alternatives, rocket fuels, biological research—these are just a few of the endless areas touched by the discipline we call chemistry. Chemistry is defined as "the study of matter," and that makes the importance, relevance and scope of the subject as far-reaching as matter itself. Chemistry is not only concerned with the basic structures and properties of material substances, but also with the changes that occur as matter is transformed from one state to another and as one substance is changed into a variety of new and different substances.

Academics
Graduate Degrees

- Master of Arts for Teachers (Online)

Graduate Certificates

- Chemistry (Online)

Program Information
Learning Goals

Master of Arts for Teachers in Chemistry

- Demonstrate the ability to break down and analyze chemical concepts and processes.
- Demonstrate an achievement of breadth of knowledge across a selection of sub disciplines in Chemistry.
- Design assignments to teach relevant chemical concepts.
- Retrieve information from the chemical literature.
- Communicate understanding of literature.
- Develop methodological approaches and solve problems.
- Critically analyze a journal article.
- Analyze processes in everyday life using chemical principles.
- Demonstrate an awareness of the impact of chemistry on the environment, society, and other cultures outside the scientific community.
- Evaluate chemistry-related press releases and news media for veracity and best practices in research.
- Engage in the development of rigorous curriculum planning and design.
- Promote college-level study skills and habits of mind.
- Use assessment data to inform college-level instructional practices.
- Prepare dual-credit students for success in college-level assessments
- Conduct research to improve dual-credit instruction.

Graduate Certificate in Chemistry

- Demonstrate the ability to break down and analyze chemical concepts and processes.
- Demonstrate an achievement of breadth of knowledge across a selection of sub disciplines in Chemistry.
- Design assignments to teach relevant chemical concepts.
- Retrieve information from the chemical literature.
- Communicate understanding of literature.
- Develop methodological approaches and solve problems.
- Critically analyze a journal article.
- Analyze processes in everyday life using chemical principles.
- Demonstrate an awareness of the impact of chemistry on the environment, society, and other cultures outside the scientific community.

- Evaluate chemistry-related press releases and news media for veracity and best practices in research.

Admission Requirements

Master of Arts for Teachers in Chemistry - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in Chemistry must complete 30 total graduate credit hours including:

- Chemistry Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Chemistry Component (18 cr.)

- Chemistry Electives: complete five of the following:
    - CHEM-T 510 Inorganic Chemistry
    - CHEM-T 520 Organic Synthesis
    - CHEM-T 530 Organic Spectroscopy
    - CHEM-T 540 Physical Chemistry
    - CHEM-T 550 Introductory Biochemistry
    - CHEM-T 555 Survey in Chemistry-Topics include: Organic, Analytical, Inorganic,etc
    - CHEM-T 560 Environmental Chemistry
    - CHEM-T 570 Nuclear Chemistry

- Chemistry Capstone
    - CHEM-T 590 Chemistry Capstone

Education Component (12 cr.)

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issuers in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Chemistry - Online Collaborative
General Requirements

Students pursuing a graduate certificate in Chemistry must complete the following requirements

- 18 credit hours in Chemistry
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 3.0 is required

Course Requirements

- CHEM-T 590 Chemistry Capstone
- Complete five of the following courses
    - CHEM-T 510 Inorganic Chemistry
    - CHEM-T 520 Organic Synthesis
    - CHEM-T 530 Organic Spectroscopy
    - CHEM-T 540 Physical Chemistry
    - CHEM-T 550 Introductory Biochemistry
    - CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc

- CHEM-T 560 Environmental Chemistry
- CHEM-T 570 Nuclear Chemistry

Mathematics

Dr. Richard Courant, one of the outstanding modern mathematicians and the founder of the Courant Institute of Mathematical Sciences at New York University, has said that "mathematics as an expression of the human mind reflects the active will, the contemplative, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality."

This is a traditional view held for a long time by most mathematicians. However, the role of mathematics gradually has expanded over the years to include many areas of application today. Courant's basic elements have evolved into such areas as biostatistics, ecological differential equations, behavioral sciences, systems analysis, operational research, linear programming and model theory.

Academics
Graduate Degrees

- Master of Arts for Teachers (Online)

Graduate Certificates

- Mathematics (Online)

Program Information
Learning Goals

Master of Arts for Teachers in Mathematics

- Core applications of Algebra including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.
- Analysis applications. Topics covered in this area include Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.
- Essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.
- Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.
- Key concepts of Probability/Statistics.
- Engage in the development of rigorous curriculum planning and design.
- Promote college-level study skills and habits of mind.
- Use assessment data to inform college-level instructional practices.
- Prepare dual-credit students for success in college-level assessments
- Conduct research to improve dual-credit instruction.

Graduate Certificate in Mathematics

Students in the Graduate Certificate in Mathematics will develop graduate-level knowledge in three of these five areas of mathematics:

- Core applications of Algebra including Group Theory, Ring Theory, Field Theory, Commutative

and Noncommutative Algebra, Number Theory, and other topics in Algebra.
- Analysis applications. Topics covered in this area include Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.
- Essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.
- Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.
- Key concepts of Probability/Statistics.

Admission Requirements

Applicants must possess a B.A. or B.S. in Mathematics, or a related bachelor's degree in education with a mathematics specialization, concentration, or outside area; or two years of secondary teaching experience in dual-credit mathematics classes. Application material to be submitted through the graduate admissions portal.

Master of Arts for Teachers in Mathematics - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in Mathematics must complete 30 total graduate credit hours including:

- Mathematics Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Mathematics Component (18 cr.)

Complete 18 credit hours from the following categories with at least one course in three different categories. Each course may be repeated with a different topic.

- Algebra
  - MATH-T 601 Topics in Algebra

- Analysis
  - MATH-T 610 Topics in Analysis

- Topology/Geometry
  - MATH-T 620 Topics in Topology/Geometry

- Differential Equations & Application
  - MATH-T 640 Topics in Differential Equations and Applications

- Probability/Statistics
  - MATH-T 650 Topics in Probability/Statistics

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Mathematics - Online Collaborative

The Graduate Certificate in Mathematics will provide graduate-level instruction in mathematics to students interested in obtaining advanced skills and knowledge in this area. These may include instructors of Finite Mathematics, Calculus and other introductory college-level mathematics courses at community colleges, and high school dual-credit and international baccalaureate mathematics teachers, among others. For those students who are teaching or plan to teach introductory post-secondary mathematics, certificate courses will help them integrate new mathematical concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students. To earn this 18 credit certificate, students will complete six graduate courses in at least 3 of the following five categories:

Complete at least one course in three of the following five categories

- MATH-T 601 Topics In Algebra
- MATH-T 610 Topics in Analysis
- MATH-T 620 Topics in Topology/Geometry
- MATH-T 640 Topics in Differential Equations and Applications
- MATH-T 650 Topics in Probability/Statistics

Complete three additional elective courses chosen from the following five course categories

- MATH-T 601 Topics in Algebra
- MATH-T 610 Topics in Analysis
- MATH-T 620 Topics in Topology/Geometry
- MATH-T 640 Topics in Differential Equations and Applications
- MATH-T 650 Topics in Probability/Statistics

School of Nursing

School of Nursing

Dean:Dr. Julia Mattingly
Campus Office: LF 206/276
Telephone: (812) 941-2387
https://www.ius.edu/nursing/

Programs
Graduate Programs

- Nursing Administration (Master of Science)
- Nursing Education (Master of Science)

School Information
- Mission
- General Information
- Policies and Procedures

Mission

The mission of the Indiana University Southeast School of Nursing is to create a community of learning that supports excellence in education, utilizing evidence-based practice to promote the health of the people we serve.

We strive to nurture students, faculty, and staff from diverse backgrounds while addressing society's need for caring, competent professionals.

Purpose

The purpose of the Master of Science in Nursing (MSN) is to prepare registered nurses with advanced practice nursing knowledge in the areas of nursing education and administration. Nurses with this advanced knowledge will enhance health care for the community and impact the health care delivery system. Serving in educational and administrative roles will provide opportunities for enhanced health care delivery and ultimately improved health for citizens, locally and beyond. Nurses with masters preparation are, and will continue to be, in demand. Health care is a growing industry. Continued regional growth in health care cannot be sustained without advancements in the preparation of nurses at higher levels.

General Information
Master of Science in Nursing

Education track graduates will be prepared to serve in the nurse educator role by teaching in schools of nursing or as educational staff for clinical agencies. The program prepares graduates for the National League for Nursing Certified Nurse Educator (CNE) Certification Exam

Administration track graduates will be prepared to serve in nursing leadership and nursing administrative roles that may provide opportunities for enhanced health care delivery systems and ultimately improved health for the citizens of our regions. The program prepares graduates to take administrative certification exams through either the American Organization of Nurse Executives or the American Nurses Credentialing Center.

Graduate Program 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 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 lifelong learning activities that contribute to professional development as well as to the advancement of nursing

MSN Admission Guidelines

- Submit official transcripts from all colleges and universities you have attended are required. (this includes IU Southeast School of Nursing BSN alumni). GRE testing is not required.
- Undergraduate GPA of 3.0 or higher on a 4.0 scale from an NLNAC or CCNE accredited program.
- Current unencumbered license as a Registered Nurse (RN) in Indiana. Applicant must also complete a form statement attesting that there is no action pending or have been taken against their licensure in Indiana or any other state they currently hold or have held a license to practice nursing or healthcare. U.S. will need to submit evidence of passing the CGFNS exam.
- Statistics grade: Applicants need to have a grade of B- or higher in a three credit, 300 level (or higher) class, and it must have been taken within the last five years of the date of application. If the course is less than 300 level, check with a graduate counselor or submit a course syllabus (not course description) to be reviewed for acceptability.
- Essay (goal statement): A 250-word essay describing and explaining professional career aspirations as an advanced-practice nurse.
- Computer skills: Verification of ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
- Applicants whose native language is not English must take the Internet-based version of the Test of English as a Foreign Language (TOEFL), which has a speaking portion. International students must apply through the Indiana University Southeast Office of Admissions via the International Students website
- Essential abilities: Applicants must agree to the essential abilities policy of the School of Nursing. The policy states that students must demonstrate essential abilities in a variety of areas (judgment, neurological function, emotional coping skills, intellectual/conceptual skills, and other behavioral attributes) as well as meeting all progression criteria.
- Submit three professional references.
- Criminal background check: Applicants must provide verification of a federal criminal background check within the past 12 months.
- Clinical practice: Two years of full-time relevant clinical practice as a Registered Nurse (RN) in the past five years. Application may be made during the cycle when the two years is in process.

Standards of Performance

Students in the School of Nursing are expected to adhere to standards of performance and ethics that are the foundation of the nursing profession. These standards include:

- IU Southeast Code of Student Rights, Responsibilities, and Conduct
- ANA Code of Ethics for Nurses; and

- IU Southeast School of Nursing Essential Abilities (see immediately below).

Essential Abilities

Students accepted into the IU Southeast School of Nursing program will need the cognitive ability, emotional stability, and physical endurance to complete the program and practice professional nursing. When determining professional suitability for the practice of nursing, the student must be able to do the following: exercise safe judgements based on assessment data, remain visibly calm in emergency situations, interact in a caring manner with others, follow directions, be flexible, and demonstrate honesty, integrity, commitment, cooperation, respect, and accountability. The student must not pose a significant risk to the health and safety of self or others. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as the following essential abilities:

1. Essential judgement 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 judgements 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 all members of the health care team. Skills include verbal, written, and nonverbal abilities as well as information technology skills 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 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 judgement. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice (School of Nursing, General Policies, C-5 - Essential Abilities).

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames. Refer to Student Policies for more information.

ANA Code of Ethics for Nurses

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.*** The Code of Ethics for Nurses was adopted by the American Nurses Association in 1950 and revised in 1960, 1968, 1976, 1985, and 2001 (Reissued in 2010).

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environments of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Policies and Procedures

Academic Standing

Good Standing - Students who maintain a minimum cumulative grade point average (GPA) of 3.0 and earn a

grade of "B-" (2.7) or better in all didactic courses and a grade of "S" in all required practicum/clinical courses will be considered in good standing.

Accreditation

Indiana University Southeast is accredited by The Higher Learning Commission located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: (800) 621-7440. The master's degree program in nursing at Indiana University Southeast is accredited by the Commision on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admission Requirements

1. Graduation from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed.
4. At least two years experience as an RN, strongly preferred, or currently working as an RN.
5. Completion of an undergraduate statistics course with a grade of C or better
6. Completion of a criminal background check.
7. Submission of an Official College Transcripts from all prior schools where you received a degree, and/or completed graduate courses.
8. Submission of the following:
   - Personal Statement - See website for directions.
   - Two professional references - See website for directions.
   - CV/Résumé

9. Payment of the application fee.
   - Special Note to International Students: In addition to the MSN admission requirements listed above, international students and students for whom English is not their primary language must submit TOEFL-iBT scores with a required total minimum of 80, and at least 20 for each section.

Criminal Background Check

Many of the clinical sites where graduate students complete clinical/practicum experiences are now requiring verification of criminal history before students can be placed in their organizations. Based on requirements of these agencies, as well as state and federal regulations, all students must provide evidence that they have submitted to a national criminal history check. Background checks must be submitted at the time of MSN Program application and is kept in the student's file. This is a one time requirement in the MSN program. To initiate check, start at this site.

Essential Abilities Requirement

1. The essential abilities criteria and procedure will be included in the IU Southeast Bulletin and incorporated into informational packets given to students interested in the nursing program.
2. Applicants accepting admission to the nursing program will be required to sign a letter of agreement that specifies the essential abilities criteria. This agreement states they have read and understand that they will be expected to meet the essential abilities in all settings and situations while an IUS nursing student.
3. Students questioning their physical, emotional or mental ability to meet the essential abilities criteria will be encouraged to address their inquiries with the IUS Coordinator of Disabilities Services.
4. Students with physical, emotional, mental health or learning disabilities (documented by a physician, psychologist, or qualified healthcare professional) will be guided by the Coordinator for the Office of Disability Services regarding appropriate accommodations. Students with disabilities must meet the essential abilities criteria with (or without) reasonable accommodations.
5. Faculty has the responsibility to determine when a student has failed to demonstrate these essential abilities. Faculty has the right to request consultation from recognized experts as deemed appropriate.
6. Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.
7. Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities.
8. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with the Indiana University Southeast's appeal procedures.

Graduation Requirements

1. 39 credit hours of completed course work in the nursing curriculum
2. Grade point average of 3.0 (B) or above
3. Grade of B- or above in each required course
4. Incomplete, deferred grades removed from the transcript
5. Course work completed within six years of enrollment in nursing courses

Learning Outcomes

The MSN program will be evaluated on the practice of the graduates compared to stated program learning 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.

Master of Science in Nursing - Nursing Administration

Our Master of Science in Nursing Administration degree prepares registered nurses with advanced practice nursing knowledge in the areas of nursing administration.

Nurses with this advanced knowledge enhance health care delivery for the community, while serving in leadership and administrative roles provides opportunities for advanced health care delivery systems and ultimately improved health for the citizens of our region.

Nursing Administration

- NURS-R 505 Measurement and Data Analysis
- NURS-N 502 Nursing Theory for Advanced Nursing Practice
- NURS-R 500 Nursing Research Methods
- NURS-Y 510 Advanced Practice Concepts I
- NURS-Y 520 Advanced Practice Concepts II
- NURS-I 630 Introduction to Nursing Informatics
- NURS-N 504 Leadership for Advanced Practice Nursing
- NURS-L 574 Administrative Management in Nursing
- NURS-L 530 Legal Environment of Health Care
- NURS-L 671 Financial Management: Nursing
- NURS-L 596 Health Systems Leadership

Culminating Experience
- NURS-R 590 Scholarly Project
- NURS-L 579 Nursing Administration Practicum

Master of Science in Nursing - Nursing Education

Our Master of Science in Nursing Education degree prepares registered nurses with advanced practice nursing knowledge in the areas of nursing education.

Nurses serving in education roles enhance quality of care and improve patient outcomes. Graduates are prepared to teach in a variety of settings including schools of nursing, health care institutions and community settings.

Nursing Education

- NURS-R 505 Measurement and Data Analysis
- NURS-N 502 Nursing Theory for Advanced Nursing Practice
- NURS-R 500 Nursing Research Methods
- NURS-Y 510 Advanced Practice Concepts I
- NURS-Y 520 Advanced Practice Concepts II
- NURS-I 630 Introduction to Nursing Informatics
- NURS-R 590 Scholarly Project
- NURS-N 504 Leadership for Advanced Nursing Practice
- NURS-T 670 Teaching of Nursing
- NURS-T 615 Nursing Curriculum
- NURS-T 617 Evaluation in Nursing
- NURS-T 619 Computer Technologies for Nurse Educators

Culminating Experience
- NURS-R 590 Scholarly Project
- NURS-T 679 Nursing Education Practicum

School of Social Sciences

School of Social Sciences

Dean: Dr. Meghan Kahn
Campus Office: CV 140
Telephone: (812) 941-2391
Fax: (812) 941-2591
https://www.ius.edu/social-sciences/

Programs
- Criminal Justice and Public Safety
- History
- Interdisciplinary
- Clinical Mental Health Counseling
- Political Science

Post-Baccalaureate Certificates

- Asian Affairs
- Conflict Analysis and Resolution
- Diversity and Intercultural Competency
- European Affairs
- International Affairs
- Latin American Affairs
- Public Sector Management

School Information
The mission of the School of Social Sciences is to provide students with a historical and contemporary context for investigating and understanding the individual, communities and societies, and the commonality and diversity of the human condition through our teaching, research, and service. Because the School is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share and advance knowledge, and we endorse the principles of the scientific method.

We strive to provide high quality instruction, which promotes lifelong learning and allows students to develop

the capabilities needed to meet the complexities and challenges of the future. We seek to fulfill our mission by instilling in our students, especially our majors, the knowledge and skills to analyze information in a rational and logical manner, communicate effectively, and apply a healthy skepticism to simplistic explanations of complex problems.

Vision

The mission of the School of Social Sciences is to provide students with a historical and contemporary context for investigating and understanding the individual, communities and societies, and the commonality and diversity of the human condition through our teaching, research, and service. Because the School is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share and advance knowledge, and we endorse the principles of the scientific method.

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Criminal Justice and Public Safety

Criminal justice is multidisciplinary, drawing on broad fields of knowledge, including law, the social and behavioral sciences, and the natural sciences.

The program is designed for individuals who wish to pursue a career in policing, homeland security and emergency management, as well as those who are already employed in criminal justice and security. Students may complete coursework in a variety of special topics, including crime mapping, geographic information systems and cybersecurity, among others.

Academics
Graduate Degrees

- Master of Science in Criminal Justice and Public Safety (Online)

Program Information
Learning Goals

- Students will identify key functions of public safety and their contemporary and historical contexts.
- Students will identify core components and processes of the criminal justice system and describe and analyze major issues.
- Students will use appropriate methodological techniques for criminal justice research and discuss findings effectively.
- Students will analyze data in a variety of criminal justice and public safety contexts to make effective decisions.
- Students will apply a variety of skills developed throughout the MSCJPS curriculum to complete

a substantial project or paper addressing a public policy issue.
- Students will analyze and assess fundamental concepts, theories and systems that shape Criminal Justice.
- Students will analyze and assess fundamental concepts, theories and systems that shape contemporary approaches to Public Safety.
- Students will identify public safety risks using various risk analysis tools, and describe ways to plan, prepare, manage, and mitigate natural and human made risks.

Admission Requirments

- Applicants must provide official transcripts as evidence of a completed B.S./B.S. from an accredited institution.
- Minimum 3.00 last 60 undergraduate hours, 2.75 overall minimum with special consideration to individuals with five years related work experience.
- GRE (Subject to review, the program may waive the GRE for students with a 3.5 or higher undergraduate GPA in a related field.
- 250-word personal statement explaining background and goals for entering the program.
- TOEFL score 550 paper /79 Internet required for international students whose first language is not English.
- Students may provide supplementary materials such as letters of recommendations, writing samples, and related materials.
- An application fee of $40 is required to apply for this program.

Criminal Justice and Public Policy - Online Collaborative

With its focus on the intersection of current research with policy debates and organizational challenges, the MS in Criminal Justice and Public Safety appeal to individuals who seek to sharpen their skills and develop new strategies and approaches to the fair and effective administration of justice and promotion of public safety. Graduates of the program will be well-positioned to attain leadership roles in a variety of public and private organizations that will allow them to apply and implement many of the skills and ideas required to greater efficiency and real reform.

The online mode of instruction and collaborative model of pooled resources will offer students increased flexibility in terms of scheduling and course selection, which will making it easier to balance the demands of advanced graduate study with work and family obligations. Highly-motivated full-time students to complete the degree in 15 months (Fall/Spring/Summer/12-12-9 credit loads); part-time students can complete the degree in two-three years depending upon their enrollment patterns.

Core Coureses (15 cr.)

Complete the following course

- SPEA-J 586 Public Safety in the U.S.

Complete one of the following courses

- CJUS-P 501 Proseminar: Criminal Justice I
- SPEA-J 582 Criminal Justice Systems

Complete one of the following courses

- SPEA-J 502 Research Methods in Criminal Justice and Public Safety
- CJUS-P 594 Introduction to Research Methods

Complete one of the following courses

- SPEA-V 506 Statistical Analysis for Effective Decision Making
- CJUS-P 595 Data Analysis in Criminal Justice

Complete one of the following courses

- CJUS-P 619 Crime and Public Policy
- SPEA-J 666 Criminal Justice Policy and Evaluation

Choose a concentration and complete the courses specified

Criminal Justice Concentration (18 cr.)

Complete one of the following courses

- SPEA-J 501 Evolution of Criminological Thought and Policy I
- CJUS-P 502 Proseminar: Criminal Justice II

Complete five of the following courses

- CJUS-P 512 Corrections
- CJUS-P 515 Police in Society
- CJUS-P 517 Juvenile Justice
- CJUS-P 519 Probation and Parole
- CJUS-P 602 Courts and Criminal Justice
- CJUS-P 623 Violent Behavior
- CJUS-P 627 White-collar Crime
- CJUS-P 629 Victimization
- CJUS-P 634 Sentencing Theory and Practice
- CJUS-P 671 Comparative Criminal Justice Systems
- CJUS-P 680 Seminar: Issues in Criminal Justice and Public Safety
- CJUS-P 682 Seminar on Law Enforcement and Minorities
- SPEA-J 520 Mapping and Analysis for Public Safety
- SPEA-J 550 Topics in Criminal Justice and Public Safety
- SPEA-J 588 Law and Control in Society
- SPEA-J 587 Criminal Violation: Problems and Characteristics
- SPEA-J 682 Planning and Management

Public Safety Concentration (18 cr.)

Complete the following course

- SPEA-J 528 Risk Analysis for Public Safety

Complete five of the following courses

- CJUS-P 680 Seminar: Issues in Criminal Justice and Public Safety
- SPEA-J 581 Public Safety Law
- SPEA-J 520 Mapping and Analysis for Public Safety
- SPEA-J 524 Crisis Management for Public Safety

- SPEA-J 531 National and Homeland Security in America
- SPEA-J 550 Topics in Criminal Justice and Public Safety
- SPEA-V 560 Public Budgeting and Finance
- SPEA-V 561 Public Human Resources Management

Policies and Information for Interdisciplinary Studies

- Admissions
- Program Mission/Objectives
- Length of time to Finish Program
- Grade Requirements
- Policy Issue
- Cost and Financial Aid
- Transferring Graduate Hours
- Special Assistance
- Confidentiality of Student Records
- Student Right and Responsibilities

Admissions

Applications are accepted year-round and students may apply to enroll for Summer, Fall or
Spring semesters. However, it is recommended that students submit all of their application
materials at least 4 weeks prior to the start of the semester. Applications must be complete,
including letters of recommendation, one week before courses begin for the application semester.

Prerequisites

For regular admission, students must have completed a baccalaureate degree (BA or BS) from an accredited institution with a minimum grade point average of 3.0 (B) on a 4.0 scale. For regular admission, no other prerequisites are required.

For students with a GPA less than 3.0, exceptions for admission can be made at the discretion of the Master of Interdisciplinary (MIS) Director and the Admissions Committee.

If you have recently completed a bachelor's degree, the transcript is an important part of the admissions decision. However, having a cumulative GPA that is under 3.0 is not automatic grounds for rejection. Life experience is also an important factor in the review of admissions materials.

Students with less than a 3.0 should explain relevant life and work experiences, extenuating circumstances, and academic strengths in their personal statement. The admissions committee also considers these factors:

- GPA in the major and/or last years of study
- Any graduate admission exam scores (GRE, LSAT, etc.), and courses taken within the last three years in preparation for graduate level work.

For students with less than a cumulative 3.0, and for those students in need of addition preparation for graduate level coursework, we suggest two or three upper level undergraduate courses (with a grade of B or above) chosen in consultation with the MIS Director covering: advanced analytical writing, verbal reasoning, and quantitative reasoning skills. Please contact the program director for guidance on suggested courses.

The Admissions Committee reserves the right to request additional information from applicants to assess their candidacy for admission.

Application Requirements

Applications to the Interdisciplinary Studies programs (MIS or Graduate Certificates) are submitted electronically. All of the materials listed below, except the last, should be submitted during the on-line process:

1. Completed MIS Online Application.
2. Three letters of recommendation.
   The on-line application requests mail and e-mail addresses of your references and automatically sends them an email requesting the recommendation. It is in your best interest to notify your references that the e-mail will be coming; and ask people to write letters who can speak to your ability to succeed in a graduate program. Former professors make better references than relatives or friends.
3. A personal statement of your educational objectives, covering:
   - Why do you wish to study in the MIS program?
   - What are your objectives in the MIS program?
   - You major and minor areas of interest for coursework
     What strengths and weaknesses do you bring to this kind of graduate study?
   - Students with less than a 3.0 should also explain relevant life and work experiences, extenuating circumstances, and academic strengths in this statement.
4. Your resume or CV; and any graduate admission exam scores you would like considered.
5. All undergraduate and graduate transcripts-- complete and official.You will be asked to list all previous schools attended, but it is your responsibility to contact the schools for official transcripts. Note that you do not need to request any IU system transcripts; the MIS office can access IU transcripts. If you have international coursework, visit the International Applicants page to learn more.
6. Application fee: $40.
   Electronic payment of fee expected before application deemed complete and expected.
7. Conversation with the MIS Director.
   Once we receive your complete application, the MIS director will contact you to schedule a conversation, either in-person or by telephone, at your convenience. You may also contact us at any time with questions or to schedule a meeting.

Program Mission/Objectives

Students who have completed the MIS program will demonstrate:

- differentiate the methods of intellectual inquiry in multiple disciplines
- demonstrate a broad scholarly knowledge base with sufficient depth
- critically analyze information
- synthesize knowledge to examine complex issues
- apply an interdisciplinary approach to make informed decisions
- communicate effectively in written papers and oral presentations

Student Characteristics

Typical of graduate liberal studies programs, MIS students at IU Southeast are diverse in their backgrounds and interests. Many are recent college graduates who miss the intellectual stimulation of a university environment. Some are teachers taking this program in addition to or in place of a Masters in Education Degree. The MIS program also attracts a significant number of professional people whose careers are very narrowly focused. They enjoy the opportunity to read, write, and think in areas outside their professional expertise, or to expand their areas of expertise.

Length of time to Finish Program

Most MIS students progress through the program on a part-time basis, taking just one or two classes a semester. Although it is possible to finish the program in as little as two years, we anticipate most students will take from three to five years to earn their degrees.

The Indiana University graduate school policy in their bulletin stipulates that course work may not be counted if it has been completed more than five years prior to awarding the degree. In order to maintain active student status, if a student does not complete D602 Graduate Project within the semester after they have registered for a total of three (3) hours, they must continue to register for one (1) hour of D602 each semester until the project is completed.

Grade Requirements

MIS students are expected to maintain a GPA of 3.00 or better throughout their participation in the program. Credit toward the MIS degree is given only in courses for which you have earned a B or better. Should your GPA fall below 3.00 at any time, you will be asked to meet with the Director of the MIS Program and/or the MIS Program Advisory Council to discuss any problems you are having in the program. Students whose GPA falls below 3.00 may be placed on academic probation until they bring their GPA back to the 3.00 level.

Orientation

All students admitted to the MIS program are required to attend orientation at the beginning of their admission. Orientation is held in August of each year. Students will be introduced to the MIS program, the program staff, the program requirements, and the program faculty

Policy Issue

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. 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 considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Cost and Financial Aid

Indiana Residents pay the standard graduate tuition for courses they take. IU Southeast and the University of Louisville signed a reciprocity agreement allowing students from Bullitt, Jefferson, Meade, Oldham, Shelby, Spencer, and Trimble counties to enroll in the MIS program and pay in-state tuition rates. Students should check with the Student Financial Assistance Office, LB-100, or telephone 812-941-2246 for information on financial aid. A one-year scholarship of $1000 is available to first-year MIS students who demonstrate academic merit.

Transferring Graduate Hours

A maximum of six graduate hours of course work, earned at an accredited institution may be applied to the MIS program at IU Southeast, subject to the approval of the director and the advisory council. Any transfer course credit cannot be over 5 years old when the MIS degree is completed. However, the MIS program cannot accept credit based on life experience, job skills, or other non-academic accomplishments.

Special Assistance

For people who have disabilities and need special assistance, special arrangements can be made to accommodate most needs.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential and available for disclosure to persons other than the student only under stated conditions.

Student Right and Responsibilities

A statement of students' rights and responsibilities is published in a handbook, Code of Student Rights, Responsibilities, and Conduct, which contains a description of due process hearings in the event of disciplinary action. Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or division can be found in the front section of the bulletin for that school. (While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.)

History

Welcome to the History Program at IU Southeast. History is the investigation of change and continuity in human societies over time. Historical study aims to understand the past in order to better understand the present. Studying history creates a trained habit of thinking in the long term and integrating a multi-disciplinary approach to the past by studying politics, society, the economy, arts, and other intellectual and cultural facets of the human experience. History is both a study of humanities and a social science. It addresses the study of individuals and the broader society, teaching you to shift your focus back and forth between the two, evaluating issues in context.

Academics
Graduate Degrees

- Master of Arts (Online)
- Master of Arts for Teachers (Online)

Graduate Certificates

- History (Online)
- Modern World History

Program Information
Learning Goals

Master of Arts for Teachers in History

- Model effective oral and written historical communication skills by applying historical methods, identifying and describing historical contexts, explaining historiographic trends, connecting historical events/issues in contemporary situations, and employing appropriate academic style and citation.
- Use a variety of digital tools for historical research to perform research, locate and identify primary and secondary source material (written, visual, material culture, artistic, oral, photographic, video, digital).
- Assess the validity and analyze the significance of historical sources to develop and support historical arguments.
- Select sources, prepares lessons, and align distinct teaching methods to learning outcomes in order to provide effective History instruction at the College level.
- Engage in the development of rigorous curriculum planning and design.
- Promote college-level study skills and habits of mind.
- Use assessment data to inform college-level instructional practices.
- Prepare dual-credit students for success in college-level assessments
- Conduct research to improve dual-credit instruction.

Graduate Certificate History

- Apply historical methods
- Identifying and describing broader historical context
- Explaining historiographic trends
- Connecting historical events/issues to contemporary situations
- Employ appropriate academic style and citations
- Locate and identify primary source material (written, visual, material culture, artistic, oral, photographic, video, digital)
- Locate and identify secondary source material
- Familiarity with digital tools for historical research
- Assess validity of historical sources
- Analyze historical sources to develop and support an argument
- Evaluate teaching methods against collegiate learning outcomes
- Selecting sources and preparing lesson
- Leading classes

Admission Requirements

Master of Arts in History - Online Collaborative
General Requirements

Students pursuing a Master of Arts in History must complete 30 total graduate credit hours including:

- History Core (12 cr.)
- Major Component (18 cr.)
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

History Core (12 cr.)

- HIST-T 510 Historical Methodology
- HIST-T 570 Introduction to Digital and Public History
- HIST-T 590 Research Seminar in History
- Complete one of the following
  - HIST-T 590 Research Seminar in History
  - Students may us a second HIST-T 590 enrollment assuming they produce a distinct research paper.
  - HIST-T 591 Research Siminar in Digital and Public History
  - HIST-T 592 Thesis

Major Component (18 cr.)

Students will choose to major in either U.S. History or World History

U.S. History Major

- Complete 4 courses of the following for 12 credit hours
  - HIST-T 520 Teaching College History
  - HIST-T 530 Early America - 1400-1800
  - HIST-T 540 The Long Nineteenth Century, 1800- 1917
  - HIST-T 550 Modern United States, 1917-Present
  - HIST-T 560 The United States & The World: Comparative History
- Complete 2 courses of the following for 6 credit hours, courses may be repeated with distinct topics
  - HIST-T 531 European History
  - HIST-T 541 Latin American History
  - HIST-T 551 Asian History
  - HIST-T 561 African History
  - HIST-T 571 World History

World History Major

- Complete 4 courses of the following for 12 credit hours, courses may be repeated with distinct topics
  - HIST-T 531 European History
  - HIST-T 541 Latin American History
  - HIST-T 551 Asian History
  - HIST-T 561 African History

- HIST-T 571 World History
- Complete 2 courses of the following for 6 credit hours
  - HIST-T 520 Teaching College History
  - HIST-T 530 Early America - 1400-1800
  - HIST-T 540 The Long Nineteenth Century, 1800- 1917
  - HIST-T 550 Modern United States, 1917-Present
  - HIST-T 560 The United States & The World: Comparative History

Master of Arts for Teachers in History - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in History must complete 30 total graduate credit hours including:

- History Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

History Component (18. cr)

- HIST-T 590 Historical Seminar
- Complete five of the following:
  - HIST-T 510 Historical Methodology
  - HIST-T 520 Teaching College History
  - HIST-T 530 Early America, 1400-1800
  - HIST-T 540 The Long 19th Century, 1800-1917
  - HIST-T 550 Modern United States, 1917-Present
  - HIST-T 560 US and the World - Comparative History

Education Component (12 cr.)

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assesment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in History - Online Collaborative
General Requirements

Students pursuing a graduate certificate in History must complete the following requirements

- 18 credit hours in History
- Courses must be complete with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- HIST-T 590 Research Seminar in History

- Complete five courses from the following
    - HIST-T 510 Historical Methodology
    - HIST-T 520 Teaching College History
    - HIST-T 530 Early America, 1400-1800
    - HIST-T 540 The Long 19th Century, 1800-1917
    - HIST-T 550 Modern United States. 1917-Present
    - HIST-T 560 The US and The World-Comparative History

Graduate Certificate in Modern World History

The Graduate Certificate in Modern World History provides coursework for teachers and other individuals looking to enhance their knowledge and understanding of history. The coursework focuses on teaching the advanced methods and skills of historians through classes on the Modern World with special topics in the United States, Europe, Latin America, and Asian history.

- HIST-H 501 American Cultural History

Select 4 Courses in At Least Three Different Areas of the World

United States

- HIST-A 507 American Cultural History
- HIST-H 511 Special Topics in U.S. History
- HIST-H 650 Colloquium on United States History
- HIST-H 750 Seminar in U.S. History

Latin America

- HIST-H 665 Colloquium in Latin American History
- HIST-H 765 Seminar in Latin American History

Asia

- HIST-H 775 Colloquium in East Asian History
- HIST-H 775 Seminar in East Asian History
- HIST-G 569 Modern Japan
- HIST-G 585 Modern China
- HIST-G 587 Contemporary China

Europe

- HIST-H 509 Special Topics in European History
- HIST-H 523 The Holocaust
- HIST-H 620 Colloquium in Modern Western European History
- HIST-H 720 Seminar in Modern Western European History

General

- HIST-H 520 Shaping Careers in History
- HIST-H 521 Special Topics in History
- HIST-H 524 Issues in Contemporary Historiography
- HIST-H 543 Practicum in Public History
- HIST-H 546 History of Science, Medicine, and Technology
- HIST-H 547 Special Topics in Public History
- HIST-H 575 Graduate Readings in History
- HIST-H 669 Colloquium in Comparative History
- HIST-H 799 Seminar in World History

- HIST-T 500 Topics in History
- *One Additional Elective* XXXX-X 500+ Additional Elective (Must Be Approved By Advisor)

Interdisciplinary

Interdisciplinary Studies programs provide students with the tools for academic success and the flexibility to design a degree path that blends their interests, talents and experiences.

"Interdisciplinary" means students have the opportunity to explore several fields of study during their academic journey. By concentrating on related areas of study, students can develop their ability to critically analyze information and communicate effectively.

A broad knowledge base gives students a command of methods of inquiry across multiple disciplines.

Academics
Graduate Degrees

- Master of Interdisciplinary Studies
- Master of Liberal Studies - Online

Graduate Certificates

- Digital Media
- Interdisciplinary Studies
- Organizational Leadership and Communication
- Program Leadership and Evaluation

Program Information
Policies and information for Master of Interdisciplinary Studies

Interdisciplinary Studies

The Master of Interdisciplinary Studies program provides a fully accredited master's degree in interdisciplinary studies that includes foundational coursework, electives, and a graduate thesis project.

Concentrations Offered
- Applied Behavior Sciences
- Applied Science and Instruction
- Digital Media
- Gender Studies
- Health Humanities
- Individualized
- International Studies
- Organizational Leadership and Communication
- Post-Secondary Instruction

Degree Requirements (34 cr.)
- Interdisciplinary Core (13 cr.)
- Graduate Project (6 cr.)
- Concentration (15 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Interdisciplinary Core (13 cr.)

- IDIS-D 510 Intro to Interdisciplinary Studies (4 cr.)
- IDIS-D 501 Humanities Seminar

- IDIS-D 502 Social Sciences Seminar
- IDIS-D 503 Science Seminar

Graduate Project (6 cr.)

- IDIS-D 601 Graduate Project Proposal Seminar
- IDIS-D 602 Graduate Project

Select One Concentration (15 cr.)

Applied Behavioral Sciences

- PSY-P 505 Organizational Psychology
- PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics
- PSY-P 541 Methods of Survey Research
- Complete one of the following:
    - PSY-P 509 Group Behavior and Communication
    - PSY-P 502 Developmental Psychology
    - PSY-P 624 Principles of Psychopathology
    - PSY-P 512 Seminar in Grant Writing
    - EDUC-G 532 Introduction to Group Counseling

- Complete one of the following:
    - IDIS-D511/SPCH-S324 Persuasive Speaking
    - IDIS-D511/SPCH-S333 Public Relations
    - IDIS-D511/SPCH-S427 Cross Cultural Communication
    - IDIS-D511/SPCH-S440 Organizational Communication
    - IDIS-D511/SPCH-S450 Gender and Communication
    - EDUC-G504 Counseling Theories and Techniques II: Behavior and Family Systems

Applied Science and Instruction

- Complete two of the following:
    - EDUC-Q550 Science Technology and Society for a Changing World
    - EDUC-E518 Workshop in General Elementary Education
    - EDUC-Q590 Independent Study or Research in Science Education
    - EDUC-S518 Advance Study Teaching of Secondary School Science
    - EDUC-E516 Workshop in Elementary School Science
    - EDUC-E548 Advanced Teaching of Science in the Elementary School
    - EDUC-S512 Workshop in Secondary Education
    - Other courses as approved by program director
- Complete two of the following in a single area of science:
    - BIOL-L 579 Community Ecology
    - IDIS-D513/PLSC-B364 Summer Flowering Plants
    - IDIS-D513/PLSC-B373 Plant Growth and Development
    - IDIS-D513/CHEM-C317 Equilibria and Electrochemistry

- IDIS-D513/CHEM-C364 Introduction to Basic Measurements
- IDIS-D513/CHEM-C486 Biol Chemistry Laboratory
- IDIS-D513/GEOG-G338 Geographic Information Science
- IDIS-D513/GEOL-G334 Principles of Sedimentology and Stratigraphy
- IDIS-D513/GEOL-G417 Optical Mineralogy
- IDIS-D513/BIOL-L313 Cell Biology Laboratory
- IDIS-D513/BIOL-L319 Genetics Laboratory
- IDIS-D513/BIOL-L474 Field and Laboratory Ecology
- IDIS-D513/BIOL-L303 Field Biology
- IDIS-D513/MICR-M315 Microbiology Laboratory
- IDIS-D513/PHSL-P418 Lab in Comp Animal Physiology
- IDIS-D513/ZOOL-Z383 Laboratory in Entomology
- Other courses as approved by program director

- One elective

Digital Media

- IDIS-D512/JOUR-J301 Social Media Strategies
- IDIS-D513/INFO-I300 Human-Computer Interaction Design and Programming
- Complete one of the following:
    - IDIS-D513/INFO-I330 Legal and Social Informatics of Security
    - IDIS-D513/INFO-I368 Introduction to Network Science
    - IDIS-D513/INFO-I421 Applications of Data Mining
    - IDIS-D513/INFO-I441 Interaction Design Practice

- Complete two of the following:
    - IDIS-D511/SPCH-S307 Crisis Management
    - IDIS-D511/SPCH-S333 Public Relations
    - IDIS-D512/JOUR-C327 Writing for Mass Media
    - IDIS-D512/JOUR-J303 Online Journalism
    - IDIS-D512/JOUR-J321 Principles of Public Relations
    - IDIS-D512/JOUR-J344 Photojournalism Reporting
    - IDIS-D512/JOUR-J349 Public Relations Writing
    - IDIS-D512/JOUR-J354 Photo Journalism Editing
    - IDIS-D512/JOUR-J362 Journalism Multimedia Storytelling
    - IDIS-D512/JOUR-J384 Videojournalism

Gender Studies

Eighteen of the 34 hours required for the MIS degree must have a gender focus. Of these 18 hours, six are for the graduate project, which must have a gender theme. The remaining 12 hours may be obtained in several ways. Suggested courses include:

- IDIS-D512/FINA-A490 Topics in Art History
- IDIS-D512/LSTU-L385 Class, Race, Gender and Work
- IDIS-D512/PSY-P460 The Psychology of Women
- IDIS-D512/SOC-S308 Global Society
- IDIS-D512/SOC-R463 Inequality and Society
- IDIS-D512/PHIL-P314 Modern Philosophy
- IDIS-D512/PHIL-P394 Feminist Philosophy
- IDIS-D512/PSY-B388 Human Sexuality
- IDIS-D512/SOC-R320 Sexuality and Society

- Complete additional electives to obtain 34 total credit hours.

Health Humanities

- IDIS-D511/PHIL-P393 Biomedical Ethics
- IDIS-D512/PSY-P303 Health Psychology
- IDIS-D512/SOC-S314 Social Aspects of Health and Medicine
- Complete two of the following:
    - EDUC-Q 550 Science Technology and Society for a Changing World
    - IDIS-D512/ENG-L373 Interdisciplinary Approaches to English and American Literature
    - IDIS-D512/ENG-L378 Studies in Women and Literature
    - IDIS-D512/NURS-K301 Complementary Health Therapies
    - IDIS-D512/PSY-P305 Psychology and Cultures
    - Other courses as approved by program director

International Studies

- One multinational course
- One economics course
- One humanities course
- One social science course
- One additional course from economics, humanities, or social science
- Seminars from the Interdisciplinary Core and Graduate Project must be of an international nature with focus in the major area selected for other course work by the student (Europe, Latin America or East Asia).
- Students must have a foreign language proficiency equivalent to two years of college study. Students who have not met the requirement as an undergraduate would be required to demonstrate the appropriate level of language proficiency or to take two years of a foreign language. The foreign language in which the student is proficient is not required to match his/her major area (Europe, Latin America or East Asia) with the International Studies concentration.

Organizational Leadership and Communication

- IDIS-D512/PSY-B379 Industrial/Organizational Psychology
- IDIS-D512/ENG-W331 Business and Administrative Writing

- IDIS-D512/SPCH-S440 Organizational Communication
- IDIS-D512/BUS-W320 Leadership and Ethics
- One Elective

Post-Secondary Instruction

- IDIS-D591 Graduate Seminar in Teaching and Learning
- IDIS-D550 Teaching Assistantship
- Enough additional credit hours in a single field to achieve 15 total elective hours
- Teaching dossier: student evaluations of teaching, faculty review of teaching, teaching philosophy

Graduate Certificate in Interdisciplinary Studies

Our graduate certificate in interdisciplinary studies delivers a unique mix of substance and flexibility to help you attain your goals. And it places you within easy reach of a master's degree, to help you advance at a time when synergies among varied skillsets is in high demand.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 510 Intro to Grad Liberal Studies (4 credit hours)
- Complete two of the following seminars:
    - IDIS-D 501 Humanities Seminar
    - IDIS-D 502 Social Sciences Seminar
    - IDIS-D 503 Science Seminar

Electives

- Complete 6 additional credit hours of IDIS courses

Master of Liberal Studies - Online Collaborative
Degree Requirements (34 cr.)

- Required Core (13 cr.)
- Electives (12-18 cr.)
- Capstone Experience (3-9 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Required Core

- LBST-D 510 Introduction to Graduate Liberal Studies (4 cr.)
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

Electives

Credits from an approved graduate certificate (including those created for dual credit teachers, such as Communication Studies, English Language and Literature, and Mathematics) will apply to this requirement. While

most certificates are 18 hours, some may be up to 24 hours.

Capstone Experience Options

1. Traditional Thesis. Original research or analysis encompassing literature from at least 2 different disciplinary perspectives. The thesis must be written in scholarly format, with the appropriate citation format and extensive references. The literature review developed for the thesis proposal should serve as the initial component of the thesis. Typical thesis length: 50 or more pages.
2. Creative Project. Students who are focusing their MLS program on a creative field may complete a creative project for their MLS thesis. Creative work may include writing, art, performance, etc. The creative work must be accompanied by an explanatory essay encompassing material from at least 2 different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay: 20 to 35 pages.
3. Peer-Reviewed Publication. Students may focus their thesis project work toward a peer-reviewed publication in a professional forum. Examples include articles in professional journals, investigative journalism published in a major newspaper, or a book published by a reputable press. The publication must be accompanied by an explanatory essay encompassing material from at least 2 different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay: 20 to 35 pages.
4. Applied Project. Students may focus their research project on their current place of employment, internship, or practicum. The applied project should be designed to benefit both the student and the employer and can be focused narrowly on a specific issue or problem relevant to the employer. Complete literature review and effectively designed method will support the value of the project. Typical length: 50 or more pages.
5. Public Intellectual Capstone Course. The Public Intellectual option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genre through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the MLS degree. This option is fulfilled during the course LBST-D 600 Public Intellectual Practicum.

Clinical Mental Health Counseling
Program Mission

The mission of the Master of Arts in Clinical Mental Health Counseling is to prepare graduates with the knowledge and skills to become licensed mental health counselors.

The Master of Arts Clinical Mental Health Counseling Program prepares students to provide culturally sensitive services that address the holistic, developmental, and mental health needs of diverse populations. A primary goal of the Clinical Mental Health Counseling program is to graduate highly ethical and professional counselors with a dedication to counselor wellness and to the communities that they will serve. Faculty mentoring and a challenging counseling curriculum will prepare program graduates to become leaders in the counseling field through professional involvement, research, service, and advocacy.

The Master of Arts in Clinical Mental Health Counseling provides graduates with the rigorous coursework and clinical experience required to become licensed mental health counselors. The MCMHC program curriculum aligns with CACREP standards, and the program is currently pursuing CACREP accreditation. The MCMHC program prepares graduates to provide mental health counseling services to help people prevent or remediate personal problems, conflicts, and provide treatment for mental health disorders. The program includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

Graduate Degrees

• Master of Arts

Program Information
Learning Goals

1. Provide a quality graduate level education in mental health counseling through the provision of a curriculum infused with critical thinking skills, multicultural competencies, ethics, and professionalism.
2. Prepare graduates to advocate for the needs of diverse persons and work to promote social justice for the communities and individuals they serve.
3. Provide a practice-oriented program which provides an educational experience that encourages applied, theoretical knowledge while supporting students in the development of professional and clinical practice.
4. Foster an environment that educates and empowers professional counselors to become leaders and advocates for the profession and the greater community.
5. Provide an educational environment that upholds a wellness perspective and encourages wellness based personal and professional practices.
6. Provide specialized instruction, training, and supervision in clinical mental health counseling skills to prepare students to work in a variety of mental health settings.

Admission Requirements

Applicants are admitted to the program every Fall. You can submit your application here.

To be admitted to the program, the following are required:

- Complete [application](#) by February 1ˢ for priority consideration. You will need to upload a resume and a personal statement.
- Three (3) Recommendation letters: It is recommended that at least two of the letters be from professors who have a good knowledge of the candidate's academic performance and potential or other individuals who know of the applicant in a professional capacity such as a work supervisor. Please note that the application form provides you space to list those who will be writing letters of recommendation; an email will be sent requesting the letter of recommendation.
- Official Transcript(s): A bachelor's or master's degree from an accredited college or university, with a suggested minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, is expected. Applicants with an undergraduate GPA below 3.0 may still be considered if other admission criteria warrant their consideration. Admission also is considered for those who otherwise demonstrate the competency necessary to succeed in graduate work in Clinical Mental Health Counseling. Official transcripts from all colleges and universities you have attended are required. Please have the transcripts sent to School of Social Science, attn: Yolanda Zavala-Howe, IU Southeast, 4201 Grant Line Road, New Albany, IN 47150 or sent via email at yolazava@iu.edu.
- Personal Statement: The personal statement should clearly explain the candidate's relevant educational background and the reasons the candidate wishes to pursue the degree. Applicants should also discuss any human services or volunteer or community involvement experiences they have and any experiences they have had with diverse populations.
- The Graduate Record Exam (GRE) may be used for consideration of admission to the program however it is **not required**. Candidates may submit recent (that is, no more than 3 years old) results of the GRE's general exam and/or subject exam. Acceptance will not be based entirely on the score.

Clinical Mental Health Counseling
Program Mission

The mission of the Master of Arts in Clinical Mental Health Counseling is to prepare graduates with the knowledge and skills to become licensed mental health counselors. The Master of Arts Clinical Mental Health Counseling Program prepares students to provide culturally sensitive services that address the holistic, developmental, and mental health needs of diverse populations. A primary goal of the Clinical Mental Health Counseling program is to graduate highly ethical and professional counselors with a dedication to counselor wellness and to the communities that they will serve. Faculty mentoring and a challenging counseling curriculum will prepare program graduates to become leaders in the counseling field through professional involvement, research, service, and advocacy.

The Master of Arts in Clinical Mental Health Counseling provides graduates with the rigorous coursework and clinical experience required to become licensed mental health counselors. The MCMHC program curriculum aligns with CACREP standards, and the program is currently pursuing CACREP accreditation. The MCMHC program prepares graduates to provide mental health counseling services to help people prevent or remediate personal problems, conflicts, and provide treatment for mental health disorders. The program includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

All courses are for 3 credit hours and have a minimum grade of B.

Degree Requirements

- COUN-C 520 Research in Counseling
- COUN-C 504 Counseling Theories
- COUN-C 532 Introduction to Group Counseling
- COUN-C 537 Program Evaluation
- COUN-C 552 Career Counseling and Development
- COUN-C 563 Foundations of Mental Health Counseling
- COUN-C 567 Intro to Marriage and Family Therapy
- COUN-C 501 Multicultural Counseling
- COUN-C 600 Counseling Techniques: Cognitive Behavioral Interventions
- COUN-C 669 Assessment in Counseling
- COUN-C 514 Lifespan Development
- COUN-C 511 Professional Issues and Ethics
- COUN-C 535 Introduction to Addictions Counseling
- COUN-C 540 Principles of Assessment and Prediction
- COUN-C 624 Principles of Psychopathology
- COUN-C 524 Clinical Practicum (100 clock hours)
- COUN-C 601 Counseling Techniques: Affective/ Humanistic Interventions
- COUN-C 736 Child Psychopathology

Complete two semesters (6 credit hours) of the following course
- COUN-C 550 Internship in Counseling

Political Science

Political Science is the study of power. Power is at the core of almost any kind of relationship – in families, workplaces, religious, community or government organizations. Political Science is primarily interested in the power relationship between citizens and their governments and in the power relationship among governments, whether it is between or within countries. Political scientists study how different governments use power, how power functions within government institutions and bureaucracies, as well as the sources and limits of governmental power. Political scientists examine interactions between citizens and government through elections, participation in interest groups, grassroots activism, and public opinion.

Academics
Graduate Degrees

- Master of Arts (Online)
- Master of Arts in Teaching (Online)

Graduate Certificates

- Political Science (Online)

Program Information
Learning Goals

Master of Arts for Teachers in Political Science

- Explain political science concepts.
- Critically evaluate the credibility, reliability, accuracy, and utility of political science information obtained from various sources.
- Analyze empirical social science research.
- Explain how political attitudes, beliefs, and preferences influence/impact political behavior and decision-making.
- Analyze political problems, institutions, theories, and/or processes.

Graduate Certificate in Political Science

- Explain political science concepts.
- Critically evaluate the credibility, reliability, accuracy, and utility of political science information obtained from various sources.
- Analyze empirical social science research.
- Explain how political attitudes, beliefs, and preferences influence/impact political behavior and decision-making.
- Analyze political problems, institutions, theories, and/or processes.

Admission Requirements

Master of Arts in Political Science - Online Collaborative
Degree Requirements

Students pursuing a Master of Arts in Political Science must complete 30 total graduate credit hours including:

- Political Science Core (18 cr.)
- Political Science Track (12 cr.)
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Political Science Core (18 cr.)

- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 580 Research Methods in Political Science
- POLS-Y 575 Political Data Analysis
- POLS-Y 529 National Institutions
- POLS-Y 657 Comparative Politics
- POLS-Y 600 Capstone

Political Science Track (12)

Students will complete either American Politics or World Politics

American Politics

- POLS-Y 675 Political Philosophy
- POLS-Y 567 Public Opinion: Approaches and Issues

- POLS-Y 661 American Politics
- One additional POLS graduate course from the World Politics Track

World Politics

- POLS-Y 669 International Relations
- POLS-Y 757 Comparative Politics
- POLS-Y 530 World Political Economy
- POLS-Y 508 Issues in World Politics

Master of Arts for Teachers in Political Science - Online Collaborative
Degree Requirements

Students receiving the Master of Arts for Teachers in Political Science must complete 30 total graduate credit hours including:

- Political Science Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Political Science Component (18 cr.)

- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 580 Research Methods in Political Science
- POLS-Y 675 Political Philosophy
- POLS-Y 567 Public Opinion: Approaches and Issues
- POLS-Y 661 American Politics
- POLS-Y 657 Comparative Politics

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assesment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Political Science - Online Collaborative
General Requirements

Students pursuing a graduate certificate in Political Science must complete the following requirements

- 18 credit hours in Political Science
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 580 Research Methods in Political Science
- POLS-Y 675 Political Philosophy
- POLS-Y 567 Public Opinion: Approaches and Issues
- POLS-Y 661 American Politics
- POLS-Y 657 Comparative Politics

Graduate Certificate in Digital Media

The media landscape is changing rapidly, and understanding that landscape is vital in functioning as a professional communicator. Understanding digital technologies and multimedia storytelling are central competencies required of those working in many industries, such as journalism, public relations, advertising and travel/tourism.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 512 Topic: Social Media Strategies
- IDIS-D 513 Topic: Human Computer Interaction

Informatics Course

- Complete one of the following:
    - IDIS-D 513 Topic: Legal and Social Informatics of Security
    - IDIS-D 513 Topic: Interaction Design Practice

Journalism and Public Relations

- Complete two of the following:
    - IDIS-D 511/ COMM-S 307 Topic: Crisis Management
    - IDIS-D 511/ COMM-I 334 Topic: Public Relations in Strategic Communication
    - ISIS-D 511/ JOUR-J 494 Topic: Digital Media Practicum
    - IDIS-D 511/ JOUR-J 344 Topic: Photojournalism Reporting
    - IDIS-D 511/JOUR-J 362 Topic: Journalism Multimedia Storytelling
    - IDIS-D 511/ JOUR-J 303 Topic: Online Journalism

Graduate Certificate in Organizational Leadership and Communication

Our graduate certificate in organizational leadership delivers a unique mix of substance and flexibility to help you attain your goals. And it places you within easy reach of a master's degree, to help you advance at a time when synergies among varied skillsets is in high demand.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 511 Topic: Organizational Communication
- IDIS-D 512 Topic: Leadership and Ethics
- IDIS-D 512 Topic: Intro to Industrial Psychology

Professional Writing

- Complete one of the following courses
    - IDIS-D 511 Topic: Business and Admin Writing
    - IDIS-D 511 Topic: Grant Writing

Electives

- Complete one additional IDIS-D course that aligns with your focus

Graduate Certificate in Program Leadership and Evaluation

Admission Requirements

Students must submit an application form, three letters of recommendation, and a personal statement of educational goals. An undergraduate G.P.A. of 3.0 or higher is required for consideration into the program. Additionally, candidates must interview with the faculty coordinator of the PLE program.

Certificate Requirements

Group Dynamics/Organizational Psychology (Choose one)
- PSY-P 505 Organizational Psychology OR (3 cr. hrs.)

    ° minimum grade B-

- PSY-P 509 Group Behavior and Processes (3 cr. hrs.)

    ° minimum grade B-

Grant and Professional Writing
- PSY-P 512 Grant Writing (3 cr. hrs.)

    ° minimum grade B-

Professional Skills
- PSY-P 511 Professional Skills (3 cr. hrs.)

    ° minimum grade B-

Communication Skills (Choose one)
- SPCH-S 440 Organizational Communication (3 cr. hrs.)

    ° minimum grade B-

- PSY-P 5XX Conflict Resolution and Mediation (3 cr. hrs.)
    ° minimum grade B-

Program Evaluation
- LBST-D 512 Survey Methods and Data Analysis (3 cr. hrs.)
    ° minimum grade B-

Post-Baccalaureate Certificate in Asian Affairs

Description

The Post-Baccalaureate Certificate in Asian Affairs is intended to give students an understanding of Asian societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating Asian societies, as well as a basic introduction to one Asian language.

Certificate Requirements

The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Student choose one additional course from one of the 4 areas or may complete a Study Abroad in

Asia for a minimum of 3 credit hours. Study Abroad in Asia is strongly recommended.

- No more than two courses below the 200-level will count toward the certificate.

Language

- EALC-J varies Students will take 1 language course in Japanese. Specific course will depend on student performance on a placement test

Culture (choose one course)

- FINA-A 362 The Art of Japan
- FINA-A 451 Art of the South Pacific
- FINA-A 456 The Art and Culture of Samoa, Western Polynesia
- REL-R 153 Religions of Asia
- REL-R 354 Buddhism

History & Philosophy (choose one course)

- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American-East Asian Relations
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 374 Early Chinese Philosophy

Politics & Geography (choose one course)

- POLS-Y 369 Introduction to Asian Politics

Elective (choose one additional course from any area listed above. Summer Study Abroad in Asia is strongly encouraged.)

* Please note that other appropriate courses may be offered and substituted subject to approval.

Post-Baccalaureate Certificate in Conflict Analysis and Resolution

The Post-Baccalaureate Certificate in Conflict Analysis and Resolution develops conflict management skills and the ability to analyze conflict over time and in various settings. The required curriculum focuses primarily on interpersonal conflicts and offers students a fundamental knowledge and understanding of the theories of conflict and applicable problem solving strategies. Transformative conflict resolution requires mediation and negotiation, and only through an understanding of the ethical, cultural and power dymnamics at play is resolution possible. Elective courses provide social, historical and international perspectives of conflict. With such knowledge, students learn the stakes in resolution, patterns over time, and precedents for success.

Students are required to complete 18 hours wiht a minimum G.P.A. of 2.0, including at least nine hours at the 300-level or above.

Required Coursework

- CJUS-P 313 Conflict Management

Choose Two of the Following:

- BUS-M 421 Fundamentals of Negotiation
- PHIL-P 140 Introduction to Ethics
- PSY-P 321 Group Dynamics
- SOC-S 318 The Self and Social Interaction
- CMCL-C 427 Cross Cultural Communication

Choose Three Elective Courses from the Following:

- CJUS-P 330 Ethics in Criminal Justice
- CJUS-P 335 Race, Gender and Inequality in the Criminal Justice System
- CMCL-S 229 Discussion and Group Methods
- HIST-A 301 Colonial North America
- HIST-A 302 Revolutionary United States
- HIST-A 381 Civil Rights Era in the United States
- HIST-B 315 European Anti-Semitism, Enlightenment to the Holocaust
- HIST-B 323 History of the Holocaust
- HIST-B 360 Europe from Napoleon to the First World War
- HIST-B 361 Europe in the Twentieth Century
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-H 101 The World in the Twentieth Century
- PHIL-P 113 Debate, Argument, and Persuasion
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 351 Political Simulations (1 cr. Repeatable two times)
- POLS-Y 369 Intro to East Asian Politics
- POLS-Y 392 Special Topics in Political Science: Theories of Power
- POLS-Y 471 Terrorism
- SOC-S 419 Social Movements and Collective Behavior
- SOC-R 463 Inequality and Society
- SOC-S 335 Race and Ethnic Relations

Post-Baccalaureate Certificate in European Affairs

Description
The Post-Baccalaureate Certificate in European Affairs is intended to give students an understanding of European societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating European societies, as well as a basic introduction to one European language.

Certificate Requirements
The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Student choose one additional course from one of the 4 areas or may complete a Study Abroad in Europe for a minimum of 3 credit hours. Study Abroad in Europe is strongly recommended.

- No more than two courses below the 200-level will count toward the certificate.

Language

- FREN-F or
  GER-G or
  SPAN-S varies Students will take 1 language course in French, German, or Spanish. Specific course will depend on student performance on a placement test.

Culture (choose one course)

- ENG-L 297 English Literature to 1600
- ENG-L 298 English Literature from 1600 to 1800
- ENG-L 299 English Literature Since 1800
- ENG-L 303 Medieval English Literature in Translation
- ENG-L 309 Elizabethan Poetry
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 365 Continental Drama
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FREN-F 300 Lectures Et Analyses Litteraires
- FREN-F 363 Introduction a la France moderne
- FREN-F 461 La France contemporaine
- FREN-F 475 Advanced Oral Practice 1
- FREN-F 495 Individual Readings in French
- GER-G 362 Introduction to Contemporary Germany
- GER-G 363 Introduction to German Cultural History
- GER-G 415 Perspectives on German Literature
- GER-G 418 German Film and Popular Culture
- GER-G 464 German culture and Society
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301* The Hispanic World 1
- SPAN-S 302* The Hispanic World 2
- SPAN-S 303* The Hispanic World
- SPAN-S 363* Introduction to Hispanic Culture
- SPAN-S 494* Individual Readings in Hispanic Studies

History & Philosophy (choose one course)

- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-B 323 History of the Holocaust
- HIST-B 361 Europe in the 20th Century I
- HIST-B 362 Europe in the 20th Century II
- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 Nineteenth-Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy
- REL-R 152 Jews, Christians, & Muslims
- REL-R 327 Christianity, 50-450

Politics & Geography (choose one course)

- POLS-Y 335 West European Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- GEOG-G 418 Historical Geography

Elective (choose one additional course from any area listed above or complete a Study Abroad in Europe. Study Abroad in Europe is strongly encouraged.)

* Denotes courses that are subject to departmental approval.

Post-Baccalaureate Certificate in Diversity and Intercultural Competency

The Post-Baccalaureate Certificate in Diversity is designed to prepare students to be familiar with different types of diversity as well as the contexts and theories related to diversity. Diversity is defined differently according to one's own perspective, and this certificate prepares students for negotiating diverse cultures and identities in different fields of study. The certificate also enables students to understand the impact of diversity in local, world, and national contexts.

Students are required to complete 18 credit hours with a minimum G.P.A. of 2.0, including

- At least nine hours must be completed at the 300-level or above.
- Six credit hours must be taken in the humanities
- Six credit hours must be taken in the social sciences
- Coursework towards the certificate must cover at least three of the following areas: sex and gender, sexuality, race and ethnicity, religion, age/generation, nationality, or class.

Humanities Courses

- AFRO-A 169 Introduction to African American Literature
- ANTH-E 105 Culture and Society
- EDUC-M 300 Teaching in a Pluralistic Society
- ENG-L 207 Women and Literature
- ENG-L 374 Ethnic American Literature
- ENG-L 378 Studies in Women and Literature
- ENG-L 383 Studies in British or Commonwealth Culture
- ENG-L 389 Feminist Literary and Cultural Criticism
- FINA-A 150 African, New World and Oceanic Art
- FINA-A* 343 American Art *can only be taken when focus is on diversity issues
- FINA-A 362 Art of Japan
- FINA-A 402 Arts of Native North America
- FINA-A 451 Art of the South Pacific
- FINA-A 452 Art of Pre-Columbian America
- FINA-A 458 Topics in the Ethnographic Arts
- FINA-A 485 Women and Gender in the Visual Arts
- FREN-F 363 Introduction a la France Moderne
- FREN-F 415 La Culture Francophone
- FREN-F 461 La France Contemporaine
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 334 Buddhist Philosophy
- PHIL-P 374 Early Chinese Philosophy
- PHIL-P 394 Feminist Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 153 Religions of Asia
- REL-R 245 Introduction to Judaism
- REL-R 257 Introduction to Islam

- REL-R 364 Topics in Gender and Western Religion
- SPAN-S 301 The Hispanic World I
- SPAN-S 302 The Hispanic World II
- SPAN-S 303 The Hispanic World III
- SPAN-S 363 Introduccion a la cultura hispanica
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context

Social Sciences Courses

- CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System
- CJUS-P 362 Sex Offenders
- CJUS-P 375 American Juvenile Justice System
- CJUS-P 423 Sexuality and the Law
- HIST-A 260 Early American Women's History
- HIST-A 261 Modern American Women's History
- HIST-A 310 Survey of American Indians I
- HIST-A 356 African-American History II
- HIST-A 381 Civil Rights Era in the U.S.
- HIST-B 315 European Anti-Semitism from the Enlightenment to the Holocaust
- HIST-B 359 Europe, 1789-1848
- HIST-B 360 Europe, 1848-1914
- HIST-B 361 Europe in the Twentieth Century, 1914-1945
- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216 History of Slavery in the Americas
- HIST-F 232 Upheaval in the 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 324 Women and Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 354 Nationalism
- POLS-Y 369 Asian Politics
- PSY-P 305 Psychology and Cultures
- SOC-R 320 Sexuality and Society
- SOC-R 326 Masculinity and Society
- SOC-R 463 Inequality and Society
- SOC-S 163 Social Problems
- SOC-S 301 Topics in Gender
- SOC-S 304 Global Issues in Gender
- SOC-S 308 Global Society
- SOC-S 313 Religion and Society
- SOC-S 331 Sociology of Aging
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Sociology of Gender Roles
- SOC-S 360 Topics in Social Policy
- SOC-S 413 Gender and Society
- SOC-S 419 Social Movements and Collective Action
- SOC-W 100 Gender Studies

Post-Baccalaureate Certificate in International Affairs
Description
The Post-Baccalaureate Certificate in International Affairs is intended to give students an understanding of international issues today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating an increasingly globalized world, as well as a basic introduction to one foreign language.

Certificate Requirements
The certificate requires 15 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete POLS-Y376 or Y333, GEOG-G201, POLS-Y109 or Y107, HIST-H101, and one elective from the International Studies curriculum. Students are strongly encouraged to complete a Study Abroad to satisfy the 3 credit hour elective requirement.

Complete each course listed below

- POLS-Y 376 International Political Economy **OR** POLS-Y 333 International Economics

- GEOG-G 201 World Regional Geography POLS-Y 109 Intro. to International Relations **OR** POLS-Y 107 Intro. to Comparative Politics
- HIST-H 101 The World in the 20th Century
- Choose one elective from the International Studies curriculum or complete a Study Abroad

No more than two courses below the 200-level will count toward the certificate.

Post-Baccalaureate Certificate in Latin American Affairs
Description
The Post-Baccalaureate Certificate in Latin American Affairs is intended to give students an understanding of Latin American societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating Latinb American societies, as well as a basic introduction to one Latin American language.

Certificate Requirements
The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Students choose one additional course from one of the 4 areas or may complete a Study Abroad in Latin America for a minimum of 3 credit hours. Study Abroad in Latin America is strongly recommended.

- No more than two courses below the 200-level will count toward the certificate.

Language

- SPAN-S varies Students will take 1 language course in Spanish. Specific course will depend on student performance on a placement test

Culture (choose one course)

- FINA-A 150 Africa, New World, & Oceanic Art
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 471 Survey of Spanish American Literature I
- SPAN-S 472 Survey of Spanish American Literature II
- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301* The Hispanic World I
- SPAN-S 302* The Hispanic World II
- SPAN-S 303* The Hispanic World
- SPAN-S 363* Introduccion a la Cultura Hispanica
- SPAN-S 494* Individual Readings in the Hispanic Studies

History & Philosophy (choose one course)

- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-F 232 Upheaval in 20th-Century Latin America
- HIST-H 231* Women, Men, and Family in History

Politics & Geography (choose one course)

- POLS-Y 337 Latin American Politics
- GEOG-G 323 Geography of Latin America

Elective (choose one additional course from any area listed above or complete a Study Abroad. Study Abroad in Latin America is strongly encouraged.)

* Denotes courses that are subject to departmental approval.

Post-Baccalaureate Certificate in Public Sector Management

The primary target of this certificate is people who are either currently working in a governmental office (whether political or not), or who are seeking employment with the government and have not yet completed a college degree. Government employees face very different rules, constraints, and work situations than do private sector employees. This certificate will help provide public sector employees with the skills needed to face these challenges.

Student Learning Goals

The certificate is meant to help students develop skills that would be useful for working in government offices or non-profit agencies. These skills include written and oral communication skills, as well as skills in budgeting and managing personnel in a political environment, the making of public policy, and the legal environment in which government agencies operate.

Certificate Requirements

The certificate requires 15 hours, with a minimum cumulative G.P.A. of 2.0 to be awarded a certificate.

Core Program

- POLS-Y 103 Introduction to American Politics

Certificate Specific Requirements

Students must successfully complete any four of the courses below:

- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States
- POLS-Y 306 State Politics in the United States
- POLS-Y 401 Topics in Political Science - Seminar in Grant Writing, cross listed with PSY-P 457
- POLS-Y 402 Politics of the Budgetary Process
- POLS-Y 403 Legal Issues in Public Bureaucracy
- POLS-Y 404 Political Issues in Public Personnel Management

Metroversity

IUS is a member of [Kentuckiana Metroversity, Inc.](), a consortium of institutions of higher education in the Louisville metropolitan area. Member institutions include Bellarmine University, Ivy Tech Sellersburg, Jefferson Community and Technical College, Louisville Presbyterian Theological Seminary, Southern Baptist Theological Seminary, Spaulding University and University of Louisville.

Fulltime students at any Metroversity college or university can take up to two classes (up to 8 credit hours) as an undergraduage or one course (up to 4 credit hours) as a graduate student at another Metroversity school during the fall and spring semester. Students must be in good standing having earned a minimum of twelve hours at their home insitution and a 2.0 GPA at the undergraduate level or 3.0 GPA at the graduate level to participate. An exception will be made for students enrolling in the ROTC program.

Reserve Officers Training Program

The educational program of Indiana University Southeast includes the Air Force (AFROTC) and Army (ROTC) Reserve Officers' Training Corps programs. Courses for IU Southeast students are held on the Belknap campus of the University of Louisville under the auspices of the Metroversity Program. This is a non-degree program

General Qualifications

Any student, regardless of sex, race, or ethnic background, is eligible for the AFROTC or ROTC if he or she is:

- a citizen of the United States (noncitizens may enroll but must obtain citizenship prior to their junior year)
- of sound physical condition
- of sound moral character
- able to complete all commissioning requirements before age 30 (may be waived to age 35)
- a full-time student

Air Force

Dougherty Hall University of Louisville

Phone: (502) 852-6576

If you are a full-time student, there is no cost for enrollment in the AFROTC program other than tuition of the university. The AFROTC furnishes uniforms and AFROTC textbooks. Veterans Affairs benefits may be continued while in the AFROTC program. Membership in a Reserve or National Guard Unit does not prevent enrollment in the AFROTC program. Married students are eligible.

AFROTC is designed to be a four-year program. However, the ROTC curriculum can be compressed in some cases allowing students to join as late as their sophomore year. Students in ROTC must enroll in the appropriate Aerospace Science courses. Freshmen and sophomores will enroll Aerospace Science A 101 and A 151 or A 201 and A 251. There is no other application procedure. Enrolling in these courses does not incur a military obligation. During the first two years, the student attends class for one hour and leadership laboratory for two hours each week, earning 2 credit hours per semester. After successfully completing the sophomore year and a four-week summer field training program, the qualified cadet will gain entry into the Professional Officer Course.

Professional Officer Course (POC) is designed for juniors and seniors. Students must serve 4 semesters as a POC member in order to meet AFROTC requirements. As a POC member the student attends class three hours a week and leadership laboratory for three hours a week, earning 3 credit hours per semester. While a member of the POC, the cadet receives $300-$600 per month tax free each academic year and, in some cases, a full scholarship. Upon completion of degree that student will be commissioned as a Second Lieutenant in the United States Air Force.

Field training is offered during the summer months, normally between the sophomore and junior year, at Maxwell Air Force Base in Montgomery, Alabama. The major areas of study include officer training, aircraft orientation, career orientation, survival training, physical training, base functions, and Air Force environment. Travel to and from the encampment is paid, as well as all expenses for room and board. Additionally, the student is paid for the encampments.

Scholarships are available to highly qualified students. Scholarships cover full tuition, laboratory expenses, incidental fees, and books. Scholarship cadets also receive $300-$600 per month tax free. Students who are not on scholarship when they first enter college may qualify for a scholarship while attending college. Interested students should contact the AFROTC office at (502) 852-6576 or by e-mail at airforce@louisville. edu Students may also visit the AFROTC offices in Dougherty Hall, University of Louisville, or the Web page.

Army

Room 209 Dougherty Hall

University of Louisville

Louisville, KY 40292

Phone: (502) 852-7902

The Army Reserve Officers' Training Corps (ROTC) program provides students in any academic discipline an opportunity to develop leadership and management skills and obtain a commission as a second lieutenant in the United States Army.

The Army ROTC program is traditionally a four-year program. The first two years of the program comprise the Basic Course. This includes classroom studies in such subjects as military history, leadership development, and national defense. Students may enroll in the first two years of the program without incurring any future military obligation (non-scholarship). ROTC books and uniforms are provided. In lieu of the Basic Course, students may qualify for the Advanced Course if they are prior service member and have completed basic training or attend Cadet Initial Entry Training during the summer before they begin their junior year.

The Upper Division ROTC classes are normally taken in the junior and senior years. Students contract with ROTC and receive a stipend of $450-500 per academic month. Enrollment in the Upper Division will enable students to continue to sharpen their management skills and teach new ROTC students the skills that have been learned in the Basic Course. Between the junior and senior years, students attend the ROTC Advanced Camp. Students who have completed the Army ROTC program will be ready to become commissioned officers in the U.S. Army upon graduation from college.

Army ROTC awards three and four-year National Scholarships to high school seniors and two and three-year campus-based scholarships that pay for tuition and fees, plus a $600 per semester allowance for books and a monthly stipend of $300Fr/350So/450Jr/500Sr. Students may also receive tuition-remission grants.

All Army ROTC courses are conducted at the University of Louisville, Belknap Campus, in Dougherty Hall. Contact the IU Southeast registrar for further guidance to sign up for this Metroversity program. Interested students should also contact the enrollment officer at the University of Louisville, (502) 852-7902, for the latest program information.

Schools

Indiana University Southeast has seven undergraduate degree-granting academic schools/divisions: School of Arts and Letters; School of Business; General Studies Degree Program; School of Education; School of Natural Sciences; School of Nursing; and School of Social Sciences. The Purdue School of Technology has a presence on the campus and also grants degrees from Purdue University.

Within the undergraduate schools/divisions are the academic departments, offering major and minor programs.

Degree Listings by School

- School of Arts & Letters
- School of Business
- School of Education
- School of Natural Sciences

- School of Nursing
- School of Social Sciences

Policies

IU Southeast operates academic affairs under harmonized policies enacted by the Indiana University Board of Trustees, both the Indiana University and Indiana University Southeast Faculty Senates, as well as well as those enacted by campus degree-conferring departments. The policies drive the establishment of academic requirements that must be met before a credential, degree or certificate, is granted. These regulations concern matters such as curricula, course development and change, minimum credits and cumulative GPA required, declaring and completing concentrations, and advancing to degree candidacy.

The 2019-2021 Bulletin represents the university's best efforts to synthesize the policies governing degree requirements in effect or taking effect during the tenure of this publication. While this Bulletin is offered as comprehensive academic guide, and advisors, deans, and administrators are always willing to help students become aware of the requirements for a specific credential they are pursuing, ultimately it is the student's responsibility to fulfill them completely before a degree or certificate may be conferred.

At the end of all students' courses of study, both the department and the Office of the Registrar review students' records to dually confirm all stated requirements are satisfied. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment.

Absences

Class attendance is a predictor of successful completion of any course, and is required. Absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up.
  A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (Incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course.

Academic Advising

Advising in graduate programs may encompass assistance with degree requirements and planning, research and dissertation preparation, or career counseling. In some departments those roles may be played by one person, or three different people.

As graduate programs are generally more proscriptive in terms of course requirements and sequencing, after orientation, online tools such as this Bulletin, the schedule of classes, and the department website, can serve as useful self-advising resources. For more in-depth, humanized direction, contact your department's main office number, found on the pages "Degree Listings by School."

Career and research guidance grow organically between students and faculty as they work together in course work and practica, but students unsure of where or how

to proceed with research or career possibilities should iniitally seek consultation with the porgram director.

Students needing help with the mechanics of going to gradaute school--adding/dropping classes, bursar payments and refunds, financial aid--are initially served by the campus Student Central Office, (812) 941-2100.

Adding/Dropping Courses

- Auditing (Noncredit Registration)
- Course Enrollment
- Dropping/Withdrawing from Courses
- Late Registrations and Course Additions
- Late Withdrawal Policy

Auditing (Noncredit Registration)

Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the executive vice chancellor for academic affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student's transcript with an ''NC'' notation for ''no credit'' in place of a grade. The NC notation recorded for an audited course may not be changed subsequently to a regular grade for credit.

Course Enrollment

Initial registration and add/drop, when permitted, is conducted through Internet-based, enterprise client-server applications allowing both new and continuing students to register from any computer on campus or from off-campus locations that have the capability and capacity to connect and authenticate the student-user to the secure IU network.

All continuing graduate students are eligible to register starting the Monday of Priority Registration Week for the upcoming semester. Priority Registration week falls on the 3rd or 4th week of March for the next Fall semester, and the 3rd of 4th week of October for the upcoming Spring and Summer semesters. Newly admitted graduate students may register starting when the campus moves to Open Registration, on the Friday of Priority Registration Week.

8 credits per semester is considered "full time" for graduate students; and 4 credits per semester is "half time" enrollment.

Dropping/Withdrawing from Courses

Any student can drop one or more classes until the end of the ninth week of a semester or the fourth week of a summer session—commonly referred to as the "Last Day to Withdraw." (For courses meeting on nonstandard dates, completion of two-thirds of the session is the guideline for withdrawing from a course.)

- When a student drops a class (classes) prior to the first day of classes, the course is not listed on his/her academic record.
- When a student drops a class (classes) during the 100% refund period, the course is not listed on his/her official academic record.
- When a student drops one or more classes after the 100% refund period and before the "Last Day to Withdraw," a grade of "W" (Withdrawn) is recorded on the academic record for the class (classes).
- A student who stops attending without officially dropping the course will receive a grade of "F".

Late Registrations and Course Additions

The first week of all semesters is the "free add-drop period." Students may freely add into classes where there are spaces available and they have met any stated pre-requisites or permissions without securing instructor approval, and may withdraw from courses assured of having no "W" on their record and a 100% refund of tuition and fees related to the course. At the end of the first week of classes is the census date, which marks the end of the free add-drop period.

From the day after census to the end of all fee refund periods (end of 4th week of the Fall and Spring semesters), students must have permission of the instructor and/or program coordinator to add a class, even when there are open spaces. After the census date, students at IU use the "E-add/E-drop" application available from the One.iu.edu portal to log requests to add or drop courses. The system collects and sends the requests electronically to the instructors for their approval. Accepting a late addition into a class is wholly at the discretion of the instructor.

After the end of all fee refund periods for all sessions in a semester, a student should not expect to be allowed to enroll in any course for the current semester. Any exceptions to this policy would be for extraordinary, well-documented circumstances only, and require approval by the instructor, the dean of the school offering the course, and the executive vice chancellor for academic affairs. These additional approvals cannot be acquired via the "E-dd/E-Drop" system.

Students should not attend courses in which they are not officially enrolled, as doing so can be construed as an act of academic dishonesty or as a theft of services and could be subject to appropriate disciplinary or legal sanctions. Students who are stopped from officially registering for a class they are actively pursuing with consent of the instructor by unresolved balances from prior semesters are encouraged to pursue the payment plan options available through the Ofice of the Bursar.

Late Withdrawal Policy and Practice

Students are generally expected to know when the last day to drop a class is and govern themselves accordingly. However, students who have extenuating circumstances such as an extended illness or equivalent distress that prevents them from completing their classes and that causes them to fail to meet the deadline for withdrawing with an automatic assignment of a non-punitive "W" grade may request either a late drop or Late Withdrawal Petition from the Office of the Registrar.

- Following the general withdrawal deadline, by the last day of classes for the term as stated in the academic calendar (before the start of the final exam period), students may request a late drop by securing the permission of the instructor and the dean/second level approver of the school offering the class via Late Drop/Add after 1st week via one.iu.edu).
- Once the final exam period for any term has begun, students may only submit a Petition for Late Withdrawal (obtained from the Office of the Registrar) to seek a non-punitive "W" in a course. The Executive Vice Chancellor for Academic Affairs alone decides on Late Withdrawal Petitions.
- The deadlines for filing a Late Withdrawal Petition are March 15 for the immediately preceding fall semester, September 1 for the immediately preceding spring semester, and November 1 for the immediately preceding summer session(s). Requests for late withdrawal from terms before the immediately prior term will be accepted at the sole discretion of the Executive Vice Chancellor of Academic Affairs. Petitions submitted after the deadlines may be summarily denied for untimeliness.
- A desire to avoid a low grade is not an acceptable reason for requesting a late withdrawal.
- Approval is not automatic and will be based on the criteria described in the policy. Students are expected to provide appropriate documentation to substantiate their reasons for seeking late withdrawal.
- A completed withdrawal form, if approved, will be dated and processed as of the date it was originally submitted by the student to the Office of the Registrar.

Bad Weather

Normally Indiana University Southeast does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement will be broadcast on local television stations and through IU Notify. The announcement will state that classes either will be delayed on the snow schedule listed as follows or will be cancelled for a specific period of time. On the snow schedule, only emergency personnel should report before the time indicated. Campus closing information is also available on the campus Web site and by calling (812) 941-2567 .

Snow Schedule

Monday through Friday classes:

- 8 a.m. classes meet from 10 a.m. until 10:55 a.m.
- 9:30 a.m. classes meet from 11 a.m. until 11:55 a.m.
- 11 a.m. classes meet from 12 noon until 12:55 p.m. All other classes meet at regular times.

Saturday classes:

- Morning classes meet from 10 a.m. until 12 noon. Afternoon classes meet at regular times.

Off-campus classes:

- Off-campus classes meet according to those facilities' schedules.

Credit Hours

Classification of Students

Class standing is based on the number of credit hours completed by the student as identified by the program cumulative statistics:

Freshman	1–29
Sophomore	30–59
Junior	60–89
Senior	90 or more
Graduate	students who have applied for and been accepted into a graduate degree program.

Course Load

Students who register for 8 or more credit hours in an academic term are regarded as full-time students. Students will not be permitted to enroll in more than 18 hours during a regular semester or more than 8 credit hours during a summer session without appropriate unit override approval.

Enrollment Status

Academic Session	Certification Status	Undergraduate Credits	Graduate Credits
All Terms	Full time	12 cr.	8 cr.
	3/4 time	9–11 cr.	6–7 cr.
	1/2 time	6–8 cr.	4–5 cr.

Policy and Guidelines for Determining Units of Academic Credit

A unit of academic credit is awarded to a student upon successful completion of an approved instructional course, or by the demonstrations of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

Indiana University policy states that a 3-credit hour lecture class "shall meet for approximately 2,000 minutes, excluding the final examination period." IU Southeast guidelines require a 3-credit lecture class to meet for a minimum of 2,100 minutes, excluding the final examination period. The following guidelines are based on these standards, supplements by the federal requirement that the standards for award of a credit hour should include the expectation of an approximate 1:2 ratio of time spent in the classroom to time spent in study/preparation and completion of outside class assignments for a traditional class format. The study/preparation times in this policy refer to the time required for a typical student to complete the study of and out-of-class work needed to receive a passing grade in the course or other academic activity, in the judgment of the appropriate faculty.

Emerging delivery methodologies may necessitate determining a unit of credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.

The following minimum standards for a unit of academic credit may only be modified by an academic unit when necessary to fulfill requirements of an accreditation agency. If modification of the following standards is necessary, these standards should be treated as a minimum requirement for a unit of academic credit.

1. For instructional formats which are structured around time spent in class or other instructional activity, one unit of academic credit will be awarded on the basis of a total time commitment of 2100 minutes per academic term (not including any scheduled final exam period) spent in classroom, laboratory, studio, supervised field experience, or other forms of scheduled student/faculty interaction, and in study, preparation, and work on out-of-class assignments. For example, the standard 3-credit-hour lecture course will meet for 2100 minutes each semester with the expectation that the average student will also spend 4200 minutes in out-of-class study, preparation and work on assignments.
    For formats other than standard lecture courses, the ratio of scheduled time to out-of-class time will vary according to the instructional format and the judgment of the appropriate faculty as to the optimal mix of instructional activities to promote student learning.
2. For instructional formats that are not structured around time spent in class or other instructional activity, such as asynchronous delivery methods*, independent study, student teaching, internships, and student research, one unit of academic credit will be awarded on the basis of either:
    - demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit, or
    - what is judged by the appropriate faculty to be equivalent to a total time commitment of 2100 minutes for an average student

*Asynchronous delivery methodologies include but are not limited to correspondence instruction, computer-based instruction, and courses combining differing delivery methodologies.

Enrollment and Degree Verification

The Office of the Registrar is the official certifying body for verification of academic record information to agencies responsible for loan deferments, insurance companies, and other agencies that provide student benefits based on enrollment.

Indiana University Southeast has partnered with the National Student Clearinghouse to provide enrollment verification information for loan deferments and degree verification requests.

Acting as the university's agent, the National Student Clearinghouse data is based on official IU Southeast student records. Information about what has been shared with external agencies including lenders is available 24 hours a day, 7 days a week, 365 days a year from the National Student Clearinghouse Web site.

Academic record information, available for verification, may include prior and/or current enrollment, enrollment status (full-time, part-time), grades, GPA, and final degree conferral. Enrollment information is available for certification at the end of the 100% refund period for a particular term.

Enrollments are not certified for future terms even if a student has already registered for classes and paid for the term. Enrollments are verified after census date, the end of the first week of classes for each semester.

Current students who simply want an unofficial copy of their course schedule or transcript may obtain one without charge through One.IU.

Facility Usage

The Trustees of Indiana University reserve the right to control the use of university facilities to ensure that events conducted therein are compatible with the mission of the university. The university will at all times seek to offer to students and faculty groups opportunities to meet, hear, and exchange ideas and views, however controversial, but it does not license and will not tolerate what is illegal. For the purposes of this policy statement, the term "facilities" shall include grounds owned by the university as well as non-residential buildings and structures that are on university property.

Groups wishing to reserve space in the IU Southeast lodges should contact the Office of Residence Life and Housing for amenities, rates and fees, policies and availability. Space in residential lodges is generally only available for use when classes are not in session.

University-related individuals or groups wishing to reserve university conference facilities (University Center North) contact the Office of Conference and Catering (OCC) at 812-941-2155. When a university-related group or office wishes to use a university facility for an income-producing event, specific authorization for the event must be obtained from the manager of OCC. A facility usage fee may be charged for the event. University-related individuals or groups seeking to reserve classroom space for course-related academic reasons during the course of a semester, contact the Office of the Registrar at seregr@ius.edu.

Individuals and groups who are not university-related but wish to reserve a university facility should start their inquiry with the OCC in University Center North.

The university does not routinely make its facilities available for income-producing purposes to enrich an individual, organization, or commercial sponsor. Non–university-related individuals or organizations wishing to use a university facility for income-producing purposes must write to the OCC, setting forth the nature of the income-producing activity and its purposes.

General Operational Caveats Governing Use of University Facilities

- All requests for the use of university facilities should be made in writing and should be submitted not less than five working days before the scheduled event.
- Time, place, and manner of the use of university facilities may be restricted if it interferes with the university's educational mission.
- Groups requesting overnight accommodations in university lodges must complete appropriate releases, agreements, and pre-payments no less than 30 days prior to their arrival on campus.
- Charges will be assessed in accordance with the current schedule of facility fees on file in the OCC.
- The university catering service will provide all food and beverage services for any event held in university facilities. Sponsors of any activity requiring food or beverage service must make arrangements through the OCC; and exceptions to this practice approved by that office.
- Possession or use of alcoholic beverages on university property is permitted by authorization only.
- The university reserves the right to reject any and all applications for the use of facilities. Further, the university reserves the right to make adjustments in confirmed reservations for facilities when such action becomes necessary.

Questions regarding this policy and practices should be directed to Office of Conference and Catering, (812) 941-2155

Grading System

- All Possible Grades Awarded
- Credit Earned by Examination
- GPA and Credit Hour Calculations
- Grade Appeals Process
- Grade Point Average
- Grade Replacement Policy
- Incompletes (I)
- Pass/Fail Option (P/F)

All Possible Grades Awarded
Standard Letter Grading—used in GPA calculation

Grade	Points
A+	4.0
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
FN	Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on transcript as F.
FNN	Given to those students who never attended the class;

will appear on transcript as
F.

Passing Grades—not used in GPA calculation

Grade	Description
P	Pass
S	Satisfactory

Non Standard Grading—not used in GPA calculation

Grade	Description
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 submitted by the instructor. After instructor submittal, 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 courses—not used in GPA calculation

Grade	Description
W	Withdrew after the first week of classes. Grade will appear on transcript

Credit Earned by Examination

Academic departments at IUS, on a case-by-case basis, may grant students course credit based on demonstration of proficiency in a particular discipline. A personal skill, talent, job experience, or other experiential based proficiency may be considered in the evaluation process.

GPA and Credit Hour Calculations

Only courses with grades of A+ through D- and F are used in calculating a Grade Point Average (GPA). P and S grades are passing grades in completed courses, but are not used in calculation of a GPA. Courses taken at other non-IU institutions are not used in calculating the IU GPA.

A student's grade point average (GPA) is determined by dividing the sum of all grade points earned by the sum of all credit hours attempted. Note that only Indiana University courses, regardless of the campus where they were taken, are counted in the GPA. To calculate grade points, multiply the credit hours for each course by the numerical equivalent of the grade.

Grade Appeals Process

The grade assigned by the course Instructor at the end of a term is the student's grade for that course. Only in exceptional cases will this final grade be changed. Such requests are normally initiated by the instructor to correct an error in the calculation or recording of a grade.

If a student disputes his/her final course grade, the following process, which occurs within the School that offered the course, applies. The only valid reasons for requesting consideration of a grade change are:

1. Miscalculation of grade (human error)
2. Procedural error (e.g., failure to follow announced grading procedures)
3. Non-academic reasons (e.g., discrimination that is banned by University policy)

Grade Change Request Process

1. The student must discuss the matter with the Instructor within 14 calendar days of the start of the next academic term (including summer sessions). In the event that the faculty member does not respond with 14 calendar days, the student should proceed to step 2. After discussing the matter with the student, the Instructor must inform the student of his or her decision in 14 calendar days.
2. If the issue is not resolved to the student's satisfaction, the student submits a Grade Change Request form (appeal) to the Office of the Dean of the School that oversees the course within 7 calendar days of being informed of the Instructor's decision. This form may be obtained at the Registrar's office.
3. If the school-based review process cannot resolve the matter, the student and the Dean will be informed, and the Dean will initiate a review of the student's request. As part of this review, the Dean will discuss the appeal request with the student, the Instructor and/or the Program Coordinator. In an appeal to the Dean, the burden of proof rests with the student.
4. The Dean must notify the student in writing of the outcome/decision (within 14 calendar days of the beginning of the review by the Dean). The Dean's decision is final.

Time Limitations

- Exceptions to the specified time limitations will only be considered in an extremely serious and documented circumstance (e.g., prolonged hospitalizaiton, military deployment) that literally prevented the student from filing the petition or the faculty member from responding within the stated time period.
- The total review process from faculty-student discussion to final outcome should take no longer than 45 calendar days.

Grade Point Average

The grade point average is reported in two ways:

- As the semester gpa, which is the calculation of all grades received in a single semester.
- As the cumulative gpa, which is the calculation of all grades received while an undergraduate or a graduate student at the university.

If the student enrolled at more than one IU campus during an academic career, the cumulative GPA would reflect the

student's Indiana University GPA, and not separate it by campus. Separate GPAs are calculated for undergraduate work and for graduate work, so if the student pursued both an undergraduate degree and a graduate degree at IU, the GPA's would be calculated separately and both would appear on the transcript.

Grade Replacement Policy

X (retaken/replaced). For undergraduates only: A letter grade may be changed to an "X" when a student has retaken a course. The faculty governance organization on each campus may adopt a grade replacement policy consistent with these principles: (1) Students shall be allowed to replace the grade in any course unless the faculty of a unit decides that it will not allow its students to replace grades in courses required for a major, minor, certificate, honors program, or other recognition by the unit. (2) The "X" shall replace the original grade and be recorded on the student's transcript for the term in which the course was taken the first time. The letter grade shall be recorded on the transcript for the term in which the course was retaken. The terms do not have to be contiguous. (3) The student is required to obtain the consent of the principal administrator of the student's unit. (4) The grade replacement option may not be exercised if the original grade was assigned as a result of the student's academic misconduct. (5) Only the grade earned on retake shall be reported on the student's transcript and counted toward grade point average. The previous grade shall be changed to an "X" on the student's transcript and the credit hours shall not be counted. The previous grade shall not appear on the transcript but may be retained as an internal grade by the student's unit and the campus registrar. (6) A student may exercise the grade replacement option for any letter grade received. (7) A student may exercise the grade replacement option for up to three courses or courses that total 10 credit hours. A campus policy may allow students to replace grades in more than three courses or 10 credit hours. If a student transfers between campuses with different policies, or takes courses on multiple campuses, eligibility for grade replacement is determined by the policy of the student's degree-granting campus. (8) A student must receive a letter grade upon retake in order to change the previous grade to an "X." The previous grade remains on the transcript if the student receives a "W," "I" or "NC" in the retaken course. (9) The course that the student retakes should be the same course as the previous one, but need not be offered by the same instructor. Account should be taken of the fact that course numbers and titles are occasionally changed. The principal administrator of the unit offering the original course shall determine whether there is course equivalency. (10) A student may exercise the grade replacement option for the same course more than once, but each replacement counts toward the maximum courses or credit hours allowed.

***Note:* A grade of W or I in a repeated course will not qualify to remove the original grade.**

For more detailed information on the grade replacement policy, contact Student Central.

Incompletes (I)

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will be given only if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was beyond the student's control and that it would be unjust to hold the student to the time limits normally fixed for completion of the required assignments. The grade of I will not be awarded simply to exempt a student from paying tuition for a repeated course.

If the instructor does not otherwise act to remove the I within 12 months, the registrar will automatically change the I to an F. Both the student and the instructor in whose course the student received the I will be notified of this change of grade.

Pass/Fail Option (P/F)

Any undergraduate student in good academic standing (not on probation) may enroll during the junior and senior years (after 60 or more credit hours) in a maximum of four elective courses to be taken with a grade of P (Pass) or F (Fail). 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 of one year to August 14 of the succeeding year. The course selected for the Pass/Fail option must be an elective, and it must not be a prerequisite course. It may not be used to satisfy any of the general education requirements, nor may it be counted as a part of the student's concentration area. The course or courses may be used to meet the 300- to 400-level course requirement.

As designated in the *Academic Handbook*, the grades of A, B, C, and D shall be considered as passing (P) under this option. Instructors will not be notified of those registering for this option, but any Pass/Fail option choices will be transmitted to the Office of the Registrar, and the conversion of the instructor's grade into P or F will be made by the registrar.

In order to initiate the Pass/Fail option, students must consult their dean, who is responsible for determining the elective nature of the course and signing the required form. Students must file the completed form at the Office of the Registrar, University Center South, Room 107. The Pass/Fail option must be selected within three weeks after enrollment during the regular academic semesters. In no case will the grades A, B, C, or D be substituted at a later time for those courses in which the student elected the Pass/Fail option. In computing the grade point average, the P grade will not be used; an F grade will be used.

Release of Information in Student Records

STUDENTS RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*
2. *The right to request the amendment of the student's education records that the student believes are*

inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. *The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.* The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent; the Indiana University Foundation and Indiana University Alumni Association; and vendors of services such as email or other electronic applications, enrollment verification, and so on); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA is:

Family Policy Compliance

U.S. Department of Education

400 Maryland Avenue, SW 400

Washington, DC 20202-5901

(Approved: University Faculty Council 3/29/77; Amended 10/2/2001, Administrative Practice)

RELEASE OF STUDENT INFORMATION POLICY
In compliance with Section 438 of the "General Education Provisions Act" (as amended) entitled "Family Educational Rights and Privacy Act," the following constitutes the institution's policy which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

- Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy:

1. "Student" is defined as one who has attended or is attending Indiana University, and whose records are in the files of the University.
2. "Educational records" do not include records retained by individuals which are not accessible to any other person except a substitute faculty/staff member.
3. "Public information" is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry.
4. "Record" means any information or data recorded in any medium, including but not limited to: handwriting, print, tapes, film, microfilm, microfiche, and electronic media.

- Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at: [See campus-specific documents for location.]
- All students have records in one or more of the following offices and maintained by the administrative officer listed: [See campus-specific documents for appropriate offices, locations, and officers for permanent record, school or college files, etc.]
- Some departments maintain records separate from the school or college. A list of departments which have separate records, their location, and person responsible for the record may be obtained from the office of the dean of the school or college in which the department is located.
- Students may also have records in the following places: [See campus-specific documents for a list of appropriate offices such as financial aid, bursar, placement and police.]
- The privacy of all records may be broken at a time of emergency defined in terms of the following considerations:

1. The seriousness of the threat to health or safety
2. The need for access to the record in meeting the emergency
3. Whether the person requesting the records is in a position to deal with the emergency

4. The extent to which time is of the essence in dealing with the emergency

- A student's record is open to the student, with the following exceptions:

1. Confidential letters of recommendation placed in files prior to January 1, 1975
2. Records of parents' financial status
3. Employment records; see below
4. Medical and psychological records; see below
5. Some items of academic record under certain conditions; see below

- The employment records excluded from accessibility are kept in the normal course of business which relate exclusively to persons as employees and are not used for any other purposes.

- Medical and psychological records are presently governed by State Statute, Burns Indiana Statutes, 1971 Code Edition, 34-1-14-5 and 25-33-1-17 which rigidly protects their confidentiality. They are not available to anyone other than those providing treatment, but can be reviewed by a physician or appropriate professional of the student-patient's choice.

- To ensure the validity and confidentiality of references prepared off-campus and on-campus, certain documents may carry waivers, signed by the student relinquishing the right of access to the document.

  Waivers are subject to the following conditions:

  - Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.

  - Waivers cannot be required.

  - The student shall be told, upon request, the names of those supplying references.

  All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

- Student records are open to school officials who have a legitimate educational interest in their contents, except where access is prohibited by special policies such as those governing medical and psychological records.

1. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Faculty members are considered to be advisors with a legitimate

educational interest for all students currently enrolled in their classes or seeking enrollment, and others that they may be advising on an assigned basis.
2. The determination of "a legitimate educational interest" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose records are involved.
3. Academic documents inaccessible to students (because the documents have been filed before January 1, 1975 or are segregated by waivers) are to be used only for the purpose for which they were prepared.

- The University has established the following procedures enabling the student to have access to his record and has provided for interpretation and challenge:

1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
2. Access is to be granted promptly and no later than thirty days from the date of request.
3. The student may make the request in person or by mail.
4. The student may obtain copies upon request (for which the University may charge).
5. The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record.
6. If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation or privacy:

   - The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and-- where appropriate--the party or parties authoring the record segment in question.
   - The student may request a formal hearing by obtaining from the Dean for Student Services' Office a request form on which he or she must designate the location of the record in question and a brief explanation of the reason for faulting the record. A panel of not fewer than ten Hearing Officers will be appointed by the chief administrative officer for each campus. The Dean for Student Services will forward a copy of the request to the person responsible for the record and will provide the student and the keeper of the record with three names of Hearing Officers. The parties (student and keeper of the record in challenge) shall each strike one name; the remaining Hearing Officer shall conduct an administrative hearing with both parties present.
   - The hearing shall be held within a reasonable period of time; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to

present relevant evidence and may be assisted or represented by any person of his or her choosing (including an attorney at his or her own expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time and shall include a summary of the evidence and the reasons for the decision. The judgment of the Hearing Officer shall be final, and the record shall be changed or retained as recommended.

- If the institution decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained as long as the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.

- Normally, records can be released--or access given--to third parties (i.e., anyone not a "school official") only at the written request of the student.

Without the consent of the student, releases to third parties may be given only as follows:

1. To parents of students who are dependents as defined by IRS standards.
2. To federal officers as prescribed by law.
3. As required by state law.
4. To research projects on behalf of educational agencies for test norms, improving instruction, etc. (provided that the agencies guarantee no personal identification of students)
5. To accrediting agencies carrying out their functions.
6. In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been made)
7. By IU police to other law enforcement agencies in the investigation of a specific criminal case.

   - A student may secure from the Registrar's Office a "consent form" authorizing the release of specified records to specific individuals.

   - A notification of releases made to third parties must be kept in the student's record. This notification is open only to the student and the person in charge of the record.

   - The third party must be informed that no further release of personally identifiable data is authorized without the written consent of the student.

- Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been

granted to the student. Persons in charge of records should ensure that only pertinent items are retained in student files.

(Approved: University Faculty Council 3/29/77; Amended 10/2/2001, Administrative Practice)

Campus Life

IU Southeast, through the Office of Student Affairs, is committed to involving students in all aspects of student life.

Student Affairs at IU Southeast encompasses the areas of admissions, financial aid, orientation, campus life, residence life and housing, career services and internships, mentoring program, personal counseling services, the children's center, athletics and intramurals, volunteer programs, and non-traditional student programs.

These departments support the academic mission of IU Southeast and help the individual student to develop as a whole person. A significant amount of learning occurs outside the classroom, and Student Affairs facilitates that educational and personal development through diverse co-curricular programs and services designed to challenge and support students.

Athletics

IU Southeast is a member of the National Association of Intercollegiate Athletics (NAIA). The Grenadiers are also members of the River States Conference (RSC). Currently, seven IU Southeast sports teams compete in intercollegiate athletics— men's and women's basketball, baseball, men's and women's tennis, women's volleyball, and softball. IU Southeast students, faculty, and staff members with a valid CrimsonCard are admitted to all regular season home athletic contests at no charge. Complete athletic schedules can be accessed at IUS Athletics, the online home of IU Southeast Athletics.

Intramural activities are available to all IU Southeast students, faculty, and staff throughout the fall and spring semesters. Some activities are separate for men and women, while others are coed. Some of the activities include basketball, softball, volleyball, kickball and flag football. For a current listing of activities, go to the Intramurals page.

Unstructured recreational activities are available free of charge to all students, faculty, and staff. During scheduled open recreation periods, the Activities Building is available for basketball, volleyball, weight lifting, jogging, etc. The fitness center offers both free weights and other types of fitness equipment. For further information, contact the Athletic Office at (812) 941-2432 or visit IUS Athletics.

Facilities include a 1,200-seat Activities Building that houses the Grenadier basketball teams, volleyball team, and a weight room/fitness center. The Koetter Sports Complex is an outdoor sports venue that houses the baseball, softball and tennis facilities.

Drug-Free Campus

The Drug-Free Schools and Communities Act Amendments of 1989, enacted by Congress as Public Law 101-226, require an institution of higher education

to adopt and implement a program designed to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees or be ineligible to receive federal funds or any other form of federal financial assistance.

All students are encouraged and cautioned to read the following information. Questions or comments should be addressed to the Dean of Student Life, University Center South 010, (812) 941-2316.

- Possession of Unlawful Drugs or Alcohol
- University Sanctions for Violation of Drug-Free Campus
- Applicable Legal Sanctions
- Description of Health Risks Associated with Alcohol and Controlled Substances (Drugs)
- Available Drug or Alcohol Treatment

Possession of Unlawful Drugs or Alcohol

The University may discipline a student for the following acts of personal misconduct (see NOTE below):

1. Unauthorized possession, use, or supplying alcoholic beverages to others contrary to law or university policy.

Indiana University prohibits:

- Public intoxication, use or possession of alcoholic beverages on university property (including any undergraduate residence supervised by the university, including fraternity and sorority houses) except as otherwise noted in the *IU Code of Student Rights, Responsibilities, and Conduct*, Part II, Section H (22) b and Part II, Section H (22) c.
- Providing alcohol contrary to law.

2. Unauthorized possession, manufacture, sale, distribution, or use of illegal drugs, any controlled substance, or drug paraphernalia. Being under the influence of illegal drugs or unauthorized controlled substances.

NOTE: Students should be advised that under Indiana Law, it is illegal for a minor which is defined as a "person less than twenty-one years of age" to possess or consume an alcoholic beverage. Further, it is illegal for a minor to transport an alcoholic beverage (even if unopened) unless "accompanied by at least one parent or guardian."

University Sanctions for Violation of Drug-Free Campus

Violations of the provisions set forth in section "Possession of Unlawful Drugs or Alcohol" of the Drug-Free campus policy are considered "personal misconduct." The University may discipline a student for acts of personal misconduct that are not committed on University property if the acts relate to the security of the University community or the integrity of the educational process. The Vice Chancellor for Enrollment Management and Student Affairs and Judicial Officers are authorized to impose sanctions for acts of personal misconduct.

Sanctions in each case are made only after a meeting and a determination of responsibility. Sanctions will vary depending upon the nature and circumstances of the offense and the student's prior record. These

standards require the usual sanction for drug dealing to be suspension or expulsion from the University. Residence Life and Housing has a "zero tolerance policy" for illegal drug use. Violation of that policy results in removal from student housing.

Campus disciplinary charges and criminal charges may both be filed for the same action. Students may be subject to sanction by both the campus and by the courts for the same action.

For more complete details of sanctions and the judicial process, refer to http://www.ius.edu/dean-of-students/code-of-conduct/iu-southeast-code-procedures.php . The IU Code of Student Rights, Responsibilities, and Conduct can be viewed at http://studentcode.iu.edu/.

Applicable Legal Sanctions

The following information concerns the criminal penalties that can be imposed by State or Federal statute for violations related to alcohol or illegal drug possession, use or distribution.

All students are reminded that conviction under state and federal laws that prohibit alcohol-related and drug-related conduct can result in fines, confiscation of automobiles and other property, and imprisonment. In addition, licenses to practice in certain professions may be revoked, and many employment opportunities may be barred.

It is impractical to list all the alcohol and drug-related state and federal crimes and penalties, but all persons should be aware that in Indiana any person under 21 who possesses an alcoholic beverage, and any person who provides alcohol to such person, is at risk of arrest.
  A person convicted of driving while intoxicated may be punished by fine, be jailed and lose the license to drive an automobile. Any selling of alcoholic beverages without a license is illegal.

Possession, or use, distribution, or manufacture, of controlled substances (drugs) illegally can result in arrest and conviction or a drug law violation and

- fines up to $10,000 (Indiana)
- fines up to $250,000 (Federal)
- imprisonment up to life (Federal) and
- confiscation of property

Under Indiana's Lifeline Law, people younger than 21 years-old who are under the influence of alcohol will not be prosecuted for crimes such as possession, intoxication, or consumption of alcohol if they call 911 for medical help for another person or in case of sexual assault and cooperate with police.

Description of Health Risks Associated with Alcohol and Controlled Substances (Drugs)

All persons should be aware of the health risks caused by the use of alcohol, and by the illegal use of controlled substances (drugs).

- Consumption of more than two average servings of alcohol in several hours can impair coordination and reasoning to make driving unsafe.

- Consumption of alcohol by a pregnant woman can damage the unborn child. A pregnant woman should consult her physician about this risk.
- Regular and heavy alcohol consumption can cause serious damage to liver, nervous and circulatory system, mental disorders and other health problems.
- Drinking large amounts of alcohol in a short time may quickly produce unconsciousness, coma, and even death.

Use of controlled substances (drugs) can result in damage to health and impairment of physical condition, including:

- Impaired short term memory or comprehension
- Anxiety, delusions, hallucinations
- Loss of appetite resulting in a general damage to the user's health, over a long term
- A drug-dependent newborn if the mother is a drug user during pregnancy.
- AIDS, as a result of "needle-sharing" among drug users
- Death from overdose

Pregnant women who use alcohol, drugs, or who smoke should consult their physicians

The health risks associated with drugs or excessive use of alcohol are many and are different for different drugs, but all nonprescription use of drugs and excessive use of alcohol endangers your health. THERE ARE NO GOOD REASONS FOR USING A DRUG THAT IS NOT PRESCRIBED BY YOUR DOCTOR OR FOR DRINKING TO EXCESS.

Available Drug or Alcohol Treatment

Indiana University Southeast offers student counseling assistance through:

Personal Counseling Services

University Center South 243; PH (812) 941-2244

Hours: Monday through Friday 8:00 a.m. – 5:00 p.m.

Other hours by appointment

A partial listing of community resources includes:

WELLSTONE REGIONAL HOSPITAL
2700 Vissing Park Road
Jeffersonville, IN   47130
(812) 284-8000
877-999-9355
www.wellstonehospital.com

LIFESPRING MENTAL HEALTH SERVICES
404 Spring Street
Jeffersonville, IN   47130
(812) 280-2080

2820 Grant Line Road, Suite #10
New Albany, IN   47150
(812) 981-2594

535 Country Club Road
Corydon, IN 47112
(812) 738-2114

TURNING POINT CENTER (a division of LifeSpring)

1060 Sharon Drive
Jeffersonville, IN   47130
(812) 283-7116

OUR PLACE
Drug & Alcohol Education Services
400 East Spring Street
New Albany, IN   47150
(812) 945-3400

CENTER FOR LAY MINISTRIES - BLISS PROGRAM 213 E Maple Street
Jeffersonville, IN 47130

PARK VIEW PSYCHIATRIC & NEUROLOGY SERVICES
510 Spring Street
Jeffersonville, IN   47130
(812) 282-1888

SOUTHERN HILLS MENTAL HEALTH CENTER
523 North Main
P.O. Box 400
English, IN 47118

BAPTIST HOSPITAL EAST
Chemical Dependency & Family Recovery
4000 Kresge Way
Louisville, KY   40207
(502) 896-7105
800-478-1105
www.baptisteast.com

OUR LADY OF PEACE
2020 Newburg Road
Louisville, KY   40205
(502) 451-3330
800-451-3637

THE BROOK HOSPITAL - KMI
8521 LaGrange Road
Louisville, KY   40242
(502) 426-6380
800-866-8876

THE BROOK HOSPITAL – DUPONT
1405 Browns Lane
Louisville, KY   40207
(502) 896-0495
866-373-6085

Orientation

Orientation is dedicated to helping all new students feel welcomed and connected to their new environment at Indiana University Southeast. We want students to understand academic expectations and to seek support and resources from the campus community. Through participation in our events and programs, first-time or transfer students will be provided all tools necessary to have a successful transition to the intellectual, cultural, and social climate at IU Southeast. Campus tours, an introduction to academic majors, out-of-classroom involvement opportunities, support services, and campus resources are included in orientation. It also offers new students the chance to connect with faculty, staff, and other new and returning students. Family members are invited and encouraged to participate in orientation, since their support is crucial to the success of students entering IU Southeast.

Parking and Motor Vehicles

All IU Southeast students are eligible to purchase a ST parking permit. These permits give students access to all parking areas marked with red "Student Parking Permit" signs. Students must display a valid "ST" permit in their vehicle.

Faculty/Staff parking areas are marked with EM signs and are restricted to those vehicles displaying a valid "EM" permit. All full and part-time staff and faculty are eligible to purchase a EM parking permit.

Disabled parking spaces are clearly designated. Vehicles parking in these areas must display a valid IU Southeast "D" permit. In the event all Handicapped parking spaces are occupied, this permit also allows parking in either the EM or ST parking areas.

To obtain a IU Southeast D permit bring into the University Police Office (UC 027) a copy of your handicap registration with picture ID, a completed state of Indiana "Application for Disability Parking Placard or Disability Plate-State Form 42070" including signature by a certified Indiana physician or a state handicap placard with registration and picture ID.

Motorcycle parking permits are available at the University Police Office. *Motorcycles are not allowed to use the regular hanging parking permit.*

The permit dispensers near the campus entrances offer daily permits. Daily permits may also be purchased at the Parking Operations Office located in University Center South, room 232.

Temporary permits allow you to park in the ST zone anytime or the EM zone after 6 p.m. and weekends.

Parking permits can be purchased by going to parking.iu.edu.

Residence Life and Housing

Meadow Lodge 103
Phone: (812) 941-2115
www.ius.edu/housing/

The Office of Residence Life and Housing creates living-learning environments committed to holistic student development, academic success, and civic engagement. The department strives to provide safe, well-maintained, housing facilities that engage students in meaningful discourse and interaction while providing opportunities for personal growth and service to the community.

On-campus housing is provided through the Office of Residence Life and Housing. Approximately 400 students live on campus at IU Southeast in five lodges. Each lodge features full apartments with semi-private bathrooms, full kitchens, and common living spaces. Each lodge also features a central great room, a computer lab, free laundry facilities, mail delivery, high-tech security access, and quiet study spaces. Students live in one, two, or four-bedroom apartments. Some bedrooms are double-occupancy while others are single occupancy. Housing fees include all utilities and high-speed Internet and wireless access.

Acceptance to the university does not guarantee housing to any student. Students and prospective students who want to live on campus should apply as early as possible to ensure the best possible consideration for housing. Assignments are made in the order in which completed applications (application submitted and the application fee paid) are received. Students who currently live on campus are assigned first, followed by new students. Short-term housing is available to visiting students and conference guests during the summer months at competitive rates.

More information about living on campus, including the Residence Hall Application and Contract and housing rates, may be found at www.ius.edu/housing.

Safety and Security

Indiana University Police Department

The Indiana University Police Department is a fully empowered law enforcement agency. The department patrols the campus on a 24-hour basis. The office is located in University Center North, room 027, and the phone number is (812) 941-2400. Any criminal or suspicious activity and all vehicular accidents that occur on campus should be reported to 911 immediately. There are three types of emergency phones available across campus that will provide a direct line to the police department. There are yellow boxes in and around buildings, blue stanchions around the lodges, and silver boxes at the main entrance of each lodge.

Emergency Response and Evacuation Procedures

IU Notify is the University Emergency Alert System. It is used to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus. IU Notify sends updates (text, voice message, and email) to cell, home, and work phones, and email accounts that are registered with the IU Notify system. A test of the IU Notify Emergency Notification System is conducted at least once per calendar year.

University police will confirm the significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on campus. The chief of police (or designee) depending on the situation and when time permits will consult with the vice chancellor for Administrative Affairs, Enrollment Management and Student Affairs, or Academic Affairs to make the decision whether a significant emergency exists, which segment of the campus community will be notified, and the content of the notification. The emergency notification will be made without delay for the safety of the campus community unless issuing a notification will, in professional judgment of the University Police, compromise the efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. The emergency notification will be sent by the University Police. Follow-up information will be provided to the University community as needed. If the emergency notification needs to be disseminated outside of the campus community, the telephone information line and communication with local news agencies will be used.

Fire drills are scheduled annually to test the evacuation procedures for buildings on campus.

Law Enforcement Authority

The IUPD employs sworn police officers, certified by the state of Indiana, and meet state mandated training requirements. These officers have full police powers as granted by the state of Indiana (IC 21-39-4), and have access to national and state law enforcement networks.

IUPD officers have primary jurisdiction on any real propery owned or occupied by the university, including the streets passing through and adjacent to such property. In addition, these officers have the power to assist university officials in the enforcement of IU's rules and regulations.

Working Relationship with State and Local Enforcement Agencies

By resolution of the Indiana University Board of Trustees, university police are authorized to exercise police powers beyond the primary jurisdiction in certain circumstances. The IUPD maintains a cooperative working relationship with municipal and county law enforcement agencies in the geographic areas in which campuses are located, as well as Indiana State Police and Federal agencies. When investigating alleged criminal offenses, the IUPD cooperates with the appropriate law enforcement agencies and other criminal justice authorities.

These cooperative working relationships include:

- New Albany Police Department works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.
- Floyd County Sheriff's Office works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.
- Indiana State Police works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.

IUPD officers normally investigate all criminal offenses that occur in the IUPD's primary jurisdiction, and work with the staff of cooperating agencies when incidents arise that require joint investigative efforts, resources, crime-related reports, and exchanges of information. The officers of IUPD and cooperating agencies communicate regularly at the scene of incidents that occur in and around the campus. Meetings may be held between the IUPD and cooperating law enforcement agencies for purposes of sharing information, on both a formal and informal basis. Local and state police agencies provide back-up assistance for any emergency that might require extensive police services. Any law enforcement officer may come onto campus at any time; just as IUPD officers have powers to arrest, city and state police can arrest students and visitors on campus for violations of law within their agencies' jurisdictions. In addition, the university has the responsibility of advising the appropriate authorities of violations of civil or criminal law committed by anyone on campus, either when a request for specific information is made or when there is a danger to life or property.

Sex Offenses

Prevention and Education Programs

IU offers educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses. These programs are offered through:

- IUPD-4201 Grant Line Rd, UC 027
- Dean of Student Life Office-4201 Grant Line Rd, UC 010
- University Personal Counseling Services-4201 Grant Line Rd, UC 201
- The Center for Women and Families 812-944-6743

Procedures for Victims

- **Get to a Safe Place as Soon as Possible**.
- **Preserve Physical Evidence** - In the case of sexual assault, it is particularly important to remember that it may be necessary to preserve evidence for use in court or in university disciplinary proceedings. Do not change your clothes, wash, douche, or use the toilet before seeking medical attention, as such activities may result in the loss of evidence.
- **Contact the Police** -If you are the victim of sexual assault, get help as soon as possible. Report the assault immediately by calling the IUPD at 812-941-2400 or coming to the police department, located at 4201 Grant Line Rd, New Albany, IN 47150 in person.
- **Get Medical Attention** - Victims of sexual assault should seek medical attention as soon as possible. This is necessary to mitigate the risk of sexually transmitted diseases or pregnancy and to determine the existence or extent of, and to treat, any physical injury. Additionally, medical personnel will obtain evidence to help in the investigation. Not seeking medical attention could have physical and emotional consequences. Victims of sexual violence may be eligible for certain services at no cost; the IUPD can provide victims with resources concerning health care cost and reporting to your insurance company, as stated in state laws. IUPD personnel will assist a victim with transportation to a hospital, if necessary. Some area hospitals have personnel who have been specially trained to deal with sexual assaults.

Reporting and Response Procedures

If you choose to report the incident to the IUPD, an officer will take a statement from you regarding what happened. The officer will ask you to describe the assailant(s) and may ask questions about the scene of the crime, any witnesses, and what happened before and after the incident. If you wish, you may have a support person with you during the interview. IMPORTANT: Reporting an incident to the police is a separate step from choosing to prosecute. When you file a report, you are NOT obligated to continue with legal proceedings or university disciplinary action. YOU can CHOOSE whether or not to participate in proceedings at any point.

There are numerous reasons to report sexual assault to the IUPD, including:

- Assisting the victim;
- Taking actions to prevent further victimization, including issuing a crime alert to warn the campus community of an impending threat to safety;
- Apprehending the assailant;
- Collection and preservation of evidence necessary for prosecution;

- Seeking justice for the wrong that has been done to the victim; and
- Having the incident recorded for purposes of reporting statistics about incidents that occurred on campus.

In the case of crimes not occurring on university property, IUPD personnel will also assist in contacting the appropriate law enforcement agency, at the victim's request.

Counseling Service
Victims may choose to seek assistance from the following on-campus resources:

- University Personal Counseling Services (812-941-2244) is located at 4201 Grant Line Rd, UC South Room 201. Counselors can provide confidential support for you during this difficult period. They can inform you of common emotional reactions and discuss coping methods that may assist you immediately following the assault and later. Talking about your concerns with a counselor in a safe and supportive environment may help you sort through your feelings and decide what to do. You do not need to disclose your name if you call the University Personal Counseling Center for information. Counselors will not reveal your identity to anyone without your permission. Students may be seen on an emergency walk-in basis or by appointment.
- Assistance and support for dealing with personal and academic issues is also available from the Dean of Student Life Office (4201 Grant Line Rd, UC Room 010, 812-941-2316)

Victims may also consult off-campus resources, including the Center for Women and Families (812-944-6743), which provides a confidential hotline at 877-803-7577, and advocacy services 24 hours a day, seven days a week.

University Disciplinary Procedures
If a sex offense involves another student, regardless of where the alleged offense occurred, the victim may request that disciplinary action be initiated within the university. The accuser and the accused are both entitled to the same opportunities to have others present during a disciplinary proceeding. The outcome of the proceedings will be provided to both the accuser and the accused. This may only include the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused. The victim cannot be required to sign a nondisclosure agreement or to otherwise agree to a prohibition from discussing the case. Notification of final results is made to both the victim and the accused, in the same manner and within the same time frame. Sanctions may include counseling, suspension, expulsion, or termination from the university. More information concerning university procedures for disciplinary action is contained in the Code of Student Rights, Responsibilities and Conduct.

Student victims may also request changes in university classroom, academic, and/or living arrangements; these requests will be granted when such changes are reasonably available.

Sex and Violent Offender Registry
Effective January 1, 2003, Zachary's Law requires sheriff departments to jointly establish and maintain the Indiana Sheriff's Sex Offender Registry to provide detailed information about individuals who register as sex or violent offenders at Indiana sheriff departments (in Marion County, the Indianapolis Police Department). The purpose of the registry is to inform the general public about the identity, location, and appearance of sex and violent offenders who live, work, and study in Indiana. The registry can be found at the Indiana Sheriffs' website.

The state of Indiana also keeps a Sex and Violent Offender Directory. The directory can be accessed on the Internet.

Due to our close proximity to the state of Kentucky, the Sex/Criminal website can be accessed through Kentucky sex offender registry. If you have any questions about these registries, please contact the IU Southeast Police Department at (812) 941-2400 or in person at University Center North, 027.

The National Sex Offender Public Website (NSOPW) is coordinated by the U.S. Department of Justice. The website "is a cooperative effort between jurisdictions hosting public sex offender registries ("Jurisdictions") and the federal government and is offered free of charge to the public. These Jurisdictions include the 50 states, U.S. Territories, the District of Columbia, and participating tribes. The Website provides an advanced search tool that allows a user to submit a single national query to obtain information about sex offenders; a listing of public registry Web sites by state, territory, and tribe; and information on sexual abuse education and prevention" (source: NSOPW).

In April 2012, Indiana University implemented policy PS-01, "Programs Involving Children." The policy requires that all faculty, staff, students, volunteers, and all others involved with applicable programs have been subject to a criminal background check and sex offender registry check within the last three years.

If you have any questions about these registries, please contact the IU Southeast Police department at ext. 2400 or stop by the office in UC 027.

Missing Student Notification
IU's policy is to thoroughly investigate all reports of missing persons, and to ensure that all missing person notifications are made promptly and in accordance with applicable state and federal law.

If a student who resides in on-campus housing is believed to be missing, this must be reported immediately to the IUPD. The IUPD will obtain a report and initiate an investigation. If the IUPD determines that a student is missing and has been missing for more than 24 hours, the IUPD will notify local law enforcement and inform the student's designated contact person(s) no more than 24 hours after the student is determined to be missing. These procedures may be implemented in less than 24 hours if circumstances warrant.

In addition to identifying an emergency contact, any student who resides in on-campus housing facility may identify the same or different person to be contacted should the student be determined to be missing. If a

student has identified such a person, the IUPD will notify that person no more than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated person, the IUPD will notify the student's parent or legal guardian in addition to the students designated contact. This contact information will be registered confidentially, will be accessible only to authorized campus officials, and will not be disclosed outside of a need to further a missing student investigation. A student can register their missing student contact information by:

- Contacting Residence Life in Meadow Lodge Room 113

Information about the missing person will be entered into National Crime Information Center (NCIC) within two hours of being received by police. This information will also be sent to any police department near the location where the missing student was last seen, or any law enforcement agency to which the reporting party requests the information be sent, provided the officer considers the request to be reasonable.

First Aid
The University Police Department should be contacted immediately in the event of injury or illness. Limited first aid supplies are maintained by the department; and all officers and office staff are certified in first aid, CPR, and the use of AEDs. If an ambulance is required, the responsibility for payment of the ambulance costs belongs to the party requiring treatment.

Harassment
Forms of harassment including sexual harassment and harassment on the basis of race, color, sexual orientation, national origin, or religion are violations of university policy and various state and federal laws. IU Southeast values diversity and will not tolerate harassment. Women and men who believe they are victims of harassment or who believe others have been victimized are encouraged to report such incidents. IU Southeast will promptly investigate every complaint, respond, and take corrective action to stop the harassment. Investigations of these complaints will be conducted in a fair and thorough manner, which— to the extent possible—protects the privacy and reputation of both the complainant and the accused. To report harassment or to receive information regarding the definition of harassment and how it can be handled, consult the Office of Diversity located in Room 231 of University Center South; the telephone number is (812) 941-2306. Academic-related complaints about a faculty member should be reported to the dean of the school that offers the course or to the Academic Affairs Office. A complete description of the IU Southeast Complaint Process is available online.

Crime Prevention
Ongoing crime prevention efforts by IU Southeast include:

- emergency phone system
- 24-hour police patrol
- burglar alarms and surveillance cameras in key areas
- crime prevention and safety seminars presented to any group requesting presentations
- crime prevention and safety literature available at the university police office

The university police maintain a daily log of all crime and fire reports filed with the department. Copies of the IU Southeast Campus Security and Fire Safety Annual Report are available in the police office and may be requested by mail.

Student Government Association
The Student Government Association (SGA) includes an elected student body president, vice president, student senate of 24 members (18 elected in the spring and 6 reserved for the freshman class), and a five-seat judiciary branch headed by a chief justice and appointed by the president with confirmation from the senate. In addition, all students can be active in SGA by attending meetings and serving on committees.

The president of the student body serves as a nonvoting member of the IU Southeast Faculty Senate, a member of the IU University Students Association (AUSA), and on various other committees. The president is also responsible for maintaining communication between the faculty and administration and the Student Senate, as well as campus organizations and the student body in general. The president may approve or veto legislation of the Student Senate, and—subject to confirmation by the Student Senate and the appointment of the Chancellor—nominate student members to serve on campus committees that formulate campus policies. The president may also issue limited policy decisions by executive order or proclamation.

The Student Senate Chair, elected from the Student Senate, presides over the meetings of the Student Senate. The Student Senate provides communication between the student body and the administration and faculty. By resolution, it requests changes and makes recommendations to the administration and faculty concerning campus policies and procedures. Additionally, the Student Senate approves funding for events from the Student Government Association funds that provide the campus community with increased social, cultural, and educational opportunities.

The Student Court serves as the interpreters of the Student Body Constitution and spells out the duties, responsibilities, and authority of the members and officers of SGA. By holding open court sessions each month, the court also serves as a forum for student concerns and complaints.

Student ID (CrimsonCard)
Need your CrimsonCard?

Visit us at the CrimsonCard Desk of the UITS Support Center, University Center South, Room 212. All you need is a valid photo ID.

What is a CrimsonCard?

- Your official identification on campus
- Your library card
- Your secure access to residential halls
- Your printing and copying card
- Your identification to purchase and sell back books

- Your easy payment for on-campus and off-campus vendors

How to Add Funds to Your CrimsonCard:

- Go to the CrimsonCard website and add funds by selecting "**Make a Deposit**"

Lost or Stolen CrimsonCard?

- Go to the CrimsonCard website and deactivate your card under "**Manage Your ID Card**", "**My ID Card**", and then "**Deactivate**"
- Replacement cards are $25.00

Visit the CrimsonCard website to also see a list of off campus vendors that accept the CrimsonCard, check balances, and set notifications. Contact CrimsonCard Services at (812) 941-2072 if you have any further questions.

Student Involvement and Organizations

The Office of Campus Life helps to educate students and build a strong community through out-of¬-classroom involvement on campus. Supporting student organizations, teaching about leadership, encouraging community service, planning and promoting events, offering special services for adult students and students with children, and orienting new students are the primary ways Campus Life educates students to become well-rounded, engaged citizens and successful, involved alumni.

More than 100 student organizations weave the colorful and diverse fabric of campus life. These include special interest and advocacy groups, student publications, Greek-letter social fraternities and sororities, student government, academic clubs and honor societies, performance ensembles, religious and non-religious groups, sports clubs, and intramurals. The Office of Campus Life assists students who want to organize a new student group and make their own contributions to a vibrant campus environment.

Organizations that want to use campus facilities and receive other support and services must register with the Office of Campus Life. This process includes filing a registration form along with the group's constitution, submitting a membership roster with IU Southeast students and a list of officers, identifying an advisor who is a member of the IU Southeast faculty or full-time staff, and setting up a MyInvolvement.ius.edu database account.

For more information on student involvement and student organizations, contact the Campus Life Office at (812) 941-2316.

Student Activity Fee

Financial support for many co-curricular activities comes from the Student Activity Fee, which all undergraduate and graduate students pay each semester. The amount is determined by the number of credit hours in which the student is enrolled.

Currently the organizations and programs receiving these funds include the Horizon, IU Southeast Literary Review, Student Government Association, Children's Center, Student Involvement, Student Planner, Student Program Council, Learning Enrichment Fund, Undergraduate and Graduate research journals, Athletics, Registered Student Organization Grant, Leadership Development, Family and Parent Programs, Cheerleaders, and Game Room.

Student Rights, Responsibilities, and Conduct

It is important that students understand their rights and responsibilities. Copies of the Indiana University Code of Student Rights, Responsibilities, and Conduct are available from the Office of the Dean of Student Life, University Center South, room 010. It is also accessible online at http://studentcode.iu.edu/. Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

Student Services

IU Southeast is a safe, social, technically advanced and easy-to-navigate campus, with a robust Code of Student Rights, Responsibilities and Conduct.

But there may be times when you want or need assistance. Whatever your request, we're ready to help you wiht a range of resources, including campus police and emergency response, academic tutoring, 24-7 computer and network tech support, personal counseling and more.

Adult Student Center
Adult Student Services

Director: Kimberly Pelle
Campus Office: US 206
Telephone: (812) 941-2650
https://www.ius.edu/adult-students/index.php

Adult Student Services provides programs, information, and support to nontraditional and Veteran students, and advocates to the campus at large for the unique needs of adult students. In addition, this office offers The Adult Student Center (ASC), located in University South, US 206, a 24/7 facility where adult and Veteran students can network, study with their peers, relax, engage with friends and classmates, and find answers to their questions. Open to all IU Southeast students, the Adult Student Center offers a variety of academic, social, cultural, and family programs and events, local phone service, a scanner, computers, a microwave and refrigerator, soft seating, and comfortable environment.

Adult Student Services works closely with and collaborates with many student organizations and campus offices. Contact the Adult Student Center at (812) 941-2650

Career Development Center
Career Development Center

University Center South 106
Phone: (812) 941-2275
Fax: (812) 941-2557
https://www.ius.edu/career/
The Career Development Center provides students and alumni opportunities for career exploration and

employment leading to productive citizenship contributing to the intellectual, cultural and economic development of the region.

- Career Guidance
- Professional Job Search
- Job Board
- Job Fairs
- Federal Work-Study Program
- Career Resources
- Internship Program

Career Guidance

Career coaches assist students in a variety of ways to help them choose their majors and investigate career options. Students have the option to take career interest inventories that suggest which careers match students' interests, personalities, and skills. Talking with professionals in the "real world of work" through an informational interview or a job shadowing experience provides another way to gain valuable career information. We offer individual sessions as well as online resources for job search strategies, resume critiquing, and mock interviewing. An appointment may be made by visiting our website at www.ius.edu/career, by calling (812) 941-2275, or stopping by the office in University Center South Room 106.

Professional Job Search

Students seeking professional positions are encouraged to register with the Career Development Center to receive assistance with resume preparation, interviewing, and job search techniques. Numerous employers list job opportunities, which are posted on our online job board, CareerLink.

Each fall and spring semester, employers recruit on campus via formal interview, schedule positions, job fairs, information tables, and school-specfiic career days and events. Students and alumni are encouraged to review the list of upcoming events on the Career Development website, www.ius.edu/career.

Job Board

CareerLink is an online database of part-time hourly and work-study positions, internships, and full-time professional positions. This service is for all enrolled IU Southeast students and IU alumni. Students and alumni are encouraged to access their accounts online through the Career Development Center's website to utilize this resource.

Job Fairs

Job fairs are a major employment resource for college students and graduates. IU Southeast hosts multiple fairs each fall and spring semester.

The two major fairs are held in October and April each year and attract several employers from the region. These fairs are free and open to the the public. Most employers are from the local area (50-mile radius of Louisville, Kentucky) and seek candidates for a wide variety of entry-level professional and full- and part-time positions. For a full list of all career fairs and events, including major-specific opportunities, visit the Career Development

Center website at https://www.ius.edu/career and click on the Upcoming Events button.

Federal Work-Study Program

Students who quality for the Federal Work-Study Program will be notified of their eligibility by the Office of Financial Aid. These students may apply for employment opportunities established especially for the Work-Study Program. Work study positions may be viewed online on the Career Development Center website under the Student Employment tab or by visiting the Career Development Center, US 106.

Career Resources

The Career Development Center utilizes a variety of career exploration tools, resources and assessments to assist students in the career planning process. Some of these resources are:

- Traitify is an online personality assessment that uses pictures to help you find out more about your personality type. Once you find out what your personality type is, the assessment will recommend possible career options, people you may enjoy working with, and what type of work environment you will thrive in.
- The "What Can I Do With This Major?" guide breaks down your major of interest into common career areas, employers and career planning strategies.
- The Strong Interest Inventory is a powerful resource utilized to help students make satisfying career decisions based on their interests.
- Candid Career is a premier provider of thousands of informational video interviews with real professionals through an easy-to-use website.

These licensed programs are avaliable to all students, graduates, faculty and staff of IU Southeast and are easily accessed through the Career Develoopment Center website, www.ius.edu/career.

Internship Program

The purpose of the IU Southeast Internship Program is to provide students with opportunities to apply classroom knowledge to real-world work environments. Internships are designed for sophomore, junior and senior students enrolled in bachelor's degree programs. Typically, these work assignments are for a minimum of 14 weeks and can be volunteer, full- or part-time positions. Internships can be paid or unpaid and can be taken for academic credit or for zero credit. Benefits from internship participation include an opportunity to test a career choice, gain confidence in one's abilities, develop professional skills, gain work experience and develop networking contacts for future employment opportunities. All internship assignments must be coordinated through the Career Development Center.

Children's Center
Children's Center

Director: Sally Eads
Campus Office: IU Southeast Children's Center
Telephone: (812) 941-2402
Email: saaeads@ius.edu
https://www.ius.edu/childrens-center/

The IU Southeast Children's Center provides quality year-around child care and preschool for students, faculty, staff and community children, ages three to nine. We strive to promote children's health, social, emotional, physical and cognitive growth and development by providing an active learning environment. For more information and/or to visit the facility call (812) 941-2402.

Disability Services
Office of Disability Services

Director: Matthew Springer
Campus Office: US 207
Telephone: (812) 941-2243
Fax: (812) 941-2542
Email: mtspring@ius.edu
https://www.ius.edu/disability-services/

The Office of Disability Services (ODS) is dedicated to opening doors of equal opportunity to individuals with disabilities attending Indiana University Southeast. Students with documented disabilities are encouraged to make an appointment with the ODS coordinator to discuss any academic accommodations they may need in order to have access to their education as soon as possible; preferably before or directly after they have been admitted to the university. The ODS assists students with documented disabilities by determining their eligibility for services and then working with students and faculty to determine reasonable accommodations and services which will, in turn, give the student equal access to the university.

Services of this office are based on documented need and may include: preadmission consultation; testing accommodations; American Sign Language interpreters, and referrals to other campus and community resources. The student is responsible for timely providing ODS with current, comprehensive, and adequate documentation of the student's disability completed by a medical or psychological professional. Appropriate documentation is a necessary prerequisite for any academic modification or accommodation. Documentation guidelines are available on the ODS website, or can be provided by the ODS coordinator.

University Information Technology Services - UITS
University Information Technology Services

Executive Director: Nick Ray

Help Desk
Campus Office: US 212
Telephone: (812) 941-2447
Email: helpdesk@ius.edu

https://www.ius.edu/it/

IU Southeast provides a wide array of technology services to enrolled students:

- An IU computing account for access to e-mail and all services.
- One.IU - a one-stop shop for university services - to do everything from checking grades to paying a bill.
- Box at IU provides unlimited storage and collaboration space in the cloud.
- No-cost software by streaming popular titles from IUanyWare or downloading them from IUware.
- Both wired and wireless printing in all Student Technology Centers with IU Print.
- No-cost tech skills workshops and video tutorials from UITS IT Training.
- Tech support from the UITS Support Center and IU Knowledge Base, available 24 hours a day, 7 days a week.
- Access to online class resources through Canvas, the university's course management system.
- Comfortable study lounges for working individually or in collaborative groups. Use IU-provided touchscreen computers or bring your own devices.
- Access our wireless network that covers virtually the entire campus inside and out, including every campus residence lodge.
- More than 800 Windows and Mac workstations in Student Technology Centers (STCs), classrooms, and open locations;

Campus computing resources are state-of-the-art and can provide appropriate functionality for most instructional or resource needs. Visit the UITS Web site for details.

Library Services
Library Services

Director: Kate Moore
Service Desk: (812) 941-2485
https://www.ius.edu/library/

In addition to holding over 500,000 physical books, the Library subscribes to dozens of full-text databases, and provides online access to more than a million e-books, nearly 200,000 online journals, a wide array of streaming audio and video resources, large collections of digital images, and a selection of print periodicals and newspapers. The Library also houses several special collections, including, the Center for Cultural Resources, the Curriculum Materials Center, the IU Southeast Archives, the archives of the IUS Oral History Project, and those of Ars Femina, and the William L. Simon Sheet Music Collection. Additionally, the Library is a selective depository of U.S. Government Publications.

Reference service is available whenever the library is open, and the library offers a rich array of Web-based, full-text information resources, including thousands of online newspapers and scholarly journals. Student- centered, active-learning, and learning outcomes-based instruction sessions in information literacy and library research skills are offered upon request throughout the year.

The Indiana University libraries are linked through IUCAT, a shared, Web-based catalog that furnishes access to more than 7,000,000 volumes in the IU library system and to library collections throughout the region. Access to these resources is also available from offices and computer labs across campus as well as from remote sites via the library's Web site.

Through interlibrary loan, students, faculty, and staff at Indiana University Southeast have easy access to the research collections on the Bloomington and Indianapolis campuses and around the nation. In addition, the library collections of colleges and universities in the Louisville

metropolitan area are made available through Kentuckiana Metroversity cooperative agreements.

Office of Overseas Study
Study Abroad

Email: IntProgs@ius.edu
https://www.ius.edu/international-programs/

Students at IU Southeast have the opportunity to participate in various study abroad programs. Some are IUS faculty led study abroad programs, others are academic programs that Indiana University (IUB and its regional campuses) has arranged in other countries. When students participate in any of the IU programs, they receive IU credit, and benefit from the guidance and assistance of IU directors at most sites. Costs vary significantly based upon the duration and location of the programs. IUS faculty led programs tend to be more affordable as they are shorter (2-4 weeks); other programs are reasonably priced too. Participants are eligible for financial assistance just as they would be if they were at an IU campus. Contact the Office of Financial Aid for further information on financial aid. In addition, IU and IU Southeast offer some special scholarships to students in overseas study programs. You should contact the Co-Directors of International Programs, Dr. Valérie Scott at vbscott@ius.edu or Dr. Anne Allen at aeallen@ius.edu for information on study abroad programs and these scholarships. The information is also available on the Study Abroad website.

Recently, IUS faculty-let programs have taken students to South Africa, Indonesia and England (Natural Sciences), Samoa (Arts and Letters), as well as France and Wales (Social Sciences). Previous trips took students to Ecuador (Education), Costa Rica, Ireland, Cuba, Jordan, and Ghana. These programs allow students to travel in small groups, often times in the summer, with one or two faculty/staff, and participate in uniquely tailored experiences.

Semester programs are available all around the globe, in countries such as Argentina, Australia, Austria, Brazil, Chile, China, the Czech Republic, Egypt, France, Germany, Ghana, Greece, Hungary, Ireland, Italy, Japan, Mexico, the Netherlands, Peru, South Africa, Spain, and Thailand. Some of these programs focus on language learning and require significant language proficiency, but others are in English or demand very little foreign language background.

Academic-year programs are offered in Britain, France, Germany, Ghana, Japan, Spain, and several other locations. Those in France, Germany, and Spain require at least five semesters of language courses as a prerequisite; the program in Japan requires two years.

Applications for academic-year programs are normally due in early January of the year before travel. Applications for semester programs are due early in the previous semester, and those for the summer are due early in early spring semester (February 1).

Contact the Co-Directors of International Programs, Dr Scott (CV 007) at vbscott@ius.edu or Dr Woodward (CV 014) at luwoodwa@ius.edu to pick up fliers on individual programs or discuss your interests. Information about international programs and applications forms are available on the IUS International Programs page.

Feel free to visit the IUS International Programs Facebook page.

Personal Counseling Services
Personal Counseling

Director: Michael Day, Psy.D., HSPP
Campus Office: US 243
Telephone: (812) 941-2244
Email: micaday@ius.edu
https://www.ius.edu/personal-counseling/

The IU Southeast Personal Counseling Services provides a licensed and professionally trained staff that offers limited counseling and consultation free of charge to currently enrolled students. We can help students achieve their personal and academic goals by providing short-term therapeutic intervention for a variety of problems including anxiety, depression, relationship difficulties, sexuality concerns, etc., as well as social support services related to homelessness, poverty, lack of access to healthcare, and lack of access to food. We also offer consultations for students, parents, faculty and staff. Additional services include outreach and psychoeducational programming for classes, university departments/divisions, and student organizations.

If you hear of anyone who has thoughts, plans, or intentions to cause harm to him/ herself or someone else, please contact Personal Counseling at (812) 941-2244 or the IU Southeast Police at extension 2400.

For more information, please visit the Personal Counseling website.

Student Success Center
Student Success Center

Director: Ryan Norwood
Testing Coordinator: Kristina Hickman
Campus Office: US 203
Telephone: (812) 941-2312
https://www.ius.edu/ssc/

The Student Success Center provides information and resources to help students improve their academic performance. The center provides assistance in the following:

- peer-tutoring for select 100- and 200-level courses
- Supplemental Instruction (SI) available in select courses
- study skills brochures and website tutorials
- placement in writing courses, mathematics, and modern languages
- testing accomodations for students with disabilities
- credit-by-examination opportunities
- professional certification exams
- test proctoring for independent-study and online examinations

Veterans' Benefits
Veteran Services

School Certifying Officer: Kimberly Pelle

Campus Office: US 201
https://www.ius.edu/veterans/

Veteran's benefits of several types are available to IU Southeast students. Our Veteran's Service Specialist/ Certifying Officer assists students with completing forms and processing certifications. Popular programs administered through IUS include:

- **Chapter 30 - New Montgemery GI Bill**
- Eligible service personnel: Active - Army, Air Force, Navy, Marine Corps, Coast Guard

- **Chapter 31 - VA Vocational Rehabilitation (Voc Rehab)**
- Eligible service personnel: Active - Army, Air Force, Navy, Marine Corps, Coast Guard

- **Chapter 33 - Post 9/11 GI Bill/Yellow Ribbon School**
- Eligible service personnel: Military duty after 11 Sep 2001 for all Military service to include the Reserves or National Guard. Includes any transfer of Entitlement to Spouse and/or Child.

- **Chapter 35 - Survivors and Dependents Educational Assitance (DEA)**
- Eligible persons: Spouse or Dependent of a Disabled/ Deceased Veteran

- **Chapter 1606 - Military Reserve/Guardman**
- Eligible service personnel: Reservist or Guardsmen *any* service.

Statement of Policy and Practice

In compliance with 38 USC 3679(e) as amended by the Veteran's Benefits and Transition Act of 2018, IU Southeast allows covered individuals to attend or participate in the course of education beginning when it is scheduled to start per the published Schedule of Classes, without regard to whether they have presented a certificate of eligibility, statement of benefits, or VAF-28-1905. If certification to the Veteran's Administration (VA) reveals that an individual is not eligible for benefits either fully or partially, the student is responsible for resolving any financial debts to the school. Students must submit an in-house worksheet each semester they are requesting certification with the VA, found at https://one.iu.edu/task/iu/request-gi-bill-certification.

IU Southeast does not impose any penalty, such as late fees, denial of accesss to classes, libraries, or classrooms; or mandate that covered individuals borrow additional monies, because of covered persons inability to meet their financial obigations to the university due to delayed disbursement of funds from the VA under Chapters 31 or 33.

The Writing Center
The Writing Center

Director: Leigh Ann Meyer
Campus Office: KV 208
Telephone: (812) 941-2498

Email: iuswrite@ius.edu
https://www.ius.edu/writing-center/

The mission of The Writing Center is to help all IU Southeast students to become stronger, more confident writers. We offer students, faculty, and staff assistance in all areas of writing and during any stage of a writing project. We are staffed with trained consultants from across many disciplines and subjects ready to engage in one-on-one conversations about writing concerns and questions.

Check the web site for hours of availability and for information regarding many aspects of writing at IU Southeast, including writing resources, publishing, and competitions: https://www.ius.edu/writingcenter.

Our web site also contains many other helpful tools: Chat now (synchronous) option, or e-mail a question, podcasts with basic writing advice and writing in specific disciplines, videos about The Writing Center services, citation guidelines, additional online resource links, and an abundance of information about anything that has to do with writing at IU Southeast.

Appointments are not required, bu thaving one will put you as a priority at your chosen time. We have four ways to help you: Walk in for help, schedule a F2f, etutoring, or an online appointment at IUS.MYCOURSEONLINE.

To register for a Writing Center account or make an appointment, visit http://www.ius.mycourseonline.com

- You can also register and make appointments from our IU Southeast web site.
- You only have to create an account one time.
- Once you have an account, you are welcome to schedule appointments - although one is not required.
- Stop by Knobview 208 or call us if you have questions or just want to get to know your Center.

Come and talk about writing with us early and often each semeser.

Office of Equity and Diversity
Office of Equity & Diversity

Director: Darlene P. Young
Title IX Deputy Coordinator
University Center South, Room 231
Phone: (812) 941-2599

https://www.ius.edu/diversity/

The Office of Equity and Diversity is committed and works hard to ensure compliance with federal, state and local laws, and with University equal employment opportunity, affirmative action, and student welfare policies. Academic Affairs, Student Affairs, and the Office of Equity and Diversity work together to build a foundation for a diverse university community through educational opportunities, programming, and events that raise awareness and foster respect for human difference.

The Office of Equity and Diversity also develops and facilitates training in the following areas: Workplace Diversity, Relationship Building, Leadership Development,

Performance Management, Mediation, and Grievance Support.

Our mission is to provide the campus with the means to:

- Create a campus culture that is free from discrimination and harassment through the promotion of fair and equitable treatment for students, faculty and staff.
- Increase and retain diverse campus community members.
- Raise awareness of diversity through education, training, community outreach, and good faith hiring strategies.
- Provide consultation as an information resource and clearinghouse on campus equity, diversity and safety issues.

Courses

A

AFRO | Afro-American StudiesAHLT | Allied Health
AHSC | Applied Health Science
ANAT | Anatomy
ANTH | Anthropology
AST | Astronomy

B

BIOL | Biology
BUS | Undergraduate Business
BUSE | Graduate Business

C

CHEM | Chemistry
CJUS | Criminal Justice
CMCL | Communication and Culture
CMLT | Comparative Literature
COAS | College of Arts and Sciences
COMM | Communication
COUN | Counseling
CSCI | Computer Science

E

EALC | East Asian Languages and Culture
ECON | EconomicsEDUC | Education Undergraduate
EDUC | Education GraduateENG | English

F

FINA | Fine Arts
FREN | French

G

GEOG | Geography
GEOL | Geology
GER | Germanic Languages
GNDR | Gender Studies
GNST | General Studies

H

HIM | Health Information Management
HIST | History
HON | Honors Program
HPER | Health, Physical Education, and Recreation

HUMA | General Humanities

I

IDIS | Interdisciplinary Studies
INFO | Informatics

J

JOUR | Journalism

M

N

NURS | Nursing

P

PHIL | Philosophy
PHYS | Physics
PHSL | Physiology
POLS | Political Science
PLSC | Plant Science
PSY | Psychology

R

REL | Religious Studies

S

SOC | Sociology
SPAN | Spanish
SPCH | Speech
SPEA | School of Public and Environmental Affairs
SPH | SafetySUPV | Supervision
SUST | Sustainability

T

TEL | Telecommunications
THTR | Theatre

W

WOST | Women and Gender Studies

Z

ZOOL | Zoology

Communication (COMM)

Women and Gender Studies (WOST)

General Studies (GNST)

Afro-American Studies (AFRO)

Classical Studies (CLAS)

Communication and Culture (CMCL)

Comparative Literature (CMLT)

College of Arts and Sciences (COAS)

Arts and Letters

AFRO | Afro-American Studies

CMCL | Communication and Culture
COAS | College of Arts and Sciences
COMM | Communication
EALC | East Asian Languages and Culture
ENG | English
FINA | Fine Arts
FREN | French
GER | Germanic Languages
GNDR | Gender Studies
GNST | General Studies
HON | Honors Program
HPER | Health, Physical Education, and Recreation
HUMA | General Humanities
MUS | Music
PHIL | Philosophy
REL | Religious Studies
SPAN | Spanish
SPCH | Speech
TEL | Telecommunications
THTR | Theatre
WOST | Women and Gender Studies

East Asian Languages and Culture (EALC)

English (ENG)

Fine Arts (FINA)

Germanic Languages (GER)

Health, Physical Education, and Recreation (HPER)

Gender Studies (GNDR)

Honors Program (HON)

General Humanities (HUMA)

Music (MUS)

Philosophy (PHIL)

Religious Studies (REL)

Spanish (SPAN)

Speech (SPCH)

Telecommunications (TEL)

Theatre (THTR)

French (FREN)

French (FREN)

Business (BUSE)

Business (BUS)

Economics (ECON)

Education Undergraduate (EDUC)

Education Graduate (EDUC)

Sustainability (SUST)

Allied Health (AHLT)

Anatomy (ANAT)

Astronomy (AST)

Biology (BIOL)

Chemistry (CHEM)

Computer Science (CSCI)

Geography (GEOG)

Geology (GEOL)

Informatics (INFO)

Mathematics (MATH)

Microbiology (MICR)

Physiology (PHSL)

Physics (PHYS)

Professional Practices in Sciences

Plant Science (PLSC)

School of Public and Environmental Affairs (SPEA)

Zoology (ZOOL)

Applied Health Science (AHSC)

Nursing (NURS)

International Studies (IDIS)

Interdisciplinary Studies (IDIS)

Anthropology (ANTH)

Liberal Studies (LBST)

Criminal Justice (CJUS)

History (HIST)

Journalism (JOUR)

Political Science (POLS)

Psychology (PSY)

Sociology (SOC)

Counseling (COUN)

Full-time Faculty

Member of the Graduate Faculty

- *Abshire, Jean E., Ph.D. *(Indiana University, 1999),* Associate Professor of Political Science & International Studies
- Accardi, Maria T., MLS *(University of Pittsburgh, 2006),* Librarian
- Adam, Aimee S., Ph.D *(University of Alabama, 2006),* Associate Professor of Psychology
- Adams, Christine L., Ph.D *(University of Nevada, 2008),* Visiting Assistant Professor of Psychology
- Albrecht, Donna, D.Ed (*Ball State University, 2014),* Professor of Education
- *Allen, Anne E., Ph.D. *(Columbia University, 1993),* Professor of Fine Arts
- Allman, Ronald J., M.S. *(The University of Texas at Austin, 1994),* Professor of Journalism
- *Alse, Janardhanan A., Ph.D. *(University of Wisconsin Milwaukee, 1993),* Professor of Economics
- *Ambrose, Timothy, Ph.D. *(University of Wisconsin Madison, 1980),* Associate Professor of Spanish
- Arano, Kathleen G., Ph.D. *(Mississippi State University, 2004),* Professor of Economics
- Asim, Sumreen I., Ph.D (*University of North Texas, 2016)* Associate Professor of Science & Technology Education
- *Attum, Omar A., Ph.D. (*University of Louisville, 2004),* Professor of Biology
- Atwater, J. Brian, Ph.D. *(University of Georgia, 2011),* Associate Professor of Management
- *Badia, Mindy S., Ph.D. *(Indiana University, 1996),* Professor of Spanish and International Studies
- Baird, David, M.B.A. *(Northern Kentucky State College, 2010),* Senior Lecturer in Business
- *Barney, Douglas K., Ph.D. *(University of Mississippi, 1993),* Professor of Business Administration
- Baugh Molly K., Ph.D. *(University of Michigan, 2020),* Assistant Professor of Music Education and Instrumentalist
- Beard, Terri L., M.S. (*Indiana University, 1998*), Senior Lecturer in Education
- Bernedo, Kelli D., Ph.D. *(Indiana State University, 2019),* Assistant Professor of Education
- Block, Courtney M., MSLS. *(Indiana University, 2010)* Associate Librarian
- Bonacci, Kimberly M., M.S. *(Shippensburg University, 1988),* Professor in Mathematics
- Book, Lisa, M.B.A., *(Indiana University, 1999),* Lecturer in Accounting
- Bowman, Natalie C., M.F.A., *(Florida State University, 2011),* Lecturer in Theatre
- *Bradley, Mary C., Ph.D. (*Indiana University, 2007*), Professor of Education
- Brandt, Barbara K., Ph.D. *(University of Delaware, 2013),* Associate Professor of Fine Arts
- Brewer, Neil H., M.S. *(Indiana University, 1990),* Senior Lecturer in Education
- Broughton, Tonya M., M.S.N. (*Bellarmine University, 2003),* Assistant Professor of Nursing
- Broughton-Vissing, Billie, BSN *(Indiana University, 2020),* Clinical Assistant Professor of Nursing
- Burge, Christy A., M.S. *(Strayer University, 2014),* Lecturer in Accounting
- *Burks-Wright, M. Ashley, Ph.D. LMHC, NCC *(Texas A & M University, 2022),* Assistant Professor of Clinical Mental Health Counseling
- *Camahalan, Faye M., Ph.D. *(University of the Philippines, 2000),* Professor of Education
- Carbonneau, Tiffany A., M.F.A. *(Ohio University, 2010),* Associate Professor of Fine Arts
- Carlton, Rebecca L., M.A. *(Ball State University, 1992),* Professor in Speech
- Chang, Sau Hou, Ph.D. (*Texas A&M University, 2007*), Professor of Education
- Choi, Yunmi, Ph.D *(University of Florida, 2015),* Assistant Professor of Strategic Communication
- *Christiansen, Linda A., J.D. *(Indiana University, 1987),* Professor of Business
- Clare, Christie M., MSN *(Indiana University, 2019),* Clinical Assistant Professor of Nursing
- *Clem, Debra K., M.F.A. *(Pennsylvania State University, 1978),* Professor of Arts and Letters
- Coker-Kolo, Efundoyin O., Ph.D *(University of South Carolina, 1993),* Professor of Education
- *Connerly, Pamela L., Ph.D. (*University of Chicago, 2003),* Associate Professor of Biology
- *Cox, Kevin Christopher, Ph.D. (*Texas Tech University, 1995),* Associate Professor of Business Administration
- *Dahlgren, Donna J., Ph.D. *(Kent State University, 1992),* Professor of Psychology
- Dauer, Quinn P., Ph.D. *(Florida International University, 2012)*, Associate Professor in History & International Studies
- *De, Subhranil, Ph.D. (*University of Rochester, 2003),* Assistant Professor of Physics
- Dement, Rebekah A., Ph.D. *(University of Louisville, 2016),* Lecturer in English
- *Doyle, John F., Ph.D. *(University of Colorado—Boulder, 2000),* Associate Professor of Computer Science
- Doyle, Leslie, MFA (*Univeristy of Kentucky, 2010*), Lecturer in Graphic Design
- *Dufrene, Uric B., Ph.D. *(University of Mississippi, 1992),* Professor of Business
- *Earley, Samantha M., Ph.D. *(Kent State University, 1998),* Professor of English
- *Edmonds, Kent E., Ph.D. *(University of Delaware, 1994),* Professor of Biology
- Eichhorn, Catherine M., M.B.A. *(Indiana Univeristy, 2015),* Visiting Professor in Business
- *Eplion, David M., Ph.D. *(University of Pittsburgh, 2003),* Associate Professor of Business Administration
- *Ernstberger, Kathryn W., Ph.D. *(Indiana University, 1992),* Professor of Business Administration
- *Farrell, William J., Ph.D. *(University of Iowa, 1989),* Professor of Criminal Justice
- *Finkbine, Ronald B., Ph.D. *(New Mexico Institute of Mining and Technology, 1994),* Associate Professor of Computer Science

- Fleischer, Jan M., Ph.D. *(Yale University, 1994),* Senior Lecturer in Chemistry
- Franklin, Clint H., M.A. *(Indiana State University, 2003),* Professor in Geosciences
- *Fry, Melissa S., Ph.D. *(University of Arizona, 2011)*, Associate Professor of Sociology, Sustainability & Regeneration
- *Galvin, Peter R., Ph.D. *(Louisiana State University, 1991),* Professor of Geosciences
- *Granda, Carolyn, M.Eng. *(University of Louisville, 1994),* Lecturer in Computer Science
- Griggs, C. Bradford, Ph.D. *(University of North Carolina, 2010)*, Associate Professor of Education
- *Gritter, Elizabeth, Ph.D. *(University of North Carolina, 2010)*, Associate Professor of History
- Grote, Todd D., Ph.D. *(West Virginia University, 2006),* Associate Professor of Geosciences
- Haertel, Timothy R., B.A. *(University of Louisville, 1982)*, Senior Lecturer in Music
- *Hare, Sara, Ph.D., *(Indiana University, 2002),* Associate Professor of Sociology
- *Harper, Brian A., M.F.A., (*University of Iowa, 2005),* Associate Professor of Fine Arts
- *Harris, Kenneth J., Ph.D. *(Florida State University—Tallahassee, 2004),* Professor of Business Management
- *Harris, Michael L., Ph.D. (*University of South Florida, 2006),* Associate Professor of Business Administration
- *Harris, Ranida B., Ph.D. *(Florida State University—Tallahassee, 2004),* Professor of Business Administration
- *Harvey, George W., Ph.D. *(University of Kentucky, 2004),* Professor of Philosophy
- *Haub, Elaine K., Ph.D. *(University of Louisville, 1993),* Professor of Chemistry
- *He, Yan, Ph.D. *(Syracuse University, 1999),* Associate Professor of Business Administration
- Hermann, Carla, Ph.D. *(University of Kentucky, 1997),* Professor of Nursing
- *Hettiarachchi, Suranga, Ph.D. *(University of Wyoming, 2009),* Associate Professor of Computer Science
- Hoffman, Elizabeth E., Ph.D. *(Florida State University - Tallahassee, 2009)*, Professor of Graduate Studies
- Hoffman, Holly B., MAST *(Walden University, 2018),* Lecturer of Allied Health
- *Hollenbeck, James E., Ph.D. *(University of Iowa, 2000),* Professor of Education
- Hollowell, B. Jane, M.S.N., R.N. *(Bellarmine College, 1991),* Senior Lecturer in Nursing
- Horine, Thomas L., Ph.D. (*Princeton University, 2011),* Associate Professor of Mathematics
- Hughes, Melanie E., M.L.S. *(Indiana University, 2000),* Librarian
- *Hunt, Randy E., Ph.D. *(Ohio State University, 1988),* Professor of Biology
- *Hutchins, Michael David, Ph.D. *(University of Cincinnati, 2011)*, Associate Professor of German and International Studies
- *Jessie, Bernadette F., Ph.D. *(Washington State University, 2003)*, Professor of Criminal Justice

- Johnson, Cathy M., Ph.D. *(University of Michigan, 2013),* Associate Professor of Education
- *Kahn, Meghan C., Ph.D. *(Bowling Green State University, 2009),* Associate Professor of Psychology
- Kara, Aycan, M.B.A. *(Florida Atlantic University, 2014)*, Associate Professor of Management
- Kempfer, Brittny A., Ph.D. (*Auburn University, 2020),* Assistant Professor of Music Educaton Vocal/Choral Music
- *Kimmer, Christopher J., Ph.D. (*Cornell University, 2010),* Assistant Professor of Informatics
- Konychev. Anton V., Ph.D. (*Indiana University, 2005),* Senior Lecturer in Physics & Mathematics
- *Kordsmeier, Gregory T., Ph.D. *(University of Wisconsin, 2011)*, Professor of Sociology
- Lach, Patrick A., Ph.D. *(Mississippi State University, 2008),* Assistant Professor of Business Finance
- *Lambert, Alysa D., Ph.D. (*State University of New York, 2006),* Professor of Business
- *Lang, W. Christopher, Ph.D. *(University of Oregon, 1986),* Professor of Mathematics
- Larson, Heather N., Ph.D., *(Indiana University Purdue Univeristy, 2007),* Senior Lecturer in Chemistry
- Lathem, Jennifer L., M.A. *(Indiana State University, 2008)*, Senior Lecturer in Geosciences
- Light, Cynthia, M.A. (*Western Kentucky University, 1988),* Professor in Mathematics
- Lipinski, Robert A., Ph.D. *(Lehigh University, 2011)*, Lecturer of Psychology
- Maher, Steffany, Ph.D. *(Western Michigan University, 2018),* Assistant Professor of Education
- Maksl, Adam M., M.A. *(Missouri University, 2012)*, Professor of Journalism
- *Manson, Todd M., Ph.D. (*University of South Florida, 2004),* Associate Professor of Psychology
- Manwani, Ghansham M., M.S. *(University of Louisville, 1993),* Senior Lecturer in Computer Science
- Mattingly, Julia A., DNP, *(Loyola University of Chicago, 2014),* Associate Professor of Nursing
- McMahan, Janice S., M.S.N., *(Spalding University, 1991),* Clinical Professor of Nursing
- *Medina, Veronica E., Ph.D. *(University of Missouri, 2012)*, Associate Professor of Sociology, Sustainability & Regeneration
- *Meixner , Rebekkah J., M.F.A. *(University of Louisville, 2005),* Professor of Theatre
- Mensah, Enoch A., Ph.D. *(University of Iowa, 2011),* Associate Professor of Chemistry
- Miller, Phillip E., M.A. *(University of Kentucky, 1993),* Teaching Professor in Mathematics
- Morgan, Margot, Ph.D. *(Rutgers University, 2010),* Associate Professor in Political Science
- *Morgan, Robin K., Ph.D. *(Auburn University, 1988),* Professor of Psychology
- Mukhopadhyay, Suparna, Ph.D. *(University of Louisville, 2010),* Lecturer in Biology
- O'Neal, J. Thomas, M.A. *(Eastern Michigan University, 1987),* Senior Lecturer in Arts & Letters
- Ortiz, Jennifer M., Ph.D. *(Cuny Graduate Division, 2015),* Associate Professor of Criminology & Criminal Justice

- Overstreet, Suzanne M., Ph.D. *(University of Louisville, 2022),* Visiting Assistant Professor of Criminology & Criminal Justice
- *Patterson-Randles, Sandra R., Ph.D. *(University of Kentucky, 1982),* Professor of English
- *Perry, Jeffrey, Ph.D. *(Kent State University, 2008)*, Associate Professor of English
- Phipps, Gregory, M.A. *(University of Louisville, 1986),* Senior Lecturer in Sociology
- *Pittman, Paul H., Ph.D. *(The University of Georgia, 1994),* Professor of Business Administration
- *Podikunju, Shifa, Ph.D. (*University of Florida, 2009),* Assistant Professor of Education Counseling
- *Pooser, Charles L., Ph.D. *(Indiana University, 1997),* Associate Professor of French
- Popham, Susan, Ph.D. *(University of Louisville, 2002),* Associate Professor of English
- Proctor II, Christopher L., MLS *(Indiana University 2017),* Assistant Librarian
- *Ramachandran, Sridar, Ph.D. (*Wright State University, 2006),* Professor of Informatics
- Ramsey, Jason A., A.M. *(University of Illinois—Urbana, 2003),* Senior Lecturer in Speech
- Reed, Donna L., EDD *(East Tennessee University, 1996),* Assistant Professory in Education Leadership
- Reisz, Elizabeth M., M.B.A. *(Yale University, 2011),* Lecturer in Finance
- Rennie, Robert W., Ph.D. *(University of Tennessee, 2017),* Assistant Professor of History & International Studies
- Riddle, Molly A., Ph.D. *(Indiana University, 2019),* Assitant Professor in Education - Mathematics
- Riehm, Rose S., M.A. *(University of Louisville, 1973),* Lecturer in Mathematics
- Robinson, April E., M.S. *(Indiana University, 2000),* Lecturer in Mathematics
- Ross, John, Ph.D. *(New Mexico State University, 2017)* Associate Professor of Business Management
- Rueschhoff, Elizabeth D., Ph.D. *(North Carolina State University, 2011),* Associate Professor of Biology
- Russell, Diane M., Ph.D. *(University of Louisville, 1997),* Professor in English
- Russell, Lisa M., Ph.D. *(University of North Texas, 2011),* Associate Professor in Business Management
- Sampson, Kagna O., Ph.D. *(University of Louisville, 2012),* Senior Lecturer in Chemistry
- *Schansberg, D. Eric, Ph.D. *(Texas A&M University, 1991),* Professor of Economics
- Schuur Sousa, Alexandra N.N., Ph.D. *(Texas A&M University, 2019),* Assistant Professor of Communcation Studies
- Scott, Mitchell., MLS. *(University of Kentucky,2009),* Assistant Librarian
- Scott, Valerie B., Ph.D. *(University of Montreal, 1997),*Teaching Professor in Psychology
- Sehlinger, Sarah., Ph.D. (*Bellarmine College, 2017),* Assistant Professor of Special Education
- *Setterdahl, Aaron L., Ph.D. (*Texas Tech University, 2001),* Professor of Chemistry

- Sexton, Christopher W., M.S. *(University of New Hampshire, 2012),* Visiting Lecturer in Computer Science
- Shah, Nidhi J., Ph.D. *(University of Louisville, 2015),* Visiting Assistant Professor of Chemistry
- Sheehan, Emily M., M.F.A. *(Minneapolis College of Art and Design, 2011),* Associate Professor of Fine Arts
- *Shen, Yu, Ph.D. *(University of Illinois—Urbana, 1995),* Professor of History & International Studies
- Singleton, Jacquelyn J., Ph.D. *(University of Louisville, 2013),* Associate Professor of Education
- Sizemore, Brittany A., Ph.D. *(Bowling Green University, 2021),* Assistant Professor of Neuroscience & Psychology
- *Srinivasan, Arun K., Ph.D. *(University of Kentucky, 2004),* Professor of Economics
- Stallard, Donna L., M.F.A. *(University of Dallas, 1994),* Professor of Fine Arts
- Starjayapandian, Rachel P., Ed.D. *(University of Cincinnati, 2005),* Associate Professor of Education
- *Stem, Erich H., D.M. *(University of Maryland, 2003),* Associate Professor of Music
- Stengel, Teresa K., M.S.N. *(Indiana Univeristy, 2021),* Assistant Professor in Nursing
- *Sung, Chang Oan B., Ph.D. *(University of Wyoming, 2004),* Associate Professor of Computer Science
- Tajdini, Saeed, Ph.D. *(The University of Texas, 2017),* Associate Professor of Marketing
- Taurman, Kenneth R., J.D. *(University of Louisville, 1979),* Senior Lecturer in Business
- *Taylor, David W., Ph.D. *(University of Connecticut, 1987),* Professor of Biology
- Teater, Jennifer L., Ed.D. *(Spalding University, 2021),* Assistant Professor of Nursing
- Thomas, Ashley Marie, Ph.D. *(University of Mississippi, 2020),* Assistant Professor of Marketing
- *Treves, David B., Ph.D. *(University of Michigan, 1998),* Professor of Biology
- *Tucker, Sarah E., Ph.D., LPCC, NCC (*University of Louisville*, 2017). Assistant Professor of Clinical Mental Health Counseling
- Vernia, Mildred A., M.B.A. *(Bellarmine College, 1989),* Professor in Mathematics
- Viner, V. Leigh, Ph.D. *(Duquesne University, 2002),* Associate Professor in Philosophy
- Voigt, Tamara O., M.A. *(Western Kentucky University, 2005),* Professor of Practice in Strategic Communication
- *Waingeh, Victor F., Ph.D. (*University of North Dakota, 2006*), Associate Professor of Chemistry
- *Walsh, Sara M., Ph.D. (*Indiana University, 2011),* Associate Professor of Criminal Justice
- Watson, Carolyn F., Ph.D. *(University of Alabama, 2011),* Associate Professor of Marketing
- Wells, Jeremy D., Ph.D. *(University of Michigan, 2000),* Associate Professor of English
- *Wert, Joseph L., Ph.D. *(University of Cincinnati, 1998),* Professor of Political Science
- Wieck, Michael R., DBA. *(Missouri Univeristy, 2021),* Assistant Professor of Accounting

- *Williams, Paige N., Ph.D., LPC. *(Purdue University, 1998),* Clinical Assistant Professor of Clinical Mental Health Counseling
- Williams, Rosalind S., DNP *(Indiana University-Purdue University Indianapolis, 2021),* Assistant Professor of Nursing
- *Woodward, Lucinda E., Ph.D. (*University of Louisville, 2009),* Associate Professor of Psychology, Sustainability & Regeneration
- *Wrzenski, Rhonda L., Ph.D. *(Louisiana State University, 2010),* Associate Professor of Political Science
- *Wyandotte, Annette M., Ph.D. *(Ball State University, 1991),* Professor of English
- Yeoh, Kok C., Ph.D. *(Texas Tech Univeristy, 2002),* Associate Professor of Fine Arts
- Zhang, Yang., Ph.D. *(University of Texas, 2021),* Assistant Professor of Management and HR
- Ziady, Kate B.M., MLS *(Indiana Univeristy, 2009),* Associate Librarian
- Zimmerman, Michele R., Ph.D. *(University of Louisville, 2001),* Professor in Biology
- Zink, Amy E., M.A. *(Miami University—Oxford, 1992),* Professor in Spanish
- Zollman, Alan, Ph.D. *(Indiana University, 1986)* Professor of Education

Faculty

IU Southeast prides itself on the quality of its faculty and programs and the way it serves the region. More than 180 full-time faculty members teach at IU Southeast, augmented by a cadre of adjunct professors. More than 85 percent of the full-time faculty hold doctoral degrees or the equivalent in their fields.

IU Southeast professors believe that being active scholars makes them better teachers. Students benefit from the faculty's dual commitment to good teaching and productive research, not only in the classroom but also in the opportunity to work directly with professors on research projects. Because of such research projects, a number of students have had the rare undergraduate opportunity to present their findings in scholarly papers or in journals on a national level. Not only do students benefit from close contact with professors but they also have access to sophisticated equipment and a range of learning opportunities that at many universities are reserved only for graduate students.

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- Adjunct Faculty

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  - Appleton, Sarah A., Ph.D. *(University of Connecticut, 1995),* Adjunct Lecturer in English
  - Asher, Phillip G., M.A. *(Indiana University, 1973),* Adjunct Lecturer in Geosciences
  - Banks, Justin P., M.S. *(Southern New Hampshire University, 2019),* Adjunct Lecturer in Business
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- Belmonte-Olmos, Marisela, B.A. *(East Central Oklahoma State University, 2014)* Adjunct Lecturer in Spanish
- Biton, Danielle, Ph.D. *(University of Louisville, 2011),* Adjunct Lecturer in French
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- Bohannon, Helen J., B.S. *(Indiana University, 1982),* Adjunct Lecturer in Lifelong Learning, Arts Institute
- Bonifer, Derek J., M.B.A. (*Depaul University, 2006*), Adjunct Lecturer in Business
- Book, Kelly R., M.S.Ed. *(Indiana University, 2020),* Adjunct Lecturer in Geosciences
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- Bowen, R. B., M.A. *(Brown University, 1965),* Adjunct Lecturer in Business
- Bowman, John S., M.A. *(Texas A&M University, 2001),* Adjunct Lecturer in English
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- Brown, Christine A., D.M. *(Indiana University, 2000),* Adjunct Lecturer in Music
- Burke, Tammy M., M.F.A. *(University of Louisville, 2019),* Adjunct Lecturer in Fine Art
- Caffee, Bradley J., M.A. *(University of Louisville, 2003),* Adjunct Lecturer in History
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- Coffman, Abigail, M.S.Ed. *(Indiana University, 2002),* Adjunct Lecturer in Education
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- Culbertson, Melanie R., M.F.A. *(Indiana University, 1999),* Adjunct Lecturer in English
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- Dalton, Sharon A., M.Ed. *(Indiana University, 1986),* Adjunct Lecturer in Education
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- Deprez, Philippe O.M.J., M.S. *(K.U. Leuven, 2010),* Adjunct Lecturer in Business
- Dorman, Colin S., M.M. *(University of Louisville, 2010),* Adjunct Lecturer in Music
- Dorman, Jessica L., M.M. *(University of Alabama, 2005),* Adjunct Lecturer in Music
- Downing, Tiffany B., B.S.N. *(Indiana University, 2019),* Adjunct Lecturer in Nursing
- Downs, Lauren K., M.A. *(Indiana University, 2022),* Adjunct Lecturer in English
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- Dunn, Jennifer L., M.S. *(University of Louisville, 2014),* Adjunct Lecturer in Education
- Edmonds, Allison R., M.S. *(Indiana University, 2000),* Adjunct Lecturer in Allied Health Sciences
- Edrington, Brittany N., M.S.Ed. *(Indiana University, 2019),* Adjunct Lecturer in Education
- Faulkenburg, Marilyn J., E.D.D. *(Spalding University, 2003),* Adjunct Lecturer in Business
- Fedorschak, Lalana, M.F.A. *(Ohio University, 2021),* Adjunct Lecturer in Ceramics
- Fontenot, Adrienne E. M.M. *(University of Louisville, 2005),* Adjunct Lecturer in Music
- Foster, Cody J., Ph.D. *(University of Kentucky, 2021),* Adjunct Lecturer in History
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- Fuller, Roy D., M.Div. *(Southern Baptist Theological Seminary, 1987),* Adjunct Lecturer in Philosophy
- Gannon, Teresa G., Ph.D *(University of Kentucky, 1997),* Adjunct Lecturer in Allied Health
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- Griffin, Robert S., Ph.D. *(Indiana State University, 2014),* Adjunct Lecturer in Education
- Gross III, Louis E., M.M. (*Boston University, 1977),* Adjunct Lecturer in Music
- Gwin, Robert Y., J.D. *(University of Kentucky, 1981),* Adjunct Lecturer in Music
- Hagan, Michael P., Ph.D. *(University of Louisville, 2010),* Adjunct Lecturer in Philosophy
- Hall, Tia C., M.S.Ed. *(Indiana University, 2014),* Adjunct Lecturer in Education
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- Hammond, Tiffany S., M.S. (*University of Louisville, 2006),* Adjunct Lecturer in Health, Physical Education and Recreation
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- Hartlage, Kimberly C., Ph.D. *(Indiana State University, 2014),* Adjunct Lecturer in Education
- Heffley, Donna L., M.S.N. *(University of Louisville, 2011),* Adjunct Lecturer in Nursing
- Henderson, Naomi R., M.S. *(Indiana University, 2010),* Adjunct Lecturer in Lifelong Learning, Arts Institute
- Herndon, Amber D., M.S. *(Purdue University, 2016),* Adjunct Lecturer in Communication
- Hilgeman, Sherri L., Ph.D. *(Indiana University, 1992),* Adjunct Lecturer in Anthropology
- Holder, April F., M.S.E. *(Indiana University, 2010),* Adjunct Lecturer in Education
- Holwerda, Pamela L., M.B.A. *(Bellarmine College, 2019),* Adjunct Lecturer in Business
- Hoover II, David P., M.S. *(Bellarmine College, 2010),* Adjunct Lecturer in Allied Health and Health Information Management
- Hott, Glenda K, M.S., *(Eastern Kentucky University, 1976),* Adjunct Lecturer in Education
- Houpt, Deborah J., Ph.D. *(University of Louisville, 2011),* Adjunct Lecturer in Chemistry
- Houser, Cecelia K., Ed.D. *(Illinois State University, 1982),* Adjunct Lecturer in Business
- Howard, Cristiane C., M.A., *(Pontificia Universidade Católica, 2009),* Adjunct Lecturer in Education
- Ibrahim, Tamara, M.S., *(Baghdad University, 1998),* Adjunct Lecturer in Biology
- Jackson, Kristine N., B.S.N. *(Indiana University, 1999),* Adjunct Lecturer in Nursing
- Jamner, Jeffrey M., D.M. *(Manhattan School of Music, 1999),* Adjunct Lecturer in Music
- Jamner, Margaret, M.A. *(University of Louisville, 1988),* Adjunct Lecturer in Music
- Jensen Jr, Louis S., Ph.D. *(Indiana State University, 2014),* Adjunct Lecturer in Education
- Johanningsmeier, Jennifer, M.A. *(Bellarmine University, 2011),* Adjunct Lecturer in Music
- Kesling, Shawn A., M.S. *(Indiana University, 2022),* Adjunct Lecturer in Criminal Justice
- Kilpatrick, Jennifer N., B.S.N. *(University of Louisville, 2012),* Adjunct Lecturer in Nursing
- Kitzmiller, Patricia A., M.S. *(Indiana University, 1992),* Adjunct Lecturer in Education
- Klein, Ervin, J.D. *(University of Louisville, 1975),* Adjunct Lecturer in Business
- Klein, Raymond A., M.S. *(University of Louisville, 2005),* Adjunct Lecturer in Business
- Knight, Tyson W., M.S. *(IUPUI, 2010),* Adjunct Lecturer in Music

- Kochenrath, Susan L., M.B.A. *(University of Louisville, 1997),* Adjunct Lecturer in Business
- Kornberg, Joshua A., M.S. *(Spalding University, 2015),* Adjunct Lecturer in Business
- Korte, Linda, M.A. *(University of Louisville, 2003),* Adjunct Lecturer in Education
- LaFollette, Kimberly M., Psy.D. *(Spalding University, 2005),* Adjunct Lecturer in Psychology
- Lanoue, Kyle D., Ph.D. *(Indiana State University, 2012),* Adjunct Lecturer in Education
- Leist, Jenny L., B.E.D. *(Indiana University, 1993),* Adjunct Lecturer in Education
- Leslie, Katie F., Ph.D. *(University of Louisville, 2015),* Adjunct Lecturer in Allied Health
- Lilly, Jonna J., M.A. *(Indiana University, 1988),* Adjunct Lecturer in General Studies
- Lindsey, Amy J., MSSW (*University of Louisville, 2001),* Adjunct Lecturer in Psychology
- Loughran, Sandra B., Ph.D. *(Fordham University, 1998),* Adjunct Lecturer in Education
- Loutfi, Nada M., D.E.A. *(Conservatoire Nationale De Mus, 1984)* Adjunct Lecturer in Lifelong Learning, Arts Institute
- Luckett, Amanda M., M.A.E. *(Eastern Kentucky University, 2016),* Adjunct Lecturer in Zumba
- Machado, Caroline, Ph.D. (*University of Kentucky, 2004),* Adjunct Lecturer in Biology
- Magness, Kristen A., Ph.D. (*University of Louisville, 2012),* Adjunct Lecturer in Chemistry
- Mansfield, Amy, Ph.D. *(Texas A&M University, 2013),* Adjunct Lecturer in English
- Martens, Jennifer R., M.A. *(University of Louisville, 2011),* Adjunct Lecturer in English
- Mason, Jennifer N., M.S.O.L.S. *(Indiana University, 2018),* Adjunct Lecturer in English
- Mason, Kirstin M., B.S.N. *(Indiana University Southeast, 2022),* Adjunct Lecturer in Nursing
- Mathews, Susan L., M.S. *(Louisville University, 1986),* Adjunct Lecturer in Allied Health
- McCarty, Cyndee S., J.D. *(University of Arkansas, 2002),* Adjunct Lecturer in Biology
- McCoy, Karen E., M.S. *(University of Louisville, 2005),* Adjunct Lecturer in Biology
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- Miller, Jennifer B., DED, (*Cumberland College, 2021),* Adjunct Lecturer in Education
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- Morris, Ramona L., M.A. *(Southern Illinois University, 1993),* Adjunct Lecturer in Theatre
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- Newton, Renita L., Ph.D., LPC (*Texas A & M University*, 2023), Adjunct Lecturer in Clinical Mental Health Counseling
- Nichter, Caiden, K., BSN. *(Indiana University, 2020),* Adjunct Lecturer in Nursing
- Niren, Ann G., M.M. *(Northwestern University, 1987),* Adjunct Lecturer in Music
- Nole-Wilson, Staci M. Ph.D. *(University of South Carolina, 2012),* Adjunct Lecturer in Biology
- Norton, Rebecca J., MFA. (*Art Center College of Design, 2010),* Adjunct lecturer of Fine Arts
- Olsen, Karl P., M.M. *(Indiana University, 1998),* Adjunct Lecturer in Music
- Orr, Lisa A., MSSW *(University of Louisville, 2001),* Adjunct Lecturer in Psychology
- Palmer, Jennifer, M.F.A (*Savannah College of Art Design*, 2013) Adjunct Lecturer in Fine Arts
- Papu John, Arokya M.S., Ph.D. *(University of Madras, 2008),* Adjunct Lecturer in Biology
- Pennington, Stan, J.D. (Indiana University School of Law at Indianapolis, 1990), Adjunct Lecturer in Criminology & Criminal Justice
- Pelayo, Michael T., M.S. (*Western Kentucky University, 2020*), Adjunct Lecturer in Psychology
- Phillips, Lynda J., M.S. (*Indiana University Southeast, 2014*), Adjunct Lecturer in Education
- Pollert, Shelby L., M.S.N. (*Indiana University Southeast, 2021*), Adjunct Lecturer in Nursing
- Potter, Gary A., M.S. *(Indiana University, 1982),* Adjunct Lecturer in Geology
- Preston, Marilyn R., M.B.A. *(Bellarmine College, 1989),* Adjunct Lecturer in Supervision
- Raisor, Mark, M.B.A. (*Indiana University Bloomington, 2013*), Adjunct Lecturer in Business
- Raleigh, Elizabeth M., M.F.A. *(University of North Dakota, 1998),* Adjunct Lecturer in Fine Arts
- Raley, James M., D.M.A. *(Southern Baptist Theological Seminar, 1988),* Adjunct Lecturer in Music
- Ravenscraft Stem,Carrie, B.A. (*Indiana University Southeast, 2012*), Adjunct Lecturer in Music
- Rebilas, Richard P., M.M. (*Indiana University, 1984),* Adjunct Lecturer in Music
- Reed, Dorothy, Ph.D. (*University of California, 1996*), Adjunct Lecturer in Fine Art
- Reily, Mark W., M.S.Ed (*Indiana University Southeast, 1988*) Adjunct Lecturer in Education
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- Rhinehart, Andrew D., M.M. (*University of Louisville, 2011),* Adjunct Lecturer in Music
- Rommes, Brian M., M.B.A. *(Bellarmine College, 2015),* Adjunct Lecturer in Business
- Rozsa, Jesse L., M.S. (*University of Louisville, 2019*), Adjunct Lecturer in Plant Sciences

- Sabie, Benita S., M.D. (*University of Louisville, 1982),* Adjunct Lecturer in Anatomy
- Salas, Angela M., Ph.D. (*University of Nebraska, 1995*), Adjunct Lecturer in Afro-American Studies
- Sauerheber, Archie W., M.S. *(Purdue University, 2014),* Adjunct Lecturer in Geography
- Schmidt, Christopher P., M.M. (*University of Louisville, 2010*), Adjunct Lecturer in Lifelong Learning Music
- Schultze, Geradine H., M.S. (*University of New Mexico, 1980*), Adjunct Lecturer in Education
- Schwartz, Ruth E., M.S. *(Indiana University Southeast, 1994),* Adjunct Lecturer in Biology
- Seibert, Amy, M.F.A. *(Chapman College, 2008),* Adjunct Lecturer in Fine Arts
- Sells-Moore, Shameka T., M.Ed. (*Lindsey Wilson College, 2014*), Adjunct Lecturer in Psychology
- Semes, Maria, M.M. *(The Juilliard School, 2014),* Adjunct Lecturer in Music
- Seymour, Kourtney, M.A. (Western Kentucky University, 2012), Adjunct Lecturer in Psychology
- Sheehan, Kendra, M.A. *(University of Louisville, 2014),* Adjunct Lecturer in Japanese
- Shory, Michelle, Ed.S. (*University of Tennessee, 2007*), Adjunct Lecturer in Education
- Silpayamanant, Johnathan, B.M. *(Depauw University, 2010),* Adjunct Lecturer in Music
- Skees, Dena K., M.A. *(University of Louisville, 2010),* Adjunct Lecturer in English
- Sliman, Hisham Z., Ph.D. *(University of Louisville, 2014),* Adjunct Lecturer in Informatics
- Slone, Kacye E., M.F.A. (*The University of Texas, 2021*), Adjunct Lecturer in Fine Arts
- Stammerman, Kenneth, M.A. (St Meinrad Seminary & School of Theology, 2013), Adjunct Lecturer in Political Science
- Stillman, Andrew N., M.S. *(University of Louisville, 2019),* Adjunct Lecturer in Chemistry
- Sutherland, Krista, M.A. (*University of Louisville, 2018)*, Adjunct Lecturer in Communication
- Tackett, Billie J., M.S.N. *(Bellarmine College, 2010),* Adjunct Lecturer in Nursing
- Tate, Mark, M.M. *(Washington University, 1979),* Adjunct Lecturer in Music
- Tate, Tyler, M.F.A. (*University of Louisville, 2021*), Adjunct Lecturer in Theatre
- Taylor, Jordan E., Ph.D. (*Indiana University Bloomington, 2019*), Adjunct Lecturer in History
- Thomas, Philip A., M.S. (*Indiana University, 2001),* Adjunct Lecturer in Music
- Turner, Curtis M., M.M. *(Western Kentucky University, 2014),* Adjunct Lecturer in Music
- Upchurch, Katrina, B.S.N (*Indiana Wesleyan University, 2021*), Adjunct Lecturer in Nursing
- Voelker, Joseph A., Ph.D. (*Indiana State University, 2014*), Adjunct Lecturer in Education
- Wagner,Craig, B.A. (*Bellarmine College, 1993*), Adjunct Lecturer in Music
- Wall, Gunter R., M.A. *(University of Utah, 1966),* Adjunct Lecturer in Speech
- Wallace, Ashely E., M.F.A. (*University of Louisville, 2014*), Adjunct Lecturer in Theatre
- Wallen, Rena M., Ph.D. *(University of Louisville, 2017),* Adjunct Lecturer in Biology
- Watkins, John, M.L.S. (Indiana University Southeast, 2008), Adjunct Lecturer in History
- Weber, Jonetta D., Ph.D. *(University of Louisville, 2012),* Adjunct Lecturer in Sociology
- Weeks, Lawrence I., M.S. *(Murray State University, 2012),* Adjunct Lecturer in Physics
- Wells-Freiberger, Linda C., B.S.N. (*Indiana University Southeast, 1982*), Adjunct Lecturer in Nursing
- White-Thielmeier, Sarah A., M.F.A. (*George Mason University, 2007),* Adjunct Lecturer in English
- Williams-Hill, Niyetta L., M.S.Ed. *(Indiana University, 2017),* Adjunct Lecturer in Education
- Wise, Lisa R., B.S. (*Indiana University Southeast, 2020*), Adjunct Lecturer in Allied Health
- Wotring, Erin L., M.A. *(University of Louisville, 2017),* Adjunct Lecturer in History
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