

# **IPFW ACADEMIC ADVISING MANUAL**

## Introduction

Academic advising is a demanding and rewarding task on any campus. At IPFW we have the additional complexity of working with both the Indiana University and the Purdue University record systems. The Academic Advising Council has prepared this manual as a professional development tool for both new and experienced advisors on campus. The manual is also available as a PDF file on IPFW's web site at [www.ipfw.edu/academics/advising/manual.shtml](http://www.ipfw.edu/academics/advising/manual.shtml). It is our commitment to revise the manual annually to maintain the accuracy of the information.

We suggest that you browse through the manual at least once. If you are a new advisor, we recommend that you read the narrative sections on the advising process. The section on policies and procedures may not require close reading, but you need to be able to find specific sections as questions or problems occur. We suggest that you add a section relative to your department's policies at the back of the manual.

We welcome your comments and suggestions about the manual. Please send them to: Academic Advising Council, KT 171, or [anstettj@ipfw.edu](mailto:anstettj@ipfw.edu)

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## National Academic Advising Association (NACADA)

### Concept of Advising

#### Introduction



The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:

- [Concept of Academic Advising](#)
- [Statement of Core Values](#)
- [Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising](#)

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

#### Preamble

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.

Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

### **The Curriculum of Academic Advising**

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

### **The Pedagogy of Academic Advising**

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

### **Student Learning Outcomes of Academic Advising**

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

### **Summary**

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the

frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

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National Academic Advising Association. (2006).



## National Academic Advising Association THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

### Introduction

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the

expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

## **Declaration**

### **1) Advisors are responsible to the individuals they advise.**

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

### **2) Advisors are responsible for involving others, when appropriate, in the advising process.**

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

### **3) Advisors are responsible to their institutions.**

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

**4) Advisors are responsible to higher education.**

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

**5) Advisors are responsible to their educational community.**

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

**6) Advisors are responsible for their professional practices and for themselves personally.**

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

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## **Exposition**

### **Core Value 1: Advisors are responsible to the individuals they advise.**

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.

- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.

- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
  - o Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
  - o Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
  - o Advisors respect students' rights to their individual beliefs and opinions.
  - o Advisors guide and teach students to understand and apply classroom concepts to everyday life.
  - o Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
  - o Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
  - o Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
  - o Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
  - o Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
  - o Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
  - o Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
  - o Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

**Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.**

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:

- o advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and

- o advisors can help the institution's administrators gain a greater understanding of students' needs.

- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

### **Core Value 3: Advisors are responsible to their institutions.**

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.

- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.

- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.

- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.

- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.

- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

### **Core Value 4: Advisors are responsible to higher education in general.**

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.

- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

**Core Value 5: Advisors are responsible to their educational community.**

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

**Core Value 6: Advisors are responsible for their professional practices and for themselves personally.**

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain listen and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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## Using CAS Standards for Self-Assessment and Improvement

Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is a consortium of over 35 professional associations. The goal of CAS is to promote standards for various aspects of the higher education endeavor that foster student learning and development, quality assurance, and professional integrity. A list of the CAS member organizations is available at <http://www.cas.edu/Member%20Associations.htm>.

Of significance to the profession of academic advising are the Standards and Guidelines for Academic Advising that have been developed by CAS and endorsed by the National Academic Advising Association. These Standards and Guidelines are available at the NACADA web site <http://www.nacada.ksu.edu/Resources/Standards.htm#CAS>. The Standards and their accompanying Guidelines cover thirteen areas from Mission to Assessment. The current Standards and Guidelines were last updated in 2005.

### **Of what value are these Standards and Guidelines?**

There are many uses but principally CAS Standards are used as a template for establishing or assessing an academic advising program on a campus or in a particular department. For those seeking to establish an academic advising program the CAS Standards and Guidelines provide a template for implementing and addressing the necessary components to run a quality academic advising program. These standards often serve as the primary mechanism to attain acceptable standards of practice or to self assess either for self-initiated improvement or to meet requirements for various accrediting agencies, be they discipline or regionally-based.

The Standards and Guidelines, along with the complementary document, the Self-Assessment Guide <http://www.cas.edu/catalog/iteminfo.cfm?itemid=15&compid=1> can be used to determine whether or not one's academic advising program meets the established standards. Such an approach can be used as part of professional development or as a routine process to determine movement toward meeting acceptable standards. In some cases, states, discipline-based accrediting agencies, or regional accrediting agencies may ask for assessments of academic advising programs. While these accrediting agencies typically do not endorse a particular approach toward assessment, these agencies recognize the CAS Self-Assessment Guide as a viable assessment vehicle.

The CAS Standards and Guidelines for Academic Advising contain the following thirteen standards: Mission, Program; Leadership, Organization, and Management; Human Resources; Financial Resources; Facilities, Technology and Equipment; Legal Responsibilities; Equity and Access; Campus and External Relations; Diversity; Ethics; and Assessment and Evaluation. **Each standard establishes the criteria that every institution of higher education is expected and able to reach with reasonable effort and diligence.** For example, one of the Mission standards is that an institution must have a clearly written statement of philosophy pertaining to academic advising, including program goals and advisor and advisee responsibilities.

Each Standard also includes Guidelines which either further elaborate on a particular Standard or provide additional suggestions for the continued improvement of a program. While these guidelines do not carry the weight of a Standard, those completing a Self-Assessment have the option of whether or not to include Guidelines in their analysis.

Relatively new to the Standards and Guidelines for Academic Advising are the Student Learning and Development Outcome Domains. The domains are: Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyle, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals. These learning domains also include examples of specific measurable outcomes that can be considered when assessing an academic advising program.

An example of a specific domain and its achievement indicators (learning outcomes) is:

*Intellectual Growth: Produces personal and educational goals statement; Employs critical thinking in problem solving: Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains an degree: Applies previous understood information and concepts to a new situation or setting; Expressions appreciation for literature, the fine arts, mathematics, sciences and the social sciences.*

CAS Standards and Guidelines are an invaluable tool in preparing for a visit from an accrediting agency. Likewise they can be used to restructure an academic advising program when there is a sense that the current operation is not functioning effectively. From the point of view of a regional accrediting agency, having the capacity to both define specific learning outcomes for academic advising and provide assessment of how well these outcomes are achieved is one of the central tenets to twenty-first century regional accreditation. In addition, discipline-based accrediting agencies also call for the assessment of learning outcomes and often want to know how academic advising in a particular department or discipline is responsive to the issue of learning outcomes just as they are asking about the learning outcomes in traditional classroom/laboratory curriculum.

Being able to address learning outcomes (even though not all outcomes may be achieved) shows that an advising program is responsive to the directive of accrediting agencies. Further, while the achievement of all outcomes is not de rigueur, agencies are particularly interested in what is learned from such an assessment exercise and how it can be used to improve learning, in this case, within the academic advising context.

This is precisely what the CAS Standards are all about. Understanding the Standards is Step 1. Step 2 is assessing where a particular advising program is in relationship to meeting the Standards. Step 3 is developing an Action Plan to attempt to move the particular status of a Standard closer to full compliance. Step 4 is retuning to assess the effectiveness of the Action Plan (once implemented) in terms of achieving the stated goals. With this continual round of

assessment and action, the goals of quality assurance are met, thus guaranteeing that the academic advising needs of students are fully addressed by an institution, a department, or an advising unit.

One should not, however, take on the task of self-assessment lightly. The process requires significant commitment, especially to determine whether a particular Standard has been met or how much more needs to be done to achieve a desired level of compliance. In addition, typically the assessment process requires a group effort with a level of consensus reached; such self-assessments are rarely done alone. Likewise determining priorities for an Action Plan may require input from many sources and may require some compromise.

The CAS Standards have existed for well over a quarter of a century. While better known in student affairs and student support services circles, the Standards for Academic Advising readily cross over into the academic realm. The Standards are designed for use by anyone providing academic advising on a campus, including advising delivery models that involve only faculty advising.

The focus, in addition, is on self-assessment rather than external assessment with the underlying assumption that those who deliver advising programs are the best ones to chart their own improvement and the ways to make such improvements. Such are the hallmarks of a profession.

Those attempting to use the CAS Standards as a self-assessment vehicle will find that Council for the Advancement of Standards provides much assistance. Each edition of the CAS Professional Standards in Higher Education contains a detailed account of the history of CAS along with an explanation of the CAS approach to self-regulation and self-assessment. Likewise the Self-Assessment Guides provide step-by-step directions on how the process works. CAS also maintains a list of programs nationwide that have engaged in the self-assessment process.

The ultimate value of using the CAS Standards and Guidelines is for self-assessment and consequent improvement. It should be quite clear that professionals must monitor their own behaviors and that they should constantly examine their assumptions, practices, and outcomes. Likewise, in an era where accountability is often the final word, it makes sense that professionals should monitor their own practices, set their own standards, seek to achieve these standards and alter them when necessary. For if we as academic advising professionals do not do this, it is quite certain that some one else will seek to do it for us. But beyond this notion of self-assessment is the final responsibility to our clientele...the students. We owe it to our students to provide the highest quality of academic advising programs that we possibly can. Few will doubt that quality academic advising leads to better educated students and citizens. By using the CAS Standards and Guidelines, we are demonstrating our commitment to this ideal.

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White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement.

**COUNCIL FOR THE ADVANCEMENT OF STANDARDS  
IN HIGHER EDUCATION (CAS)  
STANDARDS AND GUIDELINES FOR ACADEMIC ADVISING**

**Part 1. MISSION**

The primary purpose of the Academic Advising Program (AAP) is to assist students in the development of meaningful educational plans.

AAP must incorporate student learning and student development in its mission. AAP must enhance overall educational experiences. AAP must develop, record, disseminate, implement, and regularly review its mission and goals. Its mission statement must be consistent with the mission and goals of the institution and with the standards in this document. AAP must operate as an integral part of the institution's overall mission.

**The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees.**

**Part 2. PROGRAM**

**The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The Academic Advising Program (AAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

**Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relations, independence,**

**collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.**

**AAP must provide evidence of its impact on the achievement of student learning and development outcomes.**

The table below offers examples of achievement of student learning and development outcomes.

<b>Desirable Student Learning and Development Outcomes</b>	<b>Examples of Achievement</b>
<b>Intellectual growth</b>	Examines information about academic majors and minors; Understands the requirements of an academic degree plan, as well as institutional policies and procedures; Employs critical thinking in problem solving on selection of major and course selection; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Declares a major; Achieves educational goals; Applies previously understood information and concepts to a new situation or setting; Demonstrates understanding of a general education and expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
<b>Personal and educational goals</b>	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Produces a schedule of classes in consultation with advisors. Understands the effect of one’s personal and education goals on others

<b>Enhanced self-esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors
<b><u>Realistic self-appraisal</u></b>	Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a course schedule; Seeks opportunities for involvement in co-curricular activities; Seeks feedback from advisors; Learns from past experiences; Seeks services for personal needs (e.g., writing labs and counseling)
<b>Clarified values</b>	Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Articulates personal values; Acts in congruence with personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and major and minor selections
<b>Career choices</b>	Describes career choice and choices of academic major and minor based on interests, values, skills, and abilities; Documents knowledge,

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	skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Identifies the purpose and role of career services in the development and attainment of academic and career goals
<b>Independence</b>	Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely fashion; Correctly interprets and applies degree audit information; Selects, schedules, and registers for courses in consultation with advisors
<b>Effective communication</b>	Communicates personal and academic strengths and weaknesses that affect academic plans; Demonstrates ability to use campus technology resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources
<b>Leadership development</b>	Articulates leadership philosophy or style; Serves in a leadership position in student, community, or professional organizations; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
<b>Healthy behavior</b>	Exhibits personal behaviors that promote a healthy lifestyle; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy campus and community

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<b>Meaningful Interpersonal Relationships</b>	Develops relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways; Listens to and considers others' points of view; Treats others with respect
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills
<b>Social responsibility</b>	Understands the requirements of the codes of conduct; Understands and practices principles of academic integrity; Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service and volunteer activities
<b>Satisfying and productive lifestyles</b>	Achieves balance among academic course load requirements, work, and leisure time; Develops plans to satisfy academic requirements, work expectations, and leisure pursuits; Identifies and works to overcome obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
<b>Appreciating diversity</b>	Selects course offerings that will increase understanding of one's own and others' identity and cultures; Seeks involvement with people

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different from oneself; Demonstrates an appreciation for diversity and the impact it has on society

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**Spiritual awareness** Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

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**Both students and advisors must assume shared responsibility in the advising process.**

**AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.**

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

**AAP must be guided by a set of written goals and objectives that are directly related to its stated mission. AAP must:**

- **Promote student growth and development**
- **Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives**
- **Discuss and clarify educational, career, and life goals**
- **Provide accurate and timely information and interpret institutional, general education, and major requirements**

- **Assist students to understand the educational context within which they are enrolled**
- **Advise on the selection of appropriate courses and other educational experiences**
- **Clarify institutional policies and procedures**
- **Evaluate and monitor student academic progress and the impact on achievement of goals**
- **Reinforce student self-direction and self-sufficiency**
- **Direct students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary.**
- **Make students aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service- learning, research opportunities)**
- **Collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy**

AAP should provide information about student experiences and concerns regarding their academic program to appropriate decision makers.

**AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to the needs of individuals, special populations, and communities.**

AAP should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

**The academic advisor must review and use available data about students' academic and educational needs, performance, and aspirations.**

**AAP must identify environmental conditions that may positively or negatively influence student academic achievement and propose interventions that may neutralize negative conditions.**

**AAP must provide current and accurate advising information to students and academic advisors.**

AAP should employ the latest technologies for delivery of advising information.

**Academic advising conferences must be available to students each academic term.**

Academic advisors should offer conferences in a format that is convenient to the student, i.e., in person, by telephone, or on-line. Advising conferences may be carried out individually or in groups.

**Academic advising caseloads must be consistent with the time required for the effective performance of this activity.**

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under-prepared, and honors students may require more advising time than upper division students who have declared their majors. Academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.

### **Part 3. LEADERSHIP**

**Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Academic Advising Program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience as an advisor, personal skills and competencies, knowledge of the literature of academic advising, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for AAP leaders and fairly assess their performance.**

**AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.**

**AAP leaders must:**

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**

- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising**

**AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.**

**AAP leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.**

#### **Part 4. ORGANIZATION and MANAGEMENT**

**Guided by an overarching intent to ensure student learning and development, Academic Advising Programs (AAP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.**

**Evidence of effective management practices must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures,**

**responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. AAP must provide channels within the organization for regular review of administrative policies and procedures.**

**The design of AAP must be compatible with the institution's organizational structure and its students' needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees.**

**Students, faculty advisors, and professional staff must be informed of their respective advising responsibilities.**

AAP may be a centralized or decentralized function within an institution, with a variety of people throughout the institution assuming responsibilities.

**AAP must provide the same services to distance learners as it does to students on campus.**

**The distance education advising must provide for appropriate real time or delayed interaction between advisors and students.**

#### **Part 5. HUMAN RESOURCES**

**The Academic Advising Program (AAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, AAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. AAP must strive to improve the professional competence and skills of all personnel it employs.**

Academic advising personnel may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising.

Paraprofessionals (e.g., graduate students, interns, or assistants) or peer advisors may also assist advisors.

**An academic advisor must hold an earned graduate degree in a field relevant to the position held or must possess an appropriate combination of educational credentials and related work experience.**

Academic advisors should have an understanding of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities.

Academic advisors should have a comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and support services.

Academic advisors should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities.

**Sufficient personnel must be available to address students' advising needs without unreasonable delay.**

**Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job**

**descriptions, pre-service training based on assessed needs, and continuing staff development.**

**AAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.**

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

**Technical and support personnel must be carefully selected and adequately trained, supervised, and evaluated.**

**AAP staff must recognize the limitations of their positions and be familiar with institutional resources to make appropriate referrals.**

**Salary levels and fringe benefits for all AAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.**

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

**AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.**

**AAP must strive to improve the professional competence and skills of all personnel it employs.**

Continued professional development should include areas such as the following and how they relate to academic advising:

- theories of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities
- academic policies and procedures, including institutional transfer policies and curricular changes
- legal issues including US Family Education and Records Privacy Act (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and other privacy laws and policies
- technology and software training (e.g., degree audit, web registration)
- institutional resources (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- ADA compliance issues

## **Part 6. FINANCIAL RESOURCES**

**The Academic Advising Program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal and external resources.**

**AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

Special consideration should be given to providing funding for the professional development of advisors.

Financial resources should be sufficient to provide high-quality print and web-based information for students and training materials for advisors. Sufficient financial resources should be provided to promote the academic advising program.

## **Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT**

**The Academic Advising Program (AAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.**

**AAP must assure that online and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.**

**Data about students maintained on individual workstations and departmental or institutional servers must be secure and must comply with institutional policies on data stewardship.**

**Academic advisors must have access to computing equipment, local networks, student data bases, and the Internet.**

**Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.**

## **Part 8. LEGAL RESPONSIBILITIES**

**The Academic Advising Program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial, and local governments; and the institution's policies.**

**Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.**

**The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities.**

**The institution must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.**

## **Part 9. EQUITY AND ACCESS**

**The Academic Advising Program (AAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. AAP must adhere to the spirit and intent of equal opportunity laws.**

**AAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must especially be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.**

**Consistent with the mission and goals, AAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

**As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.**

## **PART 10. CAMPUS and EXTERNAL RELATIONS**

**The Academic Advising Program (AAP) must establish, maintain, and promote effective relations with relevant campus offices and external agencies.**

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. AAP should be fully integrated into other processes of the institution. Academic advisors should be consulted when there are modifications to or closures of academic programs.

For referral purposes, AAP should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

#### **Part 11. DIVERSITY**

**Within the context of the institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore the Academic Advising Program (AAP) must nurture environments where similarities and differences among people are recognized and honored.**

**AAP must promote educational experiences that are characterized by open and continuous communication that deepen understanding of one's own identity, culture and heritage, and that of others. AAP must educate and promote respect about commonalities and differences in historical and cultural contexts.**

**AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

#### **Part 12. ETHICS**

**All persons involved in the delivery of the Academic Advising Program (AAP) must adhere to the highest of principles of ethical behavior. AAP must develop or adopt and implement**

**appropriate statements of ethical practice. AAP must publish these statements and ensure their periodic review by relevant constituencies.**

**Advisors must uphold policies, procedures, and values of their departments and institutions.**

Advisors should consider ethical standards or other statements from relevant professional associations.

**AAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. AAP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.**

When emergency disclosure is required, AAP should inform the student that it has taken place, to whom, and why.

**All AAP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.**

**All AAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.**

**All AAP staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. AAP staff members must not participate in nor condone any form of harassment that demeans persons or creates intimidating, hostile, or offensive campus environment.**

**When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.**

**AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.**

### **Part 13. ASSESSMENT and EVALUATION**

**The Academic Advising Program (AAP) must conduct regular assessment and evaluations. AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

**AAP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performance of academic advisors.**

## **C. IPFW ACADEMIC ADVISING MISSION, VALUES, AND GOALS**

### **IPFW Mission**

IPFW is a public comprehensive university, created by Indiana University and Purdue University to serve the higher education needs of northeast Indiana. Our mission is to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources.

### **IPFW Academic Advising Mission**

Advising is one of many aspects of student learning and helps to inform student decision making throughout the college career. The mission of IPFW academic advising is to provide comprehensive and professional advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education.

### **Values**

Advisors are responsible

- to the students they serve
- for involving others when appropriate
- to the university in which they work
- to higher education generally
- to the community
- to their professional role as advisors and to themselves personally

### **Responsibilities to students include**

- Respect for diversity—individual situations, needs, learning styles, and stages in the educational process
- Commitment to encouraging student capabilities to make choices and decisions
- Commitment to providing accurate information

### **Responsibilities for involving others include**

- Awareness of the range of resources available to students
- Willingness to act as an advocate for students

### **Responsibilities to the university include**

- Awareness of and respect for university policies
- Awareness of and appreciation for all disciplines taught

### **Responsibilities to higher education include**

- Awareness of the principles of higher education
- Respect for the goals of higher education

### **Responsibilities to the community include**

- Awareness of community programs and services
- Sensitivity to the values, mores, and needs of the community

### **Responsibilities to the advisors themselves include**

- Promotion of what is involved in competent advising
- Rewards for excellence in advising
- Promotion of the possibilities of professional development

## **Goals**

### **IPFW academic advisors share the following goals**

- To address the range of student needs (e.g., course selection, career advising, personal enrichment)
- To provide the necessary tools to encourage students' personal growth and self-reliance
- To inform students of available resources on and off-campus
- To communicate student needs to the campus community
- To participate in assessment of student learning and achievements
- To support university standards of competent advising

## D. ORGANIZATION OF ACADEMIC ADVISING AT IPFW

Because of the autonomous nature of each school within IPFW, each school handles advising differently. Some schools use full-time non-faculty advisors while others use only faculty advisors. Advising in the schools is administered through Academic Affairs. However, Academic Counseling and Career Services (ACCS) is a part of Student Affairs.

### IPFW Academic/Career Advisors (2007-08)

<b>Dept/Office</b>	<b>Advisor</b>	<b>Bldg/Room</b>
Anthropology	Rick Sutter	KT G11K
Arts & Sciences	Tom Hicks	CM 153A
Aud & Speech Sciences	Jonathan Dalby	NF 279C
	Sharon Egly	NF 279C
	Lucille Hess	NF 279B
Biology	Elliott Blumenthal	SB 390
	William DeMott	SB 386
	Robert Gillespie	SB 396
	James Haddock	SB 338
	George Mourad	SB 380
	Frank Paladino	SB G56
Business	Susan Byers	NF 366B
Career Services	Ashley McArdle	KT 109
	Jill Parker	KT 109
CASA (International Stu)	Jane Ehle	KT G26
Chemistry	Robert Berger	SB 436
	Michael Columbia	SB 434
	Ronald Duchovic	SB 482
	Karen Ericson	SB 438
	Ronald Friedman	SB 496A
	Robert Gregory	SB 442
	Donald Linn	SB 440
	Vincent Maloney	SB 432
	Daryoush Tahmassebi	SB 484
Civil & Arch Engr Tech	David Devine	ET 229H
	Suining Ding	ET 229F
	Bruce Franke	ET 229G
	Regina Leffers	ET 229D
	Matt Kubik	ET 229E
	DJ Marshall	ET 229A
	Sami Tannous	ET 229C
Communication	Emily Bermes	NF 228
	Steve Carr	NF 230H
	Adam Dirksen	NF 230C
	Marcia Dixson	NF 230A

	Katrina Fullman	NF 230M
	Deborah Godwin-Starks	NF 230K
	Richard Hess	NF 230N
	Irwin Mallin	NF 230E
	Jennifer Simpson	NF 230D
	Dave Switzer	NF 260G
	Jonathan Tankel	NF 230F
Computer Science	Robert Barrett	ET 125G
	David Erbach	ET 125B
	Beomjiin Kim	ET125C
	David Liu	ET 125N
	Gregory Petruska	ET 125H
	Robert Sanders	ET 125M
	Robert Sedlmeyer	ET125E
	Lubomir Stanchev	ET 125J
	Mark Temte	ET 125F
	Emmanuel Udoh	ET 125P
Consumer and Family Sci	John Knight	NF 330B
	Linda Lolkus	NF 330A
Dental Education	Jacque Brian	NF 150F
	Charles Champion	NF 150D
	Mary Cooper	NF 130G
	Elaine Foley	NF 150G
	Connie Kracher	NF 150B
	Willhemina Leeuw	NF 150H
	Nancy Mann	NF 130H
	Al Perez	NF 150E
	Candy Ringel	NF 150F
	Deborah Stuart	NF 150B
	Brenda Valliere	NF 150C
Diversity & Mult. Affairs	Chris Douse	WU 118C
	Christopher Riley	WU 118B
Economics	Larry Haber	NF 340B
	Hedayeh Samavati	NF 340E
	Carrie Stumph	NF 340A
Education	Jim Beard	NF 243G
	Ron Gage	NF 243F
ED - Educational Studies	Nancy Bengel	NF 250P
	Sheena Choi	NF 250E
	Gail Hickey	NF 240G
	Il-Hee Kim	NF 240A
	Cheu-jey Lee	NF 250L
	David Lindquist	NF 250C
	Alice Merz	NF 250G

	Glenda Moss	NF 250D
	Kathleen Murphey	NF 250A
	Joe Nichols	NF 240J
	Jeffrey Nowak	NF 240E
	LeeAnn Sinclair	NF 250N
	Terri Swim	NF 250J
ED – Professional Studies	Jeff Abbott	NF 250K
	Phyllis Agness	NF 240B
	Stella Batagiannis	NF 240D
	James Burg	NF 250H
	F. Patrick Garvey	NF 252
	Jane Leatherman	NF 240F
	Amy Nitza	NF 250F
	William Utesch	NF 240C
	Randy Vesely	NF 250M
	Bonnie Weikle	NF 270A
Elec & Cmptr Engr Tech	Carmen Boje	ET 221J
	Harold Broberg	ET 221C
	Peter Goodman	ET 221D
	Iskandar Hack	ET221G
	Thomas Laverghetta	ET 221F
	Paul I-Hai Lin	ET 221B
	Gary Steffen	ET 221E
Engineering	Hosni Abu-Mulaweh	ET 327C
	Chao Chen	ET 327A
	Bongsu Kang	ET 321E
	Yanfei Liu	ET 327G
	David Mauritzen	ET 321D
	S. Scott Moor	ET 321F
	Donald Mueller	ET 327E
	Josue Njock Libii	ET 321K
	Hossein Oloomi	ET 327B
	Carlos Pomalaza-Raez	ET 327H
	Elizabeth Thompson	ET 321J
	Guoping Wang	ET 321G
	Nashwan Younis	ET 321H
	Jiaxin Zhao	ET 327F
	Tianzia Zhao	ET 327G
Engr, Tech, & Comp Sci	Sarah Merchant	ET 105
	Penny Pereira	ET 105
English & Linguistics	Hardin Aasand	CM 147
	Steven Amidon	CM 45
	Irene Anders	CM 139

	Rachel Bassett	CM 39
	Troy Bassett	CM 113
	Stuart Blythe	CM 149
	Mary Ann Cain	CM 111
	Curtis Crisler	CM 115
	Avon Crismore	CM 141
	Karol Dehr	CM 125
	Rodney Farnsworth	CM 121
	Debrah Huffman	CM 103
	Beverly Hume	CM 123
	George Kalamaras	CM 119
	Michael Kaufmann	CM 127
	Lidan Lin	CM 107
	John Minton	CM 131
	Lewis Roberts	CM 105
	Suzanne Rumsey	CM 43
	Beth Simon	CM 37
	Michael Stapleton	CM 109
	Jan Stewart	CM 137
	Hao Sun	CM 129
	Chad Thompson	KT G11L
Fine Arts	John Hrehov	VA 117
General Studies	Julie Hook	KT 145A
	Sandy McMurtrie	KT 139G
Geosciences	Solomon Isiorho	SB 236
Health and Human Svcs	Cheryl Hine	NF 142B
HHS – IUPUI trnsf, UND	Stephanie Kromer	NF 138
HHS – Radiography	Christa Van De Weg	NF 136
History	Gary Blumenshine	CM 205
	Christine Erickson	CM 279
	Bernd Fischer	CM 207
	James Haw	CM 203
	Ann Livschiz	CM 275
	David Schuster	CM 277
	Richard Weiner	CM 275
Human Services	Patricia Eber	NF 120A
	Trent Parker	NF 120B
	Linda Wark	NF 130F
Intl Lang & Cultr Studies	Ana Benito	CM 251
	Talia Bugel	CM 273
	Jens Clegg	CM 263
	Laurie Corbin	CM 265
	David Oberstar	CM 261

	Lee Roberts	CM 257
	Suin Roberts	CM 271
	Jason Summers	CM 255
	Nancy Virtue	CM 249
Journalism	Ann Colbert	NF 343
Labor Studies	Catherine Mulder	KT G28A
Mastodon Advising Ctr	Bob Brewer	KT 109
	Alison Hoff	KT 109
	Mary Lehto	KT 109
	Rhonda Meriwether	KT 109
	Yohonna Smith	KT 109
Mastodon Acad Perfrm	Leslie Clark	KT 109
	Chris Kuznar	KT 109
Math	Chand Chauhan	KT 286
	Jim Hersberger	KT 282
	David Legg	KT 200A
Mech & Industr Engr	Jihad Albayyari	ET 205
	Barry Dupen	ET 205F
	Wilson Liang	ET 205G
	Ramesh Narang	ET 205E
	Bimal Nepal	ET 205B
	Ken Perry	ET 205D
Music	Robert Bean	RC 145
	Melanie Bookout	RC 224
	Jim Colonna	RC 231
	Rosalie Haritun	RC 150
	Nancy Jackson	RC 148
	Joyanne Outland	RC 226
	Todd Pricket	RC 223
	Melissa Reinhardt	RC 147
	Barbara Resch	RC 149
	Masson Robertson	RC 221
	Allen Saunders	RC 225
	Farrell Vernon	RC 210
	Linda Wright-Bower	RC 232
Nursing	Jo Bauman	NF B50H
	Sydney Miracle	NF B50F
Org Ldrshp & Suprvn	Dave Clevenger	NF 288A
Philosophy	Bernd Buldt	NF 130J
Physics	John Robinson	KT 126A
Political Science	Elliot Bartky	CM 213
	Andrew Downs	CM 221
	James Lutz	CM 211
	James Toole	CM 215

	Michael Wolf	CM 217
	Georgia Wralstad Ulmschneider	CM 219
Psychology	Michael Bendele	NF 322
	Elaine Blakemore	NF 388A
	Ken Bordens	NF 388J
	Jeannie DiClementi	NF 388D
	Craig Hill	NF 388E
	Jay Jackson	NF 380E
	Daren Kaiser	NF 380F
	Carol Lawton	NF 380B
	Brenda Lundy	NF 380C
	Daniel Miller	NF 380D
	Lesia Rae Vartanian	NF 380B
Public & Environ Affairs	Brian Fife	NF 260H
	Jane Grant	NF 260F
	Barry Hancock	NF 266A
	Nancy Leinbach	NF 260B
	Jospeter Mbuba	NF 266B
	Gerilyn Miller	NF 327
	Koichiro Otani	NF 260D
	Benjamin Pearson-Nelson	NF 260G
	Stephen Ziegler	NF 260E
Sociology	Christopher Bradley	CM 247
Theatre	John O'Connell	WT 128A
Visual Comm & Design	Benita Brewer	VA 213
	Dennis Krist	VA 224
	John Motz	VA 223
	Robert Murray	VA 222
Women's Studies	Jill Nussel	CM 272
Ctr for Women & Returning Adults	Robin Newman	WU 120

## E. ADVISING INTERVIEW TIPS

1. Opening – Greet student by name, be relaxed, warm. Open with a question (e.g. “How are things going?”, “What can I do for you today?”, or “How can I help?”)
2. Phrasing Questions – Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about business as a career?”
3. Out-Talking the Student – Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
4. Accepting the Student’s Attitudes and Feelings – Students may fear that the advisor won’t approve of what they say. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.
5. Cross-examining – Do not fire questions at the student like a machine gun.
6. Silence in the Interview – Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. Reflecting the Student’s Feelings – Try to understand what the student is saying. For example, it is better to say, “You feel you have been graded unfairly” rather than “Everybody gets bad grades sometimes.”
8. Admitting Your Ignorance – If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.
9. Setting Limits on the Interview – It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.
10. Ending the Interview – Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can do for today?” or “Let’s make another appointment so that we can go into this further.” (Gordon 1985)

(Virginia Gordon, The Advising Interview. In D. Crockett (ed.), Advising Skills, Techniques, and Resources. Iowa City, Iowa: The American College Testing Program, 1985.)

## F. ADVISING STRATEGIES

1. Become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible and not only during class scheduling or unusual circumstances can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities and present academic status is helpful when assessing a student's ability and future direction.

2. Explore the objectives, interests, and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background, such as home influence, job, hobbies, and friends, more thorough advising is possible.

3. Develop rapport with advisees.

If the student knows the advisor is a professional person who has a genuine interest in students, the advising process becomes much more beneficial for both advisor and advisee. The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

4. Be knowledgeable of university rules, policies, regulations, and procedures which affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures, for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advising process smoother and more successful. Suggestions for student involvement in campus activities is often the key to retention in school.

5. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

- a. Match courses early in the program to the student's academic strengths, interests, and background.
  - b. Help the student, when possible, have a chance to build on success rather than failure.
  - b. Challenge capable students to continue their efforts toward academic excellence.
  - d. Explain the rewards of a strong academic program and associated good grades.
6. Be aware of the limitations of advising.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal and social counseling. When these situations do arise, the advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems.

(Moorhead State University. Strategies of Advisement. Moorhead, Kentucky: Handout from Office of Instructional Systems, 1981)

## **G. MAKING REFERRALS**

Academic Advisors are not expected to be counselors in the professional sense, although they may have occasion to do some counseling. There will be instances when other persons, agencies, or offices are needed to handle a problem or situation that the advisor considers beyond his or her level of competency.

### **When to Refer**

1. When a student presents a problem or a request for information which is beyond your level of training or competency.
2. When you feel the personality differences which cannot be resolved between you and the student will interfere with effective progress.
3. If the problem is personal and you know the student on other than a professional basis (friend, neighbor, etc.).
4. If for some reason a student is reluctant to discuss a problem with you.
5. If after a period of time you do not believe that your work (communication) with a student has been effective.

### **How to Refer**

1. You should tell the student specifically why you are recommending a referral. Vagueness causes doubts and a hesitancy to follow through.
2. Although it may be helpful to refer a student to a specific person, this may not always be possible. Familiarity with the personnel and the function of each university office will help you explain the office to the student and assure the student that, although any one of several people may be seen, all are competent. At times a referral is important, but the student may be nervous or reluctant to follow through. In this case you might try giving the student a particular name within the service department or might call the department while the student is present.
3. When the student has returned from the referral, you should not pump for information. Generally, inquiries about whether the appointment was kept will elicit whatever information is necessary to continue a working relationship.
4. You should not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle everyday problems may be a process that moves slowly.

5. Finally, you should respect the individual. The basic approach to all counseling and referral is one of fundamental respect for the individual. You as the advisor and the referral offices provide a variety of alternatives for assistance, but they may choose to ignore or accept the help available. Your job is to see that the student becomes aware of this help and has the maximum opportunity to utilize it.

(Faculty Advisor Handbook, St. Louis, Missouri: St. Louis University, 1980)

## H. LEGAL ISSUES REGARDING ACADEMIC ADVISING

The academic advisor is on the “front line” of the university in dealing with students. It is a critical position, and the success or failure of the student’s education and growth is influenced greatly by the advising function. In today’s litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if the academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students’ rights in academic affairs. The advisor’s job falls within this academic affairs area, and thus, advisors must understand the legal issues involving the contractual relationship between student and institution.

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, syllabi, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such actions as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisor’s obligations and responsibilities usually appear in an advisor’s handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, institutions should be conscious of an advisor’s obligations which might be created by unequivocal statements regarding advisor responsibilities.

Most institutions’ catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over

the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

(Faculty Advising Handbook, Ball State University, Muncie IN, 1991)

Some ideas that departments at IPFW use are:

- Keep an advisor's log in each folder and make notes of every meeting you have with the student (or perhaps just unique situations for which you think you may need documentation in the future.) See sample log in Section VI.
- Keep notes of phone calls made or attempts to reach a student.
- It is always best to give important information to a student via letter or email so that you have everything in writing.
- Always include dates on any documentation you keep.

## II. THE ADVISING PROCESS

### A. Advising Related to Registration

During continuing student registration, 30-minute appointments are adequate for most students. However, try to schedule an hour for students who have transfer credit from other colleges or arrange to review their transcript prior to the appointment. Walk-in registrations are identified as “final” and “late” and follow the timetable found in the Schedule of Classes. Following weeks of advising by appointment, these registrations begin with many classes already closed. Consider having secretaries or work study students provide useful handout materials (including a list of classes that are still available) and help walk-in students start a trial schedule while waiting.

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## **A. ADVISING RELATED TO REGISTRATION**

### **1. Advising beginners by appointment**

Before your advising appointment with a student (Allen), you should have the following material on your desk:

- the current Bulletin (and supplement, if one has been issued),
- the Schedule of Classes (and any addendums),
- the advising guide for Allen's declared major showing sequencing of courses (available through departments),
- the handout of suggested courses for freshmen,
- Allen's placement test scores in English writing, math, and reading comprehension,
- a schedule grid worksheet or refer to the program planning sheets in the back of the Schedule of Classes
- a pad of Post-It notes or advising logs for notes.

When Allen arrives, make him feel comfortable. The time of your next appointment may determine how long you can chat about the weather, the Cubs, Allen's long range goals, and his questions about where to park on campus. Sooner or later (probably sooner) you have to get down to the matter of advising.

Start with the Bulletin to give Allen an overview of both general education and the major. If he has not obtained a Bulletin from the Admissions Office, ask him to pick one up in the Admissions Office. Point out the requirements for the major. You may also want to go over the advising guide/curriculum sheet in connection with early course selections. You should emphasize the importance of taking English, math, and foreign language soon after the placement tests. Explain sequences of interlocking courses (e.g. math with chemistry) and courses for some majors that are offered only once a year.

Placement tests. As you go through the general requirements or immediately afterward, you need to explain Allen's placement test results. If Allen has remedial placements (ENG W130 or P131, MA 109 or 113 or 149, and/or ENG R150), these courses ideally should be taken in his first semester if he is a full-time student. If he is a part-time student, IPFW academic regulations stipulate that he must take all remedial courses within his first 24 credits.

Point out where he will be advised and how the registration process works. He will need to earn a 'C' or better in most remedial courses (ENG W130, MA 109, MA 113). Let's assume that Allen plans to be full-time, 12 to 16 credits in most cases. The maximum academic load is discussed in part 7 of the Bulletin.

English. Jot down his English placement course on the schedule grid worksheet. If it is W130, explain that the course will not count toward the degree but is the necessary prerequisite to

W131, which will count. If his placement is P131, explain that this two-credit hour practicum course is taken along with W131 to further strengthen his writing skills.

If students place into ENG W130 or P131, they must satisfactorily complete these courses within the first 24 credits of their IPFW course work.

Mathematics. If Allen's placement is MA 109 or 113, he should take it in the first semester. Both are remedial, and a 109 placement puts him two courses away from one that will satisfy any math requirement. If Allen has placed into MA 149, explain that this 5-credit hour course is an accelerated version of MA 113 and 153. Two credits will be considered remedial and 3 credits will count for college credit. He does have the option of taking MA 113 followed by MA 153 over two semesters, if scheduling is a problem with MA 149. He should start math and plan to continue until he has completed the requirement for his degree.

If students place into MA 109 or 113, they must satisfactorily complete these courses within the first 24 credits of their IPFW course work.

Reading. If Allen places into ENG R150, jot it down on the schedule grid worksheet. Students who take ENG R150 should not also take IDIS 110, Freshmen Success. There is an overlap of information taught in these courses.

If students place into ENG R150, they must satisfactorily complete this course within the first two enrollment periods.

Foreign Language. An effort is made to publicize the foreign language placement tests to our newly-admitted students, but many do not respond to this information until we actually see them. If Allen is like many students, you will have to review the requirements and testing procedures with him.

If he studied French, German, or Spanish for two or more years in high school, Allen should enroll in the appropriate 113 course, unless he graduated from high school five years or more prior to enrollment at IPFW. The 113 course is equivalent to the second semester of the first year, but incorporates a review of what is studied in French, German, or Spanish 111. No placement test is required for him to enroll in 113.

If Allen graduated from high school five years or more prior to enrolling at IPFW, he may start his foreign language over by enrolling in the appropriate 111 course, or he may take a placement test to determine whether he might be successful in 113.

If he completed three or more years of high-school French, German, or Spanish in high school, Allen should be encouraged to take the foreign-language placement test in order to determine whether he can place higher than the 113 course.

Allen should be made aware of the rewards for doing well on the foreign-language placement test. If he places into the 113 course or higher and if he earns a grade of 'C' or higher in that course, he can apply for the credits for the courses he skipped in the office of International Language and Culture Studies. These credits can apply toward his degree.

If Allen would prefer to study a different language than that studied in high school, that is fine, of course. He would begin with the 111 course.

The rest of the schedule if a major is declared. If Allen has a declared major, he certainly will want to take a first course in that subject. As long as he meets any prerequisites for this introductory course, it is fine for him to enroll. The rest of his schedule should be completed with General Education courses, typically 100- and 200-level courses.

The rest of the schedule for the undecided student. Some students are undecided between biology and chemistry or psychology and sociology, and a few haven't even narrowed the choices to two. If math or science is involved in Allen's thoughts about a major, start with courses for these programs. Math and science majors are sequential. It is easier to switch from math or science to other majors than it is to switch into them at a later date. If Allen is thinking about B.A. majors, suggest that he take introductory courses in his first and even second semester. If he is still undecided when you are seeing him next, suggest that he visit Career Services for testing that will help match up his aptitudes with vocational choices. Testing will not tell him what to major in, but it may sharpen his focus on possible choices and lead to further exploratory courses.

Part-time students. Most of the information above applies to the part-time student, but decisions must be made about what to take now and what to put off for a semester. Remedial courses should be taken early, especially ENG R150, if it is required. It may take two or three terms to work through remedial needs, but as you work out course selections with Allen, you can perhaps balance the remedial work with subjects that may have greater interest for him.

With some part-time students, you should discuss course availability. If Allen can only take evening courses because of his job, there are some majors that he cannot start and others that he cannot complete. We have to be frank about these limitations. At present, only General Studies and most B.A. degree programs can be completed totally with evening and weekend classes. There are limited choices of courses in some semesters for these programs and, obviously, the degree would take six or more years to complete.

For any major, but especially one with severely limited evening scheduling, discuss flexibility in working hours or a possible change of shifts to gain access to daytime courses. Determined students have negotiated flexible hours, changes of shifts, and even changes of jobs to achieve their educational goals. Financial aid should be explored by Allen as well.

Completing the registration. If Allen has brought in a tentative schedule, you may need to suggest modifications to insert courses he needs to take (e.g. a remedial course or foreign

language). If you are building the schedule from scratch together, look up closed class information as you fill in the schedule grid worksheet to avoid frustration.

If Allen is registering for classes on OASIS immediately, the CRN numbers from the worksheet can be entered now, checking for time conflicts or other errors as you go. If you are seeing Allen earlier than the time a beginner can register for classes, you need to discuss alternative times and perhaps alternative courses should the chosen sections be filled when he is eligible to enroll on OASIS.

Fees. Before the end of the appointment, give Allen the current information about fee processing and the payment deadline. Failure to meet the deadline will lead to the addition of a late payment fee to his account. Allen is responsible for paying his fees unless he officially withdraws from his classes prior to the end of the 100% refund period of the term.

Future occasions for advising. Invite Allen to come back if he has questions about his schedule, his major, or other matters that concern him. You may want to mention the next 'Priority Registration' dates for continuing students. If you are keeping Allen as an advisee, you may want to send him an email or letter prior to the next registration period, but if he is transferring to a new department, he should contact the new department and follow its registration instructions for the next round of advising.

## **2. Advising beginners at a walk-in registration.**

Advising at this kind of registration puts you and the students under different and difficult conditions. You are trying to do as much for them as you do when you advise by appointment, but you have to move faster: students are waiting and classes are closing. You may have to take shortcuts, but before you finish with each student, suggest another meeting by appointment a few weeks into the semester to go over details that were rushed or omitted during the current session.

While Betty has been waiting, she has been given an advising guide showing her placements in English writing, math, and reading, a Schedule of Classes, a schedule grid worksheet, and the list of classes that are likely to have openings. She may have time to jot down a few course selections on the worksheet. Work-study students or clerical staff may be able to assist students with tentative course selection as they wait.

As a minimum at this session, make certain Betty has a Bulletin from Admissions and quickly go over general education requirements, major requirements, and her placements. If she has started a trial schedule, look at her selections and make suggestions about other courses, sometimes because they are requirements geared to placement tests, but sometimes because you know that additional courses have closed since the printing of the list Betty has. If she has not started a trial schedule, you can do it faster than she can: you know when some courses are open and can work with OASIS to verify that they are still open. Certainly you should try to schedule Betty for the remedial courses she needs. Defer a remedial course only when the closed sections make a reasonable schedule impossible, and document this by a notation in her folder.

One of the major problems during the walk-in registration period is the awkward separation of times for courses that students need to take. The ideal times were snapped up long ago, and Betty and the students in the waiting room have to take what is left. Betty may be able to take English and two other courses in the daytime, but can find math only in the evening. For some majors, putting off the math one semester may be okay, but for some degrees, it may add time to the degree and leave Betty short the prerequisite not only for math but for some science courses. Try to persuade her to take what she needs, not just what is convenient. If employment or family makes it impossible to take the evening class or if she simply opts for convenience, document this in her folder. Such documentation is easy to neglect when you are trying to get students advised and registered under pressure, but it saves or reduces puzzlement the next time you look at Betty's folder.

If Betty seems confused or frustrated by your apparent haste, you may try to slow things down a bit for questions. You may need to repeat the explanations of placement test results. She may be one of our many first-generation college students, and you may want to refer her to the Center for Women and Returning Adults. They sponsor the STARS orientation for Starting, Transferring, and Returning Students before the start of each fall and spring semester. You may also want to suggest that she add IDIS 110, Freshman Success, to her schedule. If you feel you cannot go into detail about all her questions, suggest a return to the office by appointment and document this on the advising log. With or without digressions for questions, you need to finish Betty's advising and registration. Your farewell on this occasion should consist of the following: 1) remind her of the fee payment deadline and the methods of payment available; 2) encourage her to schedule an appointment with you after the semester begins; 3) point out that the Priority Registration period for the next semester will give her access to a larger selection of open classes than she saw today. Now it is time to pick up the next folder and invite the next Betty or Ben into your office.

### **3. Advising transfer students by appointment**

If time allows before Claudia's appointment, go over the evaluation of her transfer credit (CTR – Credit Transfer Report), the copy of her transcript(s), and the bingo sheet or unofficial degree audit report. If you see problems, make notes to yourself about the questions you want to ask Claudia. With or without a preview, you should go over the CTR with Claudia and relate this information to the Bulletin degree requirements:

1) Undistributed credit. This means that the evaluator in the Admissions Office did not see an IPFW equivalent for a course Claudia took at the other institution. After you discuss the subject with Claudia, you may need to ask her to bring in her Bulletin from the other college or a copy of the syllabus for the course for comparison to a possible equivalent. (Obviously this procedure may necessitate another appointment, but sometimes she can simply leave the information for you to evaluate or forward to the appropriate person for evaluation.) Equating courses is particularly important for the major subject and courses in the plan of study (e.g. math or chemistry for the biology major). We can possibly use undistributed credit for general education or free electives, but even for those, some course equating may be important to help avoid

overlapping courses. When you have the necessary information for equating undistributed courses, you will need to fill out the Credit Transfer Update form (see section 6) and send it to the Admissions Office.

An undistributed course that cannot be changed may still satisfy a requirement. Some examples: a two-credit public speaking course may not be changed to COM 114, but may satisfy the requirement for which that course is used here; or a four-credit calculus course may cover the right material to give Claudia the prerequisite to MA 164 (check with the Math department if you are unsure).

2) Credits applicable to the degree. Go over the bingo sheet or audit report that shows where Claudia's transfer credits apply to degree requirements: general education, the major plan of study, and free electives. If she has transferred remedial courses or has surplus credit (in physics or applied music, for example), point out that they will not apply to the degree. A common problem with transfer credits in science is the uncertainty about the existence of a laboratory with a course. Sometimes you can find an indication of a lab on the transcript, but you may have to ask Claudia to bring in a Bulletin or syllabus to verify the lab. When you do verify it, make the change on the record and initial and date it and notify your school CAPP representative to make the adjustment in Banner.

3) Age of transfer credits. IPFW regulations warn students that credits ten or more years old may not apply to the degree, but leave it to the departments to make their own decisions about the age of credits. If the credits are expired by departmental policy, tell your advisee about these options: 1) you may see the department and attempt to test out of the course(s); 2) you may repeat the course(s); or 3) after consultation with the department, there may be a decision to test out or repeat only certain courses whereas others will be allowed as transfer credit. Because of prerequisites in the subjects, the decisions may be necessary before the student can register. In many cases, students with aged credits want to repeat courses before attempting to go on; they know they are not ready to plunge in where they left off.

Course selection and registration. After you have gone over the record with Claudia, your next task is course selection. As a student with some experience, she may have a tentative schedule, but it may need to be modified. For example, if she has transferred English composition but no math (a frequent occurrence with B.A. transfers), she will need to take the math placement test before she will be eligible to register for a math course. If she has transfer credit in French taken five years ago, she may realize the need to do some repeating rather than attempting the next course beyond her transfer credit. The same may be true of other subjects taught in sequences: biology, chemistry, math, and physics. Even five years away from the subject can make a student quite rusty. After you process the registration, give Claudia the information about fee payment deadlines and offer to answer her questions, which very often will have to do with the differences between her previous college and IPFW.

#### **4. Advising transfer students at a walk-in registration.**

When you pick up Daren's folder and usher him into your office, you will be looking at his transfer credit for the first time. Maybe he was admitted early enough to have an evaluation from Admissions, but in many cases, you will have only the Admissions office worksheet attached to a copy of the transcript or possibly only the latter. You have to try to do as much for Daren as you did for Claudia, but you should tell him that a full review of transfer credit may have to be postponed to a later date. Under the pressure of waiting students and closing classes, you should try to identify problems that need immediate attention and those that can be postponed until you can see Daren by appointment later.

Some undistributed credit may require discussion if it appears to be needed immediately as a prerequisite. Daren probably does not have his old Bulletin or a syllabus with him; if you do not think you can solve the prerequisite issue, send him to the department(s) to discuss his readiness for course(s). This is particularly important in science sequences in which a course is offered only once a year. Tell Daren to schedule an appointment with you before he leaves the office so that you can refine the evaluation of undistributed credits; for that meeting he will need his old Bulletin and possibly other information on the courses. For a major that enforces the 10-year age limit on credits, you should warn Daren that he may not be eligible to take anything in the major until he has seen the department about testing out. If he recognizes the need to repeat courses, you can get him started on one or more of those.

As quickly as possible, go over Bulletin information and Daren's bingo sheet. When you see undistributed credit that may have to be further evaluated, avoid scheduling Daren for any course that may be duplication. If he lacks transfer credit for a subject covered by our placement tests, tell him he must take the test at the earliest opportunity; some departments encumber records until they have the test results. If he has to talk to one or more departments about prerequisites or age of credits, try to get him registered for one or more courses (probably free electives), and tell him to return as soon as possible with the results of these departmental visits in some hard-copy form. If he needs 100-level courses that are certain to continue closing (e.g., COM 114), have him register for those, and hope that he can add other courses later. Review OASIS and fee payment procedures and deadlines.

#### **5. Advising an IPFW student changing to your school or department by appointment**

Prepare a folder before Eric's appointment showing his proposed major. When he arrives, go over the bingo sheet showing completed and current courses. If he has transfer credit that has not been fully evaluated, you may need to ask Eric to bring in a Bulletin or course syllabi to clear up undistributed credits. When you have reviewed the record, ask Eric to confirm his choice of major and make note of it. A form 42 can be immediately sent to the Registrar's office electronically or this can be done later.

As an experienced IPFW student, Eric will probably have a tentative schedule, but you may need to suggest changes. If he has not started a sequenced prerequisite such as math, strongly suggest

that he begin this requirement; he may need to take the placement test. If he has put off any course covered by the IPFW placement tests (math, for example), he should take the subject in his next enrollment. If his placement is more than two years old, advise him to retake the test; in math especially, the placement is likely to drop a level.

If Eric has failing grades in courses required for his degree choice, he should repeat those courses as soon as possible. In an Indiana University program he may use FX (or DX or CX) to delete the unsatisfactory grades from his GPA calculation on his transcript. This kind of grade replacement is automatic for repeated courses in the Purdue record system, but may be restricted by some schools. However, Purdue's computer system does not always catch repeated courses, especially if the course is retaken under a new number or title.

If Eric has low grades in courses that are not required in his major (accounting or engineering, for example), these courses may be dropped from his GPA, if it is a Purdue University program, using the Purdue Registrar Form 350. The decision about keeping or deleting such courses must be made when Eric declares his major; the Purdue registrar will not accept changes at any other time. IU programs do not have this option. If Eric is re-entering IPFW after an absence of five years or more, it would be possible to grant Academic Forgiveness to remove these grades from his IPFW GPA only.

Other problems that may show up in Eric's record: 1) He may have overlapping credit (e.g. PSY 240 and SOC S230) and should be told that only one may count toward the total required for his degree. In general, we count only the course taken most recently; the one exception may be a course for the newly declared major. The school/division CAPP representative should be notified of the decision of which course to count. 2) He may have surplus credits in physical education or music performance courses. Call his attention to the policy stated in the Bulletin. ?? Surplus credits should appear in the "No Credit" column on the bingo sheet along with remedial courses.

#### **6. Advising an IPFW student changing to your school at walk-in registration**

When Fran comes to the office and wants to register, you will want to see her IPFW transcript. If she does not have one with her, she can print one on OASIS or pick up a free copy at the registrar's office. It will be possible to run an Unofficial Degree Evaluation on OASIS, but the transcript shows if courses have been repeated and other information that may be pertinent. Without a transcript, be sure to tell Fran that any degree evaluation is unofficial, but will serve as a starting point for her next enrollment.

All of the points made previously for a major are relevant, but under walk-in conditions, you have to be selective about the depth of the discussion. Course repeating, if needed to improve the GPA, should have high priority. If Fran has completed only 24 credits, you may decide not to make an issue of foreign language or other sequenced requirement at this registration, but if she is a junior, she may be delaying completion of her degree by putting it off. Try to help her establish priorities for this registration. If you think there are too many loose ends, ask her to schedule an appointment.

## **7. Advising a re-entering IPFW student returning to a program in your school**

Advising by appointment. If Grace has not been enrolled for 12 months or longer, she will be following the requirements of the current Bulletin. You need to go over the requirements for both general education and the major that are now in effect; these may differ from the requirements from her earlier time in the school.

If Grace has not been enrolled for many years, she may need to consider repeating courses. Courses more than 10 years old may not apply to some majors (e.g., biology, math, nursing). She may need to see the department about testing out of some courses, or she may decide to do some repeating. Some departments do not enforce the 10-year regulation, but Grace may feel that she is not ready for the next course in an interrupted sequence. Is she really prepared in math, physics, and chemistry to take physical chemistry? Can she jump into second-year German if she had the prerequisite six years ago? Is MA 113 taken two years ago fresh enough for her to tackle MA 153? The strength of her previous academic record may give you some clues about suggestions to repeat courses. If she argues that she does not want to pay for courses a second time, you cannot prevent her from taking courses for which she is eligible, but note your suggestions about repeating in her folder.

Low grades may be another reason for repeating courses. Some students drop out because they are not doing well, and when they re-enter, they have to be realistic about repeating, especially if they are on probation. As much as Grace would like to take other subjects, you have to stress the need to survive her first semester back; she may need to do some repeating.

Walk-in advising. If Hank filled out his re-entry form before the the registration period began, you may have already prepared a bingo sheet or run an Unofficial Degree Evaluation. On the other hand, he may have filled out the re-entry today. You will quickly quickly prepare a bingo sheet or run an evaluation, but you should stress to Hank that it needs to be rechecked. It probably is accurate enough to help generate a selection of courses for this enrollment.

Review Hank's progress toward the degree. If there has been a change of Bulletin, go over the requirements now in effect. If the record is lengthy, ask Hank to schedule an appointment with you before he leaves today. In the meantime, you need to focus on obvious needs for this enrollment.

If he has GPA problems or remedial needs, focus on these courses. If he is on probation (very often the case with a student who has dropped out), emphasize the importance of improving the GPA to regain good standing. Hank should be encouraged to repeat courses in which he has 'D' and 'F' grades. If such courses are closed, advise him to check OASIS during the first week of class for openings. If he declines to repeat and decides to gamble on survival in now courses, document your advice in his folder.

If Hank needs upper-level major courses that closed during priority registration, he may be able to register for general education courses and watch for openings in the others on OASIS. If he

wants a full load of courses, complete his schedule with general requirements and electives. If he has junior standing and needs foreign language, encourage him to register for it, but again closed classes may necessitate him watching vigilantly on OASIS for openings or contacting the department to inquire about the possibility of a waiting list.

If Hank filled out the re-entry form today, you must code and sign it. He must then take it to the Admissions Office to be processed. Once this is complete, he will be able to register for classes on OASIS, barring any holds on his account. You may want to suggest alternative courses, if possible, in case any of his first choices are closed by the time he can register.

### **8. Advising a re-entering IPFW student who is new to your school**

Advising by appointment. When Ivan submits a re-entry form for a major, but has not been in your school in the past, his case combines elements of a declaration of major and a re-entry to your school. You and Ivan need to review his previous record in reference to current Bulletin requirements. Among the possible issues are 1) remedial needs, 2) GPA problems, especially probationary status, 3) age of credits, 4) overlapping courses, and 5) surplus credits in such subjects as studio art or music ensembles. When you review the bingo sheet with Ivan, call attention to these problems, especially the courses that will not count for graduation credit.

As an experienced student, Ivan probably has a tentative schedule, but it may need to be revised. Certainly he should take remedial courses required by the placement tests. Repeating courses may be necessary to help him get off probation. The age of Ivan's credits may require attention. If he is a junior and needs to resume a sequence in language, math, or science that was interrupted several years ago, advise him to consider repeating courses. You should document such advice in his folder.

Overlapping courses that have already been taken are entered on the bingo sheet, if used, for credit and no credit. If no bingo sheet is used, you should notify your school's CAPP representative to make the necessary adjustment(s) for the Unofficial Degree Evaluation. To prevent future problems with overlapping, the bingo sheet should also indicate the following: Ivan have already taken a statistics course that is considered overlapping (e.g., STAT 260), but will need an additional elective in his major.

Advising at a walk-in registration. If Jenny submitted her re-entry early, you have had time to prepare an accurate record, but if she filled it out today, the record has been prepared hastily and should be viewed as unofficial until it is rechecked. Review the record with Jenny for remedial needs, GPA problems, age of credits, overlapping courses, and items in the "no credit" column. If Jenny seems confused because she has not looked at the current Bulletin and the requirements and policies are all new to her, recommend that she return by appointment to gain a better understanding of some of these concerns; she can make the appointment before she leaves today.

Take a look at Jenny's tentative schedule, which may need revision. At a walk-in registration, remedial courses and GPA problems have to take high priority. Suggest the start of prerequisites

for sequenced courses, but you don't need to make an issue of it unless Maude has junior standing. If she has had a lengthy interruption in classroom work, she may need to consider repeating some courses before she tries to continue sequences in certain subjects. Document your advice in her folder. If Jenny is on probation and declines to repeat courses, document this also.

### **9. Advising intercampus transfers**

Students from other Indiana University and Purdue University campuses transfer to IPFW, sometimes early enough to make appointments possible and sometimes just before or during a walk-in registration. The critical question is whether the transfer is permanent or temporary. The answer should appear on the Brio Query list generated from the admissions information or on the SGASTDN screen in Banner. Knowing this is critical because it determines the Bulletin used for advising while the student is at IPFW and may necessitate a change of university affiliation. The student who plans to return to the other campus should get permission from his/her advisor at the "home campus" regarding specific requirements. It is generally inappropriate for IPFW advisors to make decisions regarding the other campus's programs in cases where transfer is temporary.

When the student plans to complete an IPFW degree, university affiliation becomes a factor. If an IU student wants a major that is in an IU program at IPFW, the record is continuous, and the same is true for a Purdue student in a Purdue program at IPFW. When the major is offered by the other university at IPFW, university affiliation must be changed (e.g., Purdue Management to IU Business), and your advisee needs to know what will happen to credits from the previous campus.

When a Purdue student is switched to Indiana, all courses from the previous campus will be treated as transfer credit if the grades are 'C' or better; the student will start a new GPA. When an Indiana student is changed to Purdue, the same treatment occurs for grades of 'C-' or better.

Faced with substantial loss of credits, some intercampus transfers may want to reconsider their plans for finishing an IPFW degree in their current major. Some change their majors; some may change to a temporary transfer status with the hope that they can return or transfer sufficient credits to the previous campus to complete their degrees there. The latter may not want to change their university affiliation while at IPFW.

Every semester we see a few intercampus transfer students who are taking the last few courses they need to complete a degree at Blooming or West Lafayette. Generally, these students know what they want or need and can register on OASIS without a problem. If the classes they need are closed and the students need new course approvals from their regular advisors, they should email or call them to secure this approval. The students should get written permission from their advisors for their protection. Pre-approval is important as some programs may require that the final courses be taken at the degree-awarding location.

The following discussions will focus on those students who plan to finish IPFW degrees.

Advising by appointment. In this setting you have time to discuss choices and changes in detail. If Keith is an Indiana sociology major, you simply need to show him his bingo sheet (or Unofficial Degree Audit report) and point out the remaining requirements for both general education and the major. Call his attention to the differences between our requirements and Bloomington's (or other IU campus involved) because they affect his course selections. Once you have worked these out, he is ready to enroll on OASIS.

If Lana is a Purdue sociology major, you need to go over the bingo sheet and point out the need to shift to the Indiana record system. Call her attention to the lost credits in courses with 'D' grades. She may change her plans to return to West Lafayette eventually and want to remain in the Purdue record system while at IPFW.

Walk-in registration advising. When Michael, a Purdue psychology major, arrives in your office, you and he are probably looking at his transcript for the first time; if he just filled out his intercampus transfer today, tell him the evaluation today is unofficial until it is rechecked. Point out the general education and major requirements that he must fulfill for the degree here; both differ from those in West Lafayette and he may lack some prerequisites for courses here.

You can begin the same way with Nila, an Indiana psychology major, but she may be taken aback by the loss of credits with 'D' grades. Before you send the Form 42 for a change of university affiliation, if needed, you may want to ask whether there is any likelihood of returning to IU-Bloomington. If there is none, she may want a change of major that would keep her in the IU record system; a few students have done this in the past (to sociology or SPEA or general studies, for example). In this case, suggest that she return by appointment early in the semester so you can discuss her situation in more detail. For this registration, you and Nila should focus on general education courses, ideally kinds that straddle several majors.

If the decision to continue the psychology major is firm, proceed with Nila's schedule, emphasizing courses that fill gaps in general education and prerequisites to continue in the major, if needed. If Admissions has coded Nila as a Purdue student with a different major, send the electronic Form 42 to change her academic information.

## **10. Dropping and adding courses**

Students may make changes in their class schedules almost any time after they are registered. For example, a senior who registers in March may make changes any time through the first week of the fall semester. After the first week of a semester or first two days of a summer session, the instructor's signature is required to add a course, and the Drop/Add card must be processed in the academic unit office or the Registrar's office. Students may withdraw from a course through the ninth week of a semester (or comparable period in a summer session, see the Schedule of Classes), and a schedule of declining refunds exists for the first four weeks of a semester (two weeks of a summer session).

There are many reasons for dropping and adding, some good, some not so good.

For students who participated in priority registration, it may be necessary to add a course resulting from a placement test taken after the advising appointment (often foreign language for a beginner or math for a transfer student). Olin may experience a delayed acceptance of your advice to take a requirement he wanted to avoid and may make a change. During the long period from April to August, Paula changed jobs and must change the hours of her classes (and very often course selections as well). Students we see near the end of the priority registration period sometimes must be advised to watch OASIS for an opening in a needed course that is closed.

For students who participated in walk-in registration, we often try to suggest one or two courses that will work and advise the students to watch OASIS for openings in preferred courses. For a part-time student choices may be quite limited.

During the first week of classes, a number of students will drop and add. Some are “shoppers” looking for an “easy” instructor or a less demanding course or a more convenient schedule. We cannot prevent students from making such changes, but we should caution against certain withdrawals: 1) Withdrawing from a prerequisite or sequenced course may mean a delay of one year in starting a two-year requirement or a one-year (possibly risky) delay in continuing the sequence; advise the student to seek help from the instructor and seek tutoring at the Center for Academic Support and Advancement (CASA), KT G21. 2) Freshmen who want to withdraw from math run the risk of growing rusty and later may not be able to handle the course they placed into; students working toward a B.S. degree may seriously delay their progress by withdrawing from math. 3) Students with remedial placements must complete the course(s) within the first 24 credits; a withdrawal now could mean a later semester with enrollment limited to one remedial course. 4) A nursing or biology major, a little overwhelmed by two lab courses, should probably not drop one of them because the condition must become a way of life for full-time students who face sequenced courses.

After the first week, students may want to drop courses for the following reasons: 1) All of the reasons mentioned above. 2) The course load may be too heavy for a student who works and/or has family obligations. 3) A reaction to the first graded work in a course: Quentin, who took “honors” English in high school, is miffed because he got a ‘C’ on his first composition; recommend a delay in his withdrawal, if he contacts you. Suggest a conference with the instructor, and refer to the Writing Center, KT G19. Roberta flunked her first test in a course; recommend a delay in withdrawing and a conference with the instructor, and refer her to CASA for tutoring and coaching on study skills and test taking.

Close to the withdrawal deadline, you can make some of the recommendations about conferences and tutoring, but students are usually determined to drop because they are failing or at least in danger of doing so. Some have stopped attending class and have missed a test or due date for an assignment. You can often combine the current withdrawal (or switch to audit status) with advice about repeating the course. A student dropping a remedial course needs to repeat it at the first opportunity; review the regulation about completing remedial work within the first 24 credits (Bulletin, Part 7 – Academic Regulations). Withdrawing to avoid a low grade in a major course suggests a possible change of major. If students have no ideas about an alternative major, refer

them to Career Services, KT 109, for aptitude testing and information about careers related to their interests. If Sam is dropping BIOL 117 and wants to remain a biology major, explain the future scheduling complications this will cause in sequential courses. (Even though Sam may be suffering from pre-med syndrome and thinks his current 'C' is not good enough, he may reconsider his withdrawal.)

Withdrawing and financial aid. As an advisor, you need some information about financial aid, but you cannot be an expert on such a complex area. Students often think withdrawing from a course will have a negative effect on financial aid, and sometimes this is true. The best practice is to refer students to the Financial Aid office, KT 102; they need to know what their financial aid package stipulates and the consequences of withdrawing. You should call the office only if you are willing to put yourself in the middle as an interpreter. A call may speed up the process, but a delay may really be desirable for a student who needs to think about the decision to withdraw.

Withdrawal after the deadline. Students who want to withdraw from a class or classes (not all their classes) after the deadline must use the petition that requires each instructor to sign the form and indicate the current grade. The petition stipulates that students must document the reason for late withdrawal, usually medical or work-related. Your signature is required with your recommendation regarding the petition. The student should make an appointment with the designated school official who will rule regarding approval. Late withdrawal from a course or courses to avoid a poor grade is not allowed.

Students needing to withdraw from all their courses for the term, should be referred to the Dean of Students office, WU 111. They will provide the form needed and instruct the students regarding required documentation and appointment.

## **B. OTHER ADVISING OCCASIONS AND ISSUES**

### **1. Probation and dismissal**

Students who fall below certain grade point levels are notified they are on academic probation (see the Bulletin, Part 7 – Academic Regulations). Students on probation are dismissed if they fall below the level specified in the regulations. Students who have been dismissed must sit out at least one full semester (fall or spring semester; not a summer term or terms) and must apply for readmission by certain deadlines. Interviews with readmission applicants are handled by the designated office in each school/division or department.

Purdue students are notified about probation or dismissal on their grade reports from the university, and there are some ground rules for reinstating part-time students who have been dismissed before they have completed 12 credits. Indiana students must be notified by letters from their academic unit (school, division, or department). The problem is often the timing, especially in the very few working days the academic calendar gives us between fall and spring

semesters. It is sometimes difficult to get the letters delivered by the time the spring semester starts.

If Terry has been placed on probation for the next semester, the best way for her to improve her GPA to get off probation is to repeat courses. If a course is unavailable, she must try to compensate with grades that are high enough to either take her off probation or at least let her continue on probation. The English department monitors prerequisite grades in the writing courses. A designated person in each academic unit may also do this for the 100- and 200-level math courses. Students enrolled in a course for which they do not have the required prerequisite grade can be administratively withdrawn. In other subjects, students may simply try to continue in sequences for which they are not really qualified: Tasha's 'D' in FREN F111 is probably the precursor to an 'F' in F112. Students should be responsible for reacting appropriately to their grades and making drop/add adjustments to their schedules. A surprising number, however, do not make these changes. Unfortunately, this can lead to a dismissal the following semester.

Students who are dismissed often ask for an explanation and plead for exceptions. When Upton inquires about her dismissal, you show him the appropriate regulations and go over his GPA in the records. If a course has been repeated (the exact same course), and Upton is a Purdue student, the cumulative GPA in Banner will be calculated with only the newer grade. If Upton is an IU student or repeated a course here that goes by a different number at West Lafayette, the deletion must be done on paper. Occasionally, such a change may raise the GPA enough to reverse the dismissal, but this rarely occurs. Upton may leave angry or greatly disappointed when you tell him that he must sit out one full semester, but before he goes, explain the readmission procedure and deadline. There may also be a possibility that he can take courses at Ivy Tech State College during the semester that he sits out. He may be interested in knowing what courses would transfer and count toward his degree.

Whatever Upton's initial response, he will need to reconcile himself to the dismissal by IPFW regulations. You can suggest that the semester layoff provides a good opportunity to rethink educational objectives. He may want to visit Career Services, KT 109, for aptitude testing or one-to-one career counseling.

## **2. Readmission**

Generally, students who have been dismissed must see an advisor before their readmission application is approved. Try to schedule an appointment when a student picks up an application or calls for one. The conference provides an opportunity to go into additional details about the cause of the student's dismissal; the written explanation in the application is often quite brief. Take notes on the additional details because they may have some bearing on your recommendations to the committee. You certainly want to discuss the student's major. If Yolanda persists in thinking that she wants to major in a subject with which she obviously has great difficulty, you need to go over the number of courses she must repeat; such repetitions, with stipulated minimum grades, probably will show up as conditions from the committee. Zeke, on the other hand, may want a new major. He too may have to meet some conditions for repeated

courses and certain grades, but it is possible, if he is in a Purdue major, that a few low grades from the old major can be removed from his GPA and Purdue transcript. This is only possible internally for a student in an IU major, if the given department uses internal GPA's. The grades cannot be removed from the IU transcript.

One of the questions you probably will have to field is related to a course-load limitation in the conditions of readmission. If Zeke insists that he cannot afford to enroll without financial aid that calls for 12 credits or more, you should 1) verify that her financial aid package indeed carries such a requirement and 2) discuss the situation with the appropriate school official. Sometimes the course limit is increased, but Zeke may be putting himself in further jeopardy by trying to exceed his true capacities.

### **3. Incompletes and late withdrawals**

Earlier in this manual there was a discussion of late withdrawal within the total framework of withdrawing from courses. Here the discussion will focus on the issue of whether the student should seek an Incomplete or late withdrawal. Usually the decision is based on the reason for not completing the course(s). The most acceptable reasons are medical or work related. When Austin's dad reports that his son has been hospitalized after an accident, you can approach the problem this way: (1) If the accident occurred very late in the semester with only final exams to be dealt with, the Incomplete may be appropriate. The father will have to find ways to contact each instructor, who must fill out Registrar's Form 150. Each instructor is responsible for turning in the form to the registrar before the end of the semester. When you discuss this choice with Austin or his dad, stress the importance of removing the Incompletes within the 12-month time limit. (2) If there is too much work remaining (exams, term papers, labs covering several weeks of the course), late withdrawal may be the better choice. The petition for late withdrawal from all courses is obtained in the Dean of Students office and must be returned to the Dean of Students with the medical documentation attached.

If the problem is work related, the same choices are available. Bonnie, who works retail, experiences a sharp increase in hours at the store during the weeks before Christmas. Has she done enough of the semester's work to warrant an Incomplete? Is the instructor willing to grant it? If only one or two courses in Lydia's full schedule are affected and if instructors are willing, the Incomplete is probably the better choice. Carl, on the other hand, is being transferred to Milwaukee. He probably needs to pursue the late withdrawal petition with documentation from his employer.

On rare occasions a combination of Incompletes and late withdrawals may be acceptable. Maybe Darla can write papers in the hospital and take exams later but cannot do four labs in a course that will not be offered for a year or more. She or her proxy should obtain a partial late withdrawal petition and discuss both possibilities with every instructor.

Two points to stress in these discussions: (1) Selective late withdrawal to avoid a low grade in one course will not be approved. (2) The deadline for removing an Incomplete is 12 months unless the instructor establishes an earlier one (on rare occasions an extension may be granted).

#### **4. Correspondence courses**

Occasionally a student will ask about correspondence courses. Most departments want all courses in the major taken at IPFW; if a student wants to try to negotiate an exception, ask the student to obtain written permission from the department before you approve the enrollment form and file the permission.

Inquiries about correspondence courses usually involve general education. Most departments will allow them, but International Language and Culture Studies insists that foreign language courses be taken here. A&S and General Studies do not have a restriction on the number of credits taken by correspondence; some schools/divisions do.

Most students who take these courses do not have the experience they expect. A correspondence course almost always spreads out over more than the 16 weeks of a semester. When taking a combination of classroom work and correspondence, students must observe the deadlines for campus classes and tend to put off correspondence assignments. If completion of a correspondence course is geared to a deadline (a needed prerequisite or a proposed graduation date), the student is usually frustrated. The best reason for correspondence work is an interruption of classroom enrollment for a semester or longer. Elaine wants to stop out to take care of her new baby but wants to stay active as a student. Frank's promotion at work means a lot of travel, but he thinks he can take a weekend course and another by correspondence.

Students must observe the current rules for using IPFW financial aid for correspondence courses. They must be enrolled in a minimum of six credits on campus and must observe deadlines for fee payment and reporting grades on correspondence work.

#### **5. Inquiries from IPFW students interested in transferring to your department**

Students from other schools and ACCS inquire about majors before they make a decision. The Bulletin and the four-semester advising guide provide the information about the requirements and the suggested (for the B.A.) or required (for most B.S. degrees) arrangement of courses. If George wants to declare a major in the school, ask him to obtain a copy of his record from the registrar and bring it to our department, and we will prepare an audit sheet for the major or he can run an Unofficial Degree Evaluation to see how his coursework will apply to the degree in which he is interested. George should then make an appointment with you to formalize the process. An electronic Form 42 must then be completed to change his classification with the Registrar and in the computer system.

George also may want information about careers resulting from a major before he makes his decision. Graduate work may be necessary for some careers (e.g., clinical psychology or social work). Most graduates have to search for employment. The Career Services office provides help with resumes and some leads. For some sense of the current job market, you can refer George to faculty members in the department of his prospective major to obtain information about recent graduates and those who have been working for a while. The information on entry-level jobs may not be impressive or abundant, but after obtaining some employment credentials, graduates often move into interesting and sometimes unexpected careers.

## **6. Overlapping courses**

You will have some occasion to discuss overlapping courses with students who are changing majors or entering as transfers or intercampus transfers. The list in the Bulletin shows current course numbers and some from recent history, but it is not exhaustive. As you go over Hannah's record, point out the overlaps that have already occurred resulting in loss of credit and refer her to the list as a precaution against further problems.

If Hannah has transfer credit or older IU or Purdue credit that may be overlapping, you may have to consult the IPFW department. Our registrar's office has bulletins that can help you with old Indiana and Purdue course numbers, but transfer credit may require information from another institution's bulletin. One reason for refining undistributed transfer credit is to resolve any issues of overlap before the student enrolls in IPFW courses or before any further damage is done if an IPFW student's previous unit neglected to consider overlap.

## **7. Financial Registration Constraints**

If Ian comes in during priority registration having financial troubles and knows he will not be able to pay for all the courses he wants, suggest that he review the payment options with someone in the Bursar's office or on their web site. If he is aware of the options available and does not think this will solve his problem, suggest that he only sign up for as many as he can pay for and choose the ones that are most likely to fill up first. He can register for other classes during a later registration, if he has the finances.

## **8. Student Schedule Preferences**

Janet may want a two-day or three-day schedule due to her driving distance from campus or work hours. She may be able to arrange this for a semester or two, but at some point, she may be seriously delaying her progress toward a degree if she does not take required courses that may lead to a five-day schedule or a combination of day and evening courses in the same semester. You should encourage her to make a commitment to her educational goal. It may be that her job or family will take priority over her education. Every year a few students are lost who cannot

make the commitment to do whatever it takes to finish their degrees in a timely manner. If you have the opportunity, you may want to suggest that she consider a General Studies degree program that can be completed through evening, weekend, and distance learning courses.

**III. ACADEMIC POLICIES AND PROCEDURES  
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## A. TRANSCRIPT INFORMATION

At the end of an IU transcript you will find the total number of hours attempted and the total number of hours completed. The number of transfer hours is not included in the total number of hours completed - they are listed separately.

On a Purdue transcript there is no listing of total hours completed. The total includes all courses attempted, even if they were not successfully completed. The advisor must go through the transcript and count the number of "F"s to be subtracted to figure the number of hours completed. Transfer credit or departmental credit hours are not included in the total. The advisor must go through the transcript and count these to be added to the total hours.

On a Purdue transcript, when a student receives transfer credit from another university it will simply appear as "CR". However, IU transcripts actually list the grade the student received in the course. These grades are listed for the advisor's use only and are not figured in the student's IPFW GPA. To the left of these courses you will see a "T" if the course transferred or a "TN" if it did not transfer.

On a Purdue transcript, if a course and its corresponding grade have been deleted from the GPA a "-" will appear between the subject name and the course number. For example: "BUS -A201 Intro to Accounting." If a course has been deleted then the "F" hours and points are removed. Be careful not to count these deleted "F"s when subtracting "F"s from the total credits.

See the following sample transcripts as examples.

Indiana University Purdue University Fort Wayne

Name :  
Student ID :

Print Date : 01-17-2006  
Request Nbr : 00165532

Academic Program History

Fort Wayne Program : Pub & Envir Aff Undergraduate  
2005-08-21 : Pre-Public Affairs - Bach Preparation

Transfer Credits

Transfer Credit from US Marines  
Applied Toward Pub & Envir Aff Undergraduate Program Fort Wayne

Incoming Course  
MIL 01 Practicum in Basic Mil Skills  
Transferred to Term Fall 2005 as  
MIL-UN 100 MIL UNDISTRIBUTED-100 LEVEL 0.00 3.00 T

Incoming Course  
MILBAS 0 Basis of Mil Service  
Transferred to Term Fall 2005 as  
MIL-UN 100 MIL UNDISTRIBUTED-100 LEVEL 0.00 8.00 T

Incoming Course  
MIL 119 Conditioning  
Transferred to Term Fall 2005 as  
HPR-E 119 PERSONAL FITNESS 0.00 3.00 T

Incoming Course  
MIL 160 First Aid & Emer Care  
Transferred to Term Fall 2005 as  
HPR-H 160 FIRST AID AND EMERGENCY CARE 0.00 1.00 T

Incoming Course  
MIL 161 First Aid  
Transferred to Term Fall 2005 as  
HPR-UN 100 HPR UNDISTRIBUTED-100 LEVEL 0.00 2.00 T

Incoming Course  
MIL/MD 0 Outdoor Skills-Prac/Pets Hlth/Hygm  
Transferred to Term Fall 2005 as  
HPR-UN 100 HPR UNDISTRIBUTED-100 LEVEL 0.00 2.00 T

Incoming Course  
SPBA 01 Criminal Justice/Security  
Transferred to Term Fall 2005 as

SPBA-UN 100 SPBA UNDISTRIBUTED-100 LEVEL 0.00 6.00 T  
Beginning of Undergraduate Record  
Fall 2005 Fort Wayne

Course	Description	GPA Hours	Earned	Grade	Points
HMT-M 131	INTERMEDIATE ALGEBRA	3.00	3.00	A	12.000
MA 113	INTERMEDIATE ALGEBRA	3.00	3.00	C	6.000
POLS-Y 103	INTRO TO AMERICAN POLITICS	3.00	3.00	C	6.000
SPBA-J 101	AMERICAN CRIMINAL JUSTICE SYS	3.00	3.00	A	12.000
PROGRAM GPA:		3.000	12.00		36.000
PROGRAM CUM GPA:		3.000	12.00		36.000

Spr 2006 Fort Wayne

Course	Description	GPA Hours	Earned	Grade	Points
HIST-H 106	American History II	3.00	3.00	NR	0.000
MA 168	MATH FOR LIBERAL ARTS	3.00	3.00	NR	0.000
REL 301	ISLAM	3.00	3.00	NR	0.000
SPBA-Y 170	INTRO TO PUBLIC AFFAIRS	3.00	3.00	NR	0.000
PROGRAM GPA:		3.000	0.00		0.000
PROGRAM CUM GPA:		3.000	37.00		36.000

Student Undergraduate Program Summary

GPA Hours: 12.00 Transfer/Test Hours Passed: 25.00  
Hours Earned: 37.00 Points: 36.000 GPA: 3.000

Indiana University Undergraduate Summary

IU GPA Hours: 12.00 Transfer/Test Hours Passed: 25.00  
Hours Earned: 37.00 Points: 36.000 GPA: 3.000

Academic Objective as of Last Enrollment

Pub & Envir Aff Undergraduate  
Pre-Public Affairs - Bach

End of Transcript

PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA

05/18/92

Must be subtracted from  
total credit hours.

1980-1981	1ST SEMESTER	0	SCI	ZNS	FORT WAYNE	1991-1992	2ND SEMESTER	1	BMS	PFT	FORT WAYNE		
COM 250F	MASS COM & SOCIETY	3.0	D		9.0	COM 114	FUNDAMENT OF SPEECH	3.0	B		15.0		
SPV 268F	ELEMENTS OF LAW	3.0	A		18.0	ECOM E104	INTRO TO MACROECON	3.0	F		6.0		
THTR 201F	THEATRE APPRECIATION	3.0	D		9.0	SOC S161	PRIN OF SOCIOLOGY	3.0	D		9.0		
CREDIT FROM INDIANA UNIVERSITY/BLOOMINGTON													
1972						SPV 252	HUMAN RELATIONS	81.0	SEN	5.00	3.0	B	15.0
BUS M204	BUSINESS & ENVIRONMENT	3.0	CR			GRD 3.85	21.0				3.0	B	15.0
ENG M131	ENG COMPOSITION I	3.0	CR								3.0	CR	
POLS Y103	INTRO TO AMER POLITICS	3.0	CR								3.0	CR	
PSY 120	ELEMENTARY PSYCHOLOGY	3.0	CR								3.0	CR	

Must be added to  
total credit hours.

Total credit hours

Total points

Semester GPA

## B. CLASS STANDING

A chart showing how many hours are needed for each classification is listed under "Academic Regulations" in the Bulletin. Most departments include the number of hours in which a student is currently enrolled when figuring class standing for the purpose of registration. For example, if a student has completed 51 hours and is enrolled in nine hours currently he or she would be considered to have 60 hours and would be allowed to register with the juniors.

Keep in mind that you may not be able to simply look at the "total hours" on a Purdue transcript to determine a student's class standing - you will have to add in "CR"s and delete 'F' hours.

Student classification: a system for classifying undergraduate students who have been regularly admitted to IPFW. Classification is determined by your advisor, and should reflect the credits you have accumulated or your progress toward completing the specific requirements of the degree program in which you are enrolled. When your classification is being determined for a future academic session, your advisor will also include courses and credits that you expect to complete by the time that session begins.

	<b>Credits Completed</b>
Classification	Toward Degree
Freshman	Normally, fewer than 30
Sophomore	Normally, 30–59
Junior	Normally, 60–89
Senior	Normally, 90 or more

## C. CODE OF RIGHTS, RESPONSIBILITIES, AND CONDUCT, STUDENT

The student code of rights, responsibilities, and conduct can be found on the web site of the Dean of Students Office at [www.ipfw.edu/dos](http://www.ipfw.edu/dos) and on the Fort Wayne Senate's web site at [http://www.ipfw.edu/senate/STU\\_CODE.HTM](http://www.ipfw.edu/senate/STU_CODE.HTM) This can also be found printed in the Bulletins and in the Student Handbook Planner.

## D. DELETING GRADES ON PURDUE AND "FX" GRADES ON IU TRANSCRIPTS

Purdue students may turn in a request to have certain course grades deleted from their GPA. An academic record change, Form 350, (See Section VI) should be filled out and submitted to the registrar's office at IPFW. From there it will be sent to West Lafayette for approval. Approval is usually given for any course a student is not required to have for his/her degree, if the course was taken before the student declared the current major. **No course can be deleted once a degree has been conferred.** So if a student has received an associate's degree and is now working towards a bachelor's degree and wants to delete a course that was taken before the associate's degree was awarded, it cannot be done. However, he/she can still delete courses taken since the associate's degree was awarded as long as the course meets the guidelines listed above.

If a Purdue student repeats a course the new grade automatically replaces the old grade in the GPA. When a grade is deleted, the course still appears on the student's academic record, but the grade is simply not used in figuring the GPA. The course will appear on the academic record with a “—” between the subject and the course number. Example: "PSY – 120 Elementary Psychology."

An IU student who has failed a class may repeat the course and apply with form R434 (see Section VI) to have the original grade removed from the GPA calculation. The original F will still appear on the transcript with an "X" beside it. The same can be done for repeated courses with any grade using the same form per IPFW policy, if both the original and repeated courses were completed at IPFW. If another IU campus is involved, it may not be approved by that campus.

### E. GPA CALCULATIONS

GPA calculations are discussed under "Academic Regulations" in the Bulletin. For all internal purposes IPFW uses a 4.0 scale. Effective Summer Session I 1993, both IU and PU use a 4.0 scale; but previous to that date Purdue used a 6.0 scale.

The GPA scales are shown below. The INDIANA +/- scale is included in case you need to compute a GPA using grades from Bloomington where they use + and -. No + or - are awarded at IPFW.

<u>INDIANA</u>	<u>PURDUE</u>	<u>INDIANA +/-</u>
A = 4	A = 6	A+ or A = 4.0
B = 3	B = 5	A- = 3.7
C = 2	C = 4	B+ = 3.3
D = 1	D = 3	B = 3.0
F = 0	F = 2	B- = 2.7
		C+ = 2.3
		C = 2.0
		C- = 1.7
		D+ = 1.3
		D = 1.0
		D- = 0.7
		F = 0

GPA = total points/total credits

	Course	Grade	Points	Credits	Total Points
Example (4.0 scale):	COM 114	B	3	x 3	= 9

MA 153	C	2	x	3	=	6
PSY 120	F	0	x	3	=	0
BIOL 100	A	4	x	<u>3</u>	=	<u>12</u>
Total				12		27

GPA = 27/12 = 2.25

#### F. ACADEMIC RENEWAL

Students who were previously admitted to and completed classes at IPFW, and have not registered for classes at IPFW or any other campus of IU or Purdue for five or more calendar years, may be considered for Academic Renewal. It is up to the school/division through which they re-enter IPFW to provide this option. If offered by the school/division, grades below “passing” may be excluded from the graduation GPA. However, both these grades and courses will remain on the official academic transcript. This option must be exercised during the re-entry semester and can be employed only one time per student. If offered by your school/division, the forms should be available in the departmental or school/division office.

#### G. PROBATION AND DISMISSAL

GPA levels causing probation or dismissal are shown under "Academic Regulations" in the Bulletin. **A student cannot be dismissed unless he/she is currently on academic probation.** Any dismissed student who since his/her admission or readmission has completed 11 or fewer credits to which grades were assigned (including grades of "I" or "W") may be eligible for immediate readmission to the school/division/department from which they were dismissed. Any other student who has been dismissed from IPFW or any other campus of IU or PU may not apply for readmission at IPFW until one fall or spring semester has passed since the dismissal.

Purdue students are notified on their grade cards from West Lafayette that they have been dismissed. IU students are notified by a letter from their department at IPFW. (Departments will generate a list of students eligible for probation following each regular semester identifying students who may need to be dismissed. Advisors should review this list to verify dismissal status.) PU students who are dismissed will have their records encumbered by the Registrar's office. For IU students, the school/division/department must place an Academic Drop hold on each student's registration and notify the Registrar to inactivate the student in the IPFW computer system. The division/department must drop dismissed PU or IU students from their classes if they were already registered.

#### H. READMISSION

Readmission is discussed under "Academic Regulations" in the Bulletin and in the "Second Chance" brochure available in all IPFW offices. Students seeking readmission must sit out for one regular fall or spring semester and fill out a readmission application (see Section VI). (General Studies

students must sit out one year). The application must be turned in by July 1 for enrollment in a fall semester and by November 1 for enrollment in a spring semester. If the student's department will accept a readmission during the summer sessions, the application must be in by April 1. (Departments may make exceptions to the deadline -- for instance if a student had been out of school for several years and was not aware of the deadline.) A \$100 fee for readmission is charged. The receipt from the bursar for paid readmission fees and one copy of the student's transcript must be attached to the readmission application before it is turned in to the admissions office. The school/division/department must lift the academic drop hold in the computer system.

Upon readmission, departmental advisors may place any necessary restrictions on the student to ensure his or her success. Readmitted students are usually admitted on probation and remain on probation until they raise their cumulative GPA above the IPFW or academic unit minimum. It is usually best for a student being readmitted to take only 3-6 hours. If the student says he needs 12 hours for financial aid reasons, assure him that most federal aid can be reduced proportionately for part-time status. If the student still pushes the financial aid issue, remind him that what you are doing is in his best interest if he wants to be successful at college. If he enrolls in 12 hours and does poorly, he may be dismissed again and will have made no progress towards a degree.

### **I. RE-ENTRY**

Students who have been away from IPFW for one year (or away from any other Purdue or Indiana campus for more than one semester) must apply for re-entry (see Section VI), by paper application or online. Any student transferring to IPFW from another IU or Purdue campus should also fill out this application, specifying temporary or permanent intercampus transfer.

### **J. PRIVACY ACT (RELEASE OF STUDENT INFORMATION)**

The release of student information is discussed under "Academic Regulations" in the Bulletin. In brief, the following information is considered "public information" and may be provided upon request:

1. student's name
2. class standing
3. school/division
4. major field of study
5. dates of attendance
6. current enrollment status
7. degrees, academic recognition, and awards
8. university-recognized student activities
9. sports and athletics information
10. address and telephone number (unless the student has formally requested that these remain private)

State law prohibits the release of lists of students' names to most off-campus individuals and organizations. Should you receive a request for a list of students or graduates, please forward it to the Registrar's Office. This provides better control of information being given out. The Registrar's office is the only university office authorized to issue official transcripts and certify students' enrollment status. All requests for such documentation must be directed to that office.

The Family Educational Rights and Privacy Act (FERPA) was passed by Congress in 1974. The basic rules of FERPA are:

1. Student educational records are considered confidential and may not be released without the written consent of the student.
2. As a faculty or staff member, you have a responsibility to protect educational records in your possession.
3. Some information is considered (see above). This information can be released without the student's written permission. However, the student may opt to consider this information confidential as well.
4. You have access to information only for legitimate use in completion of your responsibilities as a university employee. "Need-to-know" is the basic principle.
5. If you are ever in doubt, do not release any information until you contact the Registrar's office at 16815 or [mclaughp@ipfw.edu](mailto:mclaughp@ipfw.edu). The Registrar is responsible for student record information.

## **K. REGISTRATION HOLDS**

A student's records or registration activities may be on hold (restricted) for a variety of reasons including owing fines to Police and Safety or the Library. A student's records may also be on hold for academic reasons; for instance, if the student is academically dismissed. If a student's records are on hold, he/she may not receive his/her diploma or receive copies of his/her transcripts or register for classes.

Registration holds are placed on and cleared from a student's record on Banner (SOAHOLD). The office placing the hold on the record is the only office that can clear the hold, unless the release box (rel) is unchecked. To add or clear a hold, please contact your departmental secretary for the proper log-in information.

## L. REGISTRATION PROCESS

Before an advisor can use the computer student information system (Banner) system, he or she needs a password. Contact Jan Nichols, Coordinator of Administrative Computing, in Information Technology Services (ITS). Kari Smith, Associate Registrar, handles the training needed for this system. The registration schedule is printed in the first few pages of the *Schedule of Classes*. The Master Detail Calendar is also available on the Registrar's web site at:

[www.ipfw.edu/registrar/information/faculty](http://www.ipfw.edu/registrar/information/faculty) .

### L1. Completing Registration or Add/Drop Cards

Occasionally you may want to enroll a student using Banner rather than having the student use the OASIS system. Following are instructions for filling out a registration or drop/add card:

A. Student fills in name, phone number, student ID number, university affiliation, and semester (eg. 2005 Fall).

B.. Student fills in course schedule or the drop/add course(s).

C. Advisor enter abbreviation for the school/division on the line marked "unit" and the abbreviation for the department (if required by school/division/department administration)

D. Both the student and the advisor sign and date the card. (This information can come in very handy at a later date when you are trying to trace a student's actions chronologically.)

Samples of completed can be found on the next page.

PLEASE PRINT ALL INFORMATION LEGIBLY

Name: \_\_\_\_\_ Indiana U.  06 Spr  
Purdue U.  Year Semester

Address: \_\_\_\_\_  
Street City State Zip Telephone

Student ID# (Soc. Sec. No.) \_\_\_\_\_  
Other or Former Name \_\_\_\_\_  
 MARRIED  NOT MARRIED

CALL NUMBER	SUBJECT	COURSE NUMBER	SECTION NUMBER	Use Only For Audit or P/NP	Instructor's Signature (When Required)	ALTERNATE COURSES				Degree completion this Term at IPFW? <input type="checkbox"/> YES <input type="checkbox"/> NO
						Call #	Subject	Course #	Section #	
22210	SPEA	J101	02							
22381	ENG	W31	42							
22158	MA	162	02							
22142	SOC	516	19							

STUDENT CLASSIFICATION  
UNIT ( FA ) DEPT ( PEA )  
MAJOR ( \_\_\_\_\_ ) CLASS ( \_\_\_\_\_ )  
To Be Completed by Advisor or Unit

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Approval Signature \_\_\_\_\_ ADV. CODE: \_\_\_\_\_ Date: \_\_\_\_\_

PROCESSING DATE: \_\_\_\_\_ TERM. OP. ID#: \_\_\_\_\_

SEE REVERSE SIDE FOR INSTRUCTIONS IPFW Registrar's Form 10: Registration Form REV. 2/05

PLEASE PRINT ALL INFORMATION LEGIBLY

Name: \_\_\_\_\_ Indiana U.  06 Spr  
Purdue U.  Year Semester

Address: \_\_\_\_\_  
Street City State Zip Telephone

Student ID# (Soc. Sec. No.) \_\_\_\_\_  
Other or Former Name \_\_\_\_\_  
 MARRIED  NOT MARRIED

CLASSES TO BE ADDED						CLASSES TO BE DROPPED				
CRN	SUBJECT NUMBER	COURSE NUMBER	SECTION NUMBER	Use only for Audit or P/NP	Instructor's Signature (when required)	CRN	SUBJECT NUMBER	COURSE NUMBER	SECTION NUMBER	CREDIT HOURS
22016	SPEA	J101	01			22210	SPEA	J101	02	3

Unit: FA  
Dept: PEA

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Approval Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Dean or Division Director's Signature (when required) \_\_\_\_\_ Date: \_\_\_\_\_

PROCESSING DATE: \_\_\_\_\_ TERM. OP. ID#: \_\_\_\_\_

IMPORTANT: SEE REVERSE SIDE FOR INSTRUCTIONS IPFW Registrar's Form 20: Drop/Add Form 06-02-221

## M. PLACEMENT TESTING

Regularly admitted students must take the English and mathematics placement tests before registering for classes. Any other student is allowed to register for classes up to 12 hours. After that point the student must have either taken the test or established credit in entry level English and math. Students who place into developmental math or English must complete the appropriate courses within their first 24 credits of IPFW course work, with the exception of developmental math for those students whose program does not require math. Placement tests can be scheduled by calling 481-6600.

### M1. English Placement

Students must take the English placement exam before they enroll in any English course, including English W130. English Placement Levels:

W115, 116, 117 (ESL)      For students whose native language is not English.

Students should contact CASA before registering.

130W:      W130      Students register in ENG W130 only, not W131.

131P:      P131      Students register in ENG P131 and W131 (or IDIS G104, Critical Behaviors for Success and W131) in the same term.

131W:      W131      Students register in ENG W131 only.

### M2. Reading/Study Skills Placement

If a student takes the placement test and shows a need for completing a reading course, ENG R150, this must be taken within the student's first two enrollment periods.

#### Reading Placement Levels:

R150      Student is required to take ENG R150.

001      Student is not required to take ENG R150.

### **M3. Math Placement**

A student may take the placement test to determine at which level of math he/she should begin. If the student has very little or no math background, he/she may choose to begin with MA 109 without taking the placement test. The student may not enroll in any higher level of math without either taking the exam or passing MA 109 with a C or higher grade.

#### Math Placement Levels:

10	MA 109	(No credit towards any degree)
20	MA 113	(No credit towards any degree) OR MA 101, STAT 125
30	MA 149	A one semester version of MA 113 and MA 153. (5 cr. hr. course, only 3 cr. hr. apply to degree.)
40	MA 159, 153, 168	
50	MA 154, 213, 229, STAT 240, 301	Students who are planning to later enroll in MA 165 should be encouraged to take MA 159 instead of MA 154.
60	MA 165, 227	
70	MA 165	

### **M4. English as a second language**

The Michigan Test of English Language Proficiency is given through the Center for Academic Success and Advancement (CASA). Students take the math portion of the regular placement test when they have finished the Michigan test, if they wish. Students whose native language is not English must call the CASA at 481-6817 to arrange to take the Michigan Test. The English as a Second Language Essay is administered in Testing Services. Students must call Testing Services at 481-6600 to arrange to take this ESL Essay test.

### **M5. Foreign Language**

Students should contact Testing Services (481-6600) regarding placement exams in Spanish, German, or French. If a student begins study in a second semester or higher course, he/she may be eligible for special credit for the courses below the placement level once the course is completed with a 'C' or higher grade. This credit must be applied for through the Department of International Languages and Culture Studies (481-6836).

## N. CREDIT AND STUDENT TRANSFER POLICIES

### N1. Credit Transfer from a University Outside of the System

1. Any course work from another accredited college or university in which the student received a "C-" or better will transfer.
2. Any course with a grade of "D" or lower will not transfer.
3. Any course work that is more than ten years old will be added to the transcript but it will be the department's decision whether or not to accept it.

Any courses taken at a vocational or proprietary school will not transfer. There may occasionally be an exception if an agreement has been reached between two schools (e.g. Ivy Tech Community College). The courses that transfer from Ivy Tech Community College can be found on the Admissions web site at: [www.ipfw.edu/admissions/info/ivyTech/credits](http://www.ipfw.edu/admissions/info/ivyTech/credits)

### N2. Transferring Universities within IPFW

All courses and grades taken at IPFW will transfer back and forth between Indiana and Purdue programs on this campus. When a student switches universities, a transcript from the "new" university will not be generated until the student completes a semester as a student of that university. All of his/her grades will be automatically transferred to the new university.

### N3. Transferring from another IU or PU Campus to IPFW

<u>Student Transfers From:</u>	<u>To:</u>	<u>Coursework:</u>
IU Campus	IU Program at IPFW	automatically transfers with GPA
IU Campus	PU program at IPFW	is evaluated and is not shown in GPA
Purdue Campus	IU program at IPFW	is evaluated and is not shown in GPA
Purdue Campus	PU program at IPFW	automatically transfers with GPA

**NOTE:** If a student comes from an IU campus and enters an IU program at IPFW, all of the courses and grades transfer. If, however, the student later switches to a Purdue program at IPFW, all of the Indiana course work from the other campus will be evaluated and credit will be given only for the courses with a grade of "C" or better. The same is true for a student transferring

from a Purdue campus to a Purdue program at IPFW and switching to an Indiana program at a later date.

EXAMPLE: John Smith attended IU Bloomington for a year and then returned to Fort Wayne to attend IPFW. While at IU Bloomington he received the following grades:

PSY P101	C-	MATH M118	D+	ECON E201	C
SPCH S121	B+	SOC S100	A-	HIST H105	B
ENG W131	C	BUS K201	C-		

When starting at IPFW, John declared a Pre-Business major, which is an IU program, and all of his classes and grades transferred with him. During his first semester at IPFW John completed the following classes and received the following grades:

PSY 235	B	HIST H106	B
ECON E202	C	BUS A201	D

At the conclusion of the first semester, John decided to change his major to Organizational Leadership and Supervision, which is a Purdue program. At this time all of the grades he received while at Bloomington were evaluated and only those of a "C-" or better transferred to his Purdue transcript as credit only. So John lost the credit he had established for PSY P101, MATH M118, and BUS K201. All of the grades John received at IPFW as an IU Business major appear on his Purdue transcript. Therefore, John ends up having credit for PSY 235 but not the prerequisite PSY 120 on his Purdue transcript.

#### **N4. Transferring from IPFW to another IU or Purdue campus**

If a student enters a Purdue program at IPFW, then switches to an IU program at IPFW, and then transfers to another IU campus, all of the IPFW courses will transfer with grades. **It is important, though, to make sure that all of the IPFW Purdue courses are listed on the IU transcript before transferring to another IU campus.** The same holds true for students entering an IU program, switching to a Purdue program and then transferring to another Purdue campus.

EXAMPLE: Margaret Jones entered IPFW as a Psychology major, which is a Purdue program. She received the following grades in her classes during the first semester:

PSY 120	D
ENG W131	C
SOC S161	B

At the conclusion of the first semester, Sally decided to switch to a Sociology major which is an IU program. All of her courses taken as a Purdue student still appear on her IPFW transcript along with the following classes she completes during her second semester:

SOC S163	B	COM 114	B
MA 111	C	HIST H105	B

During summer break, Margaret's family moves to Bloomington, so in the Fall she begins her sophomore year at IU Bloomington as a sociology major. Grades from all of her courses at IPFW (including the semester she was in a Purdue program) transfer to Bloomington because she is transferring from an IU program at IPFW to an IU campus.

#### **N5. Forms Needed to Transfer**

When a Purdue student wants to transfer from IPFW to another Purdue campus, he/she will need to process an **Inter-Campus Transfer Form**. This form is also used to take summer classes at another Purdue campus. The campus to which he/she is transferring may also require a re-entry form be completed to enter them into the computer system for registration. Departments at other campuses may have different admission requirements; therefore, it is essential that the student check with the new campus to avoid surprises.

**NOTE:** For administrative purposes, all students at IUPUI are considered to be IU students until the day they receive their degree, even if they are in a Purdue degree program. If a PU student who has never been in the IU record system at IPFW wants to transfer to IUPUI, he/she should fill out an admissions application to become an IU student. If time permits, the student could choose to go through the process of declaring an IU major at IPFW and then transferring to IUPUI.

IU students wishing to transfer to another IU campus can apply online at [www.iupui.edu/~moveiu/ipfw.html](http://www.iupui.edu/~moveiu/ipfw.html).

#### **O. CHANGING UNDISTRIBUTED CREDIT TO SPECIFIC COURSE CREDIT**

Often the Admissions office will bring credit in for a student without assigning a specific course title to it (Example: MA UND). This credit is called "undistributed" and if the student's major department feels the course is equivalent to a specific course the student needs, the credit may be assigned a specific course number by filling out a "Credit Transfer Update" (see Sample Forms section). The form needs to be approved as equivalent by the department through which the course is taught and returned to the admissions office. This is usually done after a faculty member reviews the course syllabus, textbook, and/or course description. A combination of courses can be used to satisfy requirements for one course.

#### **P. ADVANCED CREDIT**

Special credit is discussed under "General Information" and "Academic Regulations" in the Bulletin. Students may receive credit for courses by successfully completing a departmental exam or by placing at a high level on a placement test and then completing the course they tested into. Some departments also give students credit for work experience. Whenever special credit is awarded to an

IU student, a Special Credit form must be filled out (Form 88). A Report of Directed Credit form (See Section VI) must be filled out for Purdue students to receive special credit.

### **P1. Foreign Language Credit by Placement Exam**

If a student tests into an advanced foreign language courses, he/she may apply for the credits for the more basic course(s) after completing the course tested into with a grade of 'C' or better. The student should apply for these credits in the International Language and Culture Studies department.

### **P2. Credit by Departmental Exam**

Students may receive credit by taking a departmental exam. In some cases, taking the exam does not result in receiving credit. Instead a waiver of the course requirement may be granted. The following list shows which courses have departmental exams available.

## **DEPARTMENTAL EXAMS**

### **ARTS & SCIENCES**

#### **Biology:**

BIOL 100  
BIOL 108  
BIOL 109  
BIOL 121  
BIOL 133  
BIOL 203  
BIOL 204  
PCTX 201

#### **Geosciences:**

AST A100  
AST A105  
GEOG G107  
GEOL G200  
GEOL G210  
GEOL G215  
GEOL G450

#### **Chemistry:**

CHM all 100 level  
(exemption only)

#### **Communication:**

COM 114

#### **Math:**

All undergrad. courses  
(except MA 109, 113 & 149)

#### **History:**

HIST H105  
HIST H106  
HIST H113  
HIST H114

#### **Modern Foreign Languages:**

Students may test out of up to four semesters of a language. However, to receive the credit, the student must take the course into which he/she has tested and get a grade of C or better. The student must then apply for the credit.

#### **Philosophy:**

All courses except PHIL  
480, 580, and 590.

#### **Physics:**

PHYS 261

PHYS 515

The following physics courses are

PHYS 310	PHYS 545	available for credit if the lab requirements of the course are met: 131, 132, 152, 201, 202, 218, 219, 251.
PHYS 330	PHYS 550	
PHYS 331		
PHYS 342		
<b>Psychology:</b>		
PSY 120	PSY 350	
PSY 235	For other courses see	
PSY 240	the department office.	

## **BUSINESS AND MANAGEMENT SCIENCES**

Business will allow credit examinations for specific courses when the faculty of the department offering the course has determined that a student's background provides him/her a reasonable chance of passing the exam. Students must be regularly admitted to the university. An established exam is available to test out of BUS A201, Introduction to Accounting.

## **EDUCATION**

The School of Education does not have any specific course offerings for which students may establish credit by exam. If students feel that they have experience/knowledge equivalent to requirements of the course, it is suggested that they talk with the Dean to decide if credit by exam is possible for the course in question. This is done on a very limited basis.

## **ENGINEERING AND TECHNOLOGY**

### **Computer Science:**

A student may test out of a course if he/she can demonstrate proficiency in that subject by passing a higher level course that requires the lower level as a prerequisite. (Student should consult with the computer science department and the instructors involved before doing this.)

### **Construction Technology:**

In order to request departmental credit in courses in Architectural Technology, Civil Engineering Technology, and Construction Technology a student must have been admitted to one of the department's curricula. All such students, except newly admitted students, must be currently enrolled in courses in the department's plan of study. To establish departmental credit in a course consisting of lecture and/or laboratory, a student must take and satisfactorily pass an exam which will cover the subject matter of the course. The student must also submit documentation to the Faculty of the Construction Technology Department to demonstrate that the student's work experience has been substantially the same as the work covered in the laboratory portion of any course.

### **Electrical Engineering Technology:**

All courses available.

### **Engineering:**

All courses available.

**Manufacturing Technology:**

All courses available.

**Organizational Leadership and Supervision:**

OLS 252, 268, 331, 361, 274, 375, 376, 377, 378, 468, 476

**FINE AND PERFORMING ARTS**

**Music:**

MUS T113, T114, T115, T116, T213, T214, T215, T216, Z241

**HEALTH SCIENCES**

**Consumer and Family Sciences: F&N 303**

Students sign up for permission to test out in the Nursing Department. They are then given a course outline and study guide by Consumer and Family Science Department. The test is given by the Nursing Dept. and graded by the CFS department.

**Nursing:**

Any student who has successfully completed equivalent courses with a grade of "C" or above in another nursing program or is an L.P.N. may challenge nursing courses. The challenge examination may be taken once. Only students admitted to the nursing program may challenge a nursing course. Written instructions for such challenges are available.

**Human Services:**

Any student with experience or background in the Human Services/Mental Health field may request credit by examination for an HSRV course with permission of the HSRV program coordinator and the instructor of the course. A student requesting credit for a clinical course must first earn a C or higher in the companion theory course. The clinical courses and companion theory courses are as follows:

<u>Theory</u>	<u>Clinical</u>
HSRV 100	HSRV 101
HSRV 150	HSRV 151
HSRV 200	HSRV 201
HSRV 250	HSRV 251

The student must also be prepared to provide documentation of successful completion of the required clinical hours for the course as well as a supervisor's evaluation in addition to taking the exam.

## **LABOR STUDIES**

There is a program called Credit by Examination Through Guided Instruction that is administered by the Independent Study Division of the School of Continuing Studies in Bloomington. The program is limited to those courses for which Independent Study guides have been prepared:  
LSTU L101, L203, L270

### **P3. Credit through CLEP**

The college level examination program (CLEP) is an opportunity for students to receive credit for a class by receiving an acceptable score on an exam given by the College Board. Students can take these exams in Testing Services at IPFW. A variety of subjects are available but only certain ones are accepted by IPFW and not all departments accept CLEP credit. It is important for a student to check with his/her department to make sure the credit will count before taking the test. The departments that are now accepting CLEP credit are: Business and Economics, Engineering, Manufacturing Technology, Organizational Leadership and Supervision, Public and Environmental Affairs, and General Studies. The following departments accept some CLEP credits: History, Nursing, and Political Science. Exams that are acceptable at IPFW and the necessary scores for credit are shown below. Test scores must be submitted to the Admissions Office to have the credits added to a student's transcript.

A current booklet of information about the CLEP tests is available through the testing office. Make sure the student is aware of the score needed to receive credit.

<b>Exam</b>	<b>Score</b>	<b>Course</b>
American Government	50	POLS Y103, 3cr
Calculus	50	MA 165, 4cr
College Algebra	50	MA 153, 3cr
Pre-Calculus	50	MA 159, 5cr
College French Lev 1	50	FREN F111-F112, 8cr
College French Lev 2	52	FREN F11-F112, F203-F204, 14 cr
College German Lev 1	50	GER G111-G112 8cr
College German Lev 2	63	GER G111-G112, G203-G204, 14cr
College Spanish Lev 1	50	SPAN S111-S112, 8cr
College Spanish Lev 2	54	SPAN S111-S112, S203-S204, 14cr
General Biology	55	BIOL 117, 4 cr
General Biology	61	BIOL 117 and BIOL 119, 8 cr

General Chemistry	50	CHM 111, 3 cr
General Chemistry	60	CHM 115, 4 cr
General Chemistry	70	CHM 115-116, 8 cr
Human Growth and Development	50	PSY 369, 3cr
Information Systems and Computer Applications	50	CS 106, 3cr
Psychology	50	PSY 120, 3cr

#### **P4. Advanced Placement (AP)**

A student can receive credit by taking an exam at the end of an AP course taken in high school. AP credit is put on the transcript as soon as the official AP scores are submitted to Admissions. This should be done before enrolling in college courses at IPFW. If a student receives credit for math and/or English, he/she does not need to take the IPFW placement exam. See the following list of AP credits accepted at IPFW.

<b>Subject</b>	<b>Score</b>	<b>Course Credit</b>
AB Calculus	4, 5	MA 165, 4cr
American Government	4, 5	POLS Y103, 3cr
American History	4, 5	HIST H105-H106, 6cr
B Physics	5	PHYS 220-221, 8cr
BC Calculus	3	MA 165, 4cr
BC Calculus	4,5	MA 165-166, 8cr
Biology	4, 5	Biol 117-119, 8cr
C Physics: Mechanics	5	PHYS 152, 5cr
C Physics: Elect/Magnetism	5	PHYS 251, 5cr
Chemistry	3, 4, 5	CHM 111, 3cr
		CHM 115-116, 8cr
Comparative Government	4, 5	POLS Y107, 3cr
English	3, 4, 5	ENG W131, 3cr

European History 4, 5 HIST undistributed, 6cr

French 3, 4, 5 FREN F203, 3cr

FREN F203-F204, 6cr

Fren F203-F204-F317, 9cr

German 3, 4, 5 GER G203, 3cr

GER G203-G204, 6cr

GER G203-G204-G318, 9cr

Psychology 4,5 PSY 120, 3cr

Spanish 3, 4, 5 SPAN S203, 3cr

SPAN S203-S204, 6cr

SPAN S203-S204-S311, 9c

### **Q. CORRESPONDENCE CREDIT**

Correspondence courses are offered through Indiana University, Bloomington. When an IPFW student enrolled in an IU program completes a correspondence course, it is automatically added to his/her transcript. However, when an IPFW student enrolled in a Purdue program completes a correspondence course, the student must obtain a copy of the IU transcript and take it to the Admissions office at IPFW so the credit may be transferred to Purdue. Departments may have restrictions on the number and types of correspondence courses that may count toward a degree. However, the General Studies degree can be completed totally by correspondence.

## **R. FOR CREDIT COURSES THROUGH CONTINUING STUDIES**

The Division of Continuing Studies offers many courses and workshops in the community that do not apply toward a degree at IPFW. However, they also offer many courses for credit such as introductory math, composition, speech, and others through Weekend College or at off-campus locations (e.g. Warsaw, Decatur, Kendallville, and Auburn). These courses are listed with regular courses in the schedule of classes each semester. Off-campus courses are identified as such, but students sometimes miss the suffix letters that indicate this. For a listing of distance learning courses, see the Continuing Studies web site at [www.ipfw.edu/dcs/credit/](http://www.ipfw.edu/dcs/credit/). If you have any questions, call Continuing Studies - Credit at 16111.

## **S. REFUNDS AND WITHDRAWALS**

The current schedule of refunds and withdrawals is always listed in the front of the Schedule of Classes. The only exception to these policies would be if an error is made on the part of an IPFW employee (for example, if an academic advisor gives a student the wrong information or enrolled a student in the wrong class.) When a student drops and adds classes, he/she receives the refund appropriate for the week he/she is dropping the class but the student must pay full price for the class he/she is adding. After the first week of classes, a student may switch sections of the same class without penalty only by taking a drop/add card to the Registrar's office. Also, if the department initiates the change (usually to place the student in a more appropriate course level for example in mathematics), there is no penalty. In these cases, a full exchange of fees will be made when the advisor has cleared it with the Registrar.

Withdrawal from a course and addition of a course are discussed under "Academic Regulations" in the Bulletin. A late withdrawal can only be processed after the tenth week of the semester if the student has circumstances beyond their control such as sudden serious illness or change in work schedule. In such a case, the student needs to pick up a "Petition for Partial Late Withdrawal From Classes" from his/her major department, if he/she needs to withdraw from only some classes. (See form in Section VI.) Final authorization is given by the Dean/Director of the school. If a total late withdrawal from classes is necessary, students should be directed to the Dean of Students office in Walb Union (16601).

## **T. INCOMPLETE COURSES AND GRADES 'I'**

Incompletes are discussed under "Academic Regulations" in the Bulletin. If a student is faced with circumstances beyond his/her control and cannot complete a course, but does not want to withdraw, the student may take an incomplete. This is only possible if it is agreeable with the instructor, and all of the student's work up until the current time has been of passing quality. The instructor and student will fill out a form 150 (see forms section) which will list what requirements the student still has to complete and how long he/she has to complete them.

Ideally, the course will be completed as soon as possible, but the student does have a maximum of one year. At the end of the year, if the course is not completed, the grade will be changed to an 'F.' The one year is only counted while the student is enrolled. That is, if a student takes an incomplete, is enrolled the next semester, and then sits out for two years, when he/she returns he/she still has one semester to remove the incomplete before it turns to an 'F.' Of course, in this type of situation it is usually impossible to remove the incomplete because the professor may not be around anymore, and if he/she is still here, the course requirements may have changed so that remembering exactly what was remaining for completion would be difficult.

Given extenuating circumstances, the initial time limit may be extended for a period not to exceed one additional calendar year if approved by the instructor and the instructor's dean/director, and if the Registrar's office is notified prior to the expiration of the original time limit.

## **U. GRADUATION**

To receive an associate degree from IPFW, a student must:

1. Complete, by resident credit or transfer credit, the plan of study underlying the degree.
2. Complete at least 32 credits of resident course credit, 15 of which must be applicable to the major.
3. Establish a graduation GPA of 2.0 or better.
4. Apply for graduation for the term in which the degree will be completed.

To receive a bachelor's degree from IPFW, a student must:

1. Complete, by resident credit or transfer credit, the plan of study underlying the degree.
2. Complete at least 32 credits of resident course credit at the 200-level or above.
3. Complete at least 15 credits of resident credit at the 300-level or above in courses applicable to the major.
4. Establish a graduation GPA of 2.0 or better.
5. Apply for graduation for the term in which the degree will be completed.

## **V. DEGREE ONLY**

Any student who graduates during a semester that he/she is not enrolled in classes (for example, he/she needs to complete a correspondence course) must be enrolled as a "degree only" student to be processed for graduation. Course Reference Numbers (CRNs) for this purpose are available from the Registrar.

## **W. OVERLAPPING CONTENT COURSES**

The School of Arts and Sciences and the School of Engineering, Technology, and Computer Science have adopted a list of courses with overlapping content. This list is also followed or is being considered by other schools on campus. If a student takes one of the courses listed and then a course

listed as having overlapping content, only the most recent course will apply towards graduation. All students should be made aware of this list in case they end up changing their major to a program in one of these schools.

AHLT M195	BIOL 105
BIOL 100	BIOL 108-109 or 117-119 or 121/122-133/134 or 250
BIOL 105	AHLT M195
BIOL 108-109	BIOL 100 or 117-119 or 121/122-133/134
BIOL 121/122-133/134	BIOL 100 or BIOL 108-109 or 117-119 or 250
BIOL 203-204	BIOL 215-216
BIOL 215-216	BIOL 203-204
BIOL 218	BIOL 241-242
BIOL 220	BIOL 221 or 438-439 or 437
BIOL 221	BIOL 220 or 438/439 or 437
BIOL 233-234	BIOL 381-382
BIOL 241-242	BIOL 218
BIOL 250	BIOL 100 or 108/109 or 117-119 or 121/122-133/134
BIOL 381-382	BIOL 233-234
BIOL 437	BIOL 220 or 221
BIOL 438/439	BIOL 220 or 221 or 438/439
BUS K200-K211-K212	CS 106
CHM 101-102	CHM 104 or 111-112 or 115-116 or 129 or 151
CHM 104	CHM 101-102 or 111-112 or 115-116 or 129 or 151
CHM 111-112	CHM 101-102 or 104 or 115-116 or 129 or 151
CHM 115-116	CHM 101-102 or 104 or 111-112 or 129 or 151
CHM 129	CHM 101-102 or 104 or 111-112 or 115-116 or 151
CHM 151	CHM 101-102 or 104 or 111-112 or 115-116 or 129
CHM 224	CHM 321
CHM 251	CHM 255-256 or 261-262
CHM 252	CHM 254-258 or 263-264 or 265-266
CHM 254-258	CHM 252 or 263-264 or 265-266
CHM 255-256	CHM 251 or 261-262
CHM 261-262	CHM 251 or 255-256
CHM 263-264	CHM 252 or 254-258 or 265-266
CHM 265-266	CHM 252 or 254-258 or 263-264
CHM 321	CHM 224
CHM 371	CHM 373-374 or 383-384
CHM 373-374	CHM 371 or 383-384
CHM 383-384	CHM 371 or 373-374
COM 250	JOUR C200

COM 352	JOUR J300
CS 106	BUS K200-K211-K212
ECON E200	ECON E201
ECON E201	ECON E200
ECON E270	POLS Y395 or PSY 201 or SOC S351 or SPEA K300 or STAT 240 or 260 or 301 or 303 or 307 or 511
EE 302	STAT 311 or 516
ENG L220	ENG L315
ENG L315	ENG L220
ENG L374	ENG L379
ENG L379	ENG L374
ENG W131	ENG W135
ENG W135	ENG W131
ENG W140	ENG W233
ENG W233	ENG W140
FOLK F254	MUS Z201
GEOL G100	GEOL G103 or S100
GEOL G103	GEOL G100 or S100
GEOL S100	GEOL G100 or G103
HIST A316	HIST A345-A346
HIST A345-A346	HIST A316
HIST E331	HIST E431
HIST E332	HIST E432
IDIS 110	IDIS G102 or G103 or G104
IDIS G102	IDIS 110 or G103 or G104
IDIS G103	IDIS 110 or G102 or G104
IDIS G104	IDIS 110 or G102 or G103
JOUR C200	COM 250
JOUR J300	COM 352
MA 149	MA 153
MA 150	MA 151 or 153-154
MA 151	MA 150 or 153-154
MA 153	MA 149
MA 153-154	MA 150 or 151

MA 163-164	MA 165-166 or 227-228 or 229-230
MA 165-166	MA 163-164 or 227-228 or 229-230
MA 175	MA 213 or 215
MA 213	MA 175 or 215
MA 213-215	MA 175
MA 227-228	MA 163-164 or 165-166 or 229-230
MA 229-230	MA 163-164 or 165-166 or 227-228
MA 261	MA 263
MA 262	MA 321 or 363
MA 263	MA 261
MA 321	MA 262 or 363
MA 363	MA 262 or 321
PHYS 131-132	PHYS 152-251 or 201-202 or 218-219 or 220-221
PHYS 152-251	PHYS 131-132 or 201-202 or 218-219 or 220-221
PHYS 201-202	PHYS 131-132 or 152-251 or 218-219 or 220-221
PHYS 218-219	PHYS 131-132 or 152-251 or 201-202 or 220-221
PHYS 220-221	PHYS 131-132 or 152-251 or 201-202 or 218-219
PHYS 241	PHYS 251 or 261
PHYS 251	PHYS 241 or 261
PHYS 261	PHYS 241 or 251
POLS Y395	ECON E270 or PSY 201 or SOC S351 or SPEA K300 or STAT 240 or 260 or 301 or 303 or 307 or 511
PSY 200	PSY 416
PSY 201	ECON E270 or POLS Y395 or SOC S351 or SPEA K300 or STAT 240 or 260 or 301 or 303 or 307 or 511
PSY 416	PSY 200
SOC S351	ECON E270 or POLS Y395 or PSY 201 or SPEA K300 or STAT 240 or 260 or 301 or 303 or 307 or 511
SPEA K300	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 240	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 260	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 301	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 303	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511

STAT 307	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 311	EE 302 or STAT 516
STAT 511	ECON E270 or POLS Y395 or PSY 201 or SOC S351 or STAT 240 or 260 or 301 or 303 or 307 or 511
STAT 512	STAT 340
STAT 516	EE 302 or STAT 311
WOST W200	WOST W210
WOST W210	WOST W200

### **X. ACADEMIC LOAD**

Students may not enroll for more than 18 credits during a regular semester or more than 8 credits during a summer session without special permission from their advisor. The absolute maximum number of credit hours for which a student will be allowed to register is 24 credits in a regular semester and 9 credits in a normal summer session. Some departments have more specific requirements before allowing students to take an overload. For instance, a business student who wishes to enroll in more than seventeen hours must be at least a sophomore and have a GPA of 3.0 or higher.

### **Y. MINORS**

All requirements for a minor must be completed by the time the student receives his/her degree. No minors will be awarded after the completion of a degree. Completion of any minor requires a minimum of 12 credits, including at least 6 resident credits at the 200 level or above. A student's division/department certifies of the minor requirements as the degree certification is processed.

### **Z. DOUBLE MAJORS AND DOUBLE DEGREES**

If a student completes all the requirements for more than one program, he/she will be awarded a degree with a double major if 1) the requirements are completed at the same time; 2) the programs are offered by the same school or division and the same university at IPFW; and 3) the programs lead to the same degree (e.g. BA or BS).

If a student completes all the requirements for more than one program, he/she will be awarded two degrees if any of the above requirements are not satisfied. The exception is a Purdue University student who completes his/her requirements for a second major leading to the same degree as originally earned. This student would have this second major noted on his/her transcript, but will not be awarded a second degree.

## **AA. CHANGE OF P/NP OR AUDITING OPTIONS**

A student may change the P/NP option for a course prior to the end of the fourth week of an academic semester (or equivalent period during a summer session) by obtaining the signature of his/her academic advisor on a drop/add card. This card can be processed in the student's academic unit office or in the Registrar's office.

A student may change from audit to credit status prior to the end of the fourth week of an academic semester (or equivalent period during a summer session) by obtaining the signature of his/her academic advisor on a drop/add card. Prior to the end of the ninth week of an academic semester, he/she may change from credit to audit status in the same manner. These cards are also processed in the student's academic unit office or in the Registrar's office. This latter option allows a student to continue attending class to learn as much of the material as possible for a later semester when it will be taken for credit.

**IV. ADVISING STUDENTS WITH SPECIAL CIRCUMSTANCES**

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## **A. EXPLORATORY STUDENTS**

Students admitted as exploratory majors, formerly called Guided Studies, are students who do not qualify for regular admission into their intended major and would benefit from the extra attention offered by Academic Counseling and Career Services. Professional advisors in ACCS provide information and direction toward special programs, sound academic skills, and tutorial services. Those admitted to the program are encouraged to participate in clubs and activities related to their intended major and work closely with professional academic advisors to ensure that they reach their educational goals. Students in the program must report their academic progress to their advisors, who can help identify any support services that may be needed. Students who complete at least 12 credits and earn a cumulative GPA of 2.0 or higher are, in most cases, eligible to declare their academic major.

All Exploratory students are required to participate in the Academic Student Achievement Program (ASAP!). The mission of ASAP! Program is to provide an early warning system that identifies students in need of intervention during that semester. Another objective is to enhance the relationships and communication among students, advisors, and faculty. Additional information about the ASAP! Program can be found at [www.ipfw.edu/mcul/PROGRAMS/ASAP.htm](http://www.ipfw.edu/mcul/PROGRAMS/ASAP.htm)

## **B. STUDENTS WITH DISABILITIES**

The Registrar's office has a practice of accepting registration of students with disabilities at any time during published registration periods. The purpose of this practice is to address the special scheduling concerns of many students with disabilities such as transportation problems, distance between classes, fatigue, side effects of medicine, scheduled therapy, etc. A registration card should be completed, signed by an advisor and labeled "disabled" for his/her file in your academic unit. A student whose disability is not readily observable is responsible for showing the university medical evidence of the presence of disability. This is done through the Office of Services for Students with Disabilities (16657, WU 113). If the student's disability is not readily visible, simply ask the student if he/she has registered with SSD. If the answer is yes, feel free to call SSD to verify this.

Learning disability is defined as a substantial difference between intellect and performance. If you feel a student may have a learning disability, a referral to the Office of Services for Students with Disabilities may be in order. You can give the student the name and phone number of the office or call Susan Borrer, Director of SSD, at 16657 to refer a student to her. You can even call and set up an appointment for the student while he/she is in your office.

Keep in mind that students may have mixed reactions to the suggestion that they might have a learning disability. Some students may be relieved to discover the source of the problems they have had for years, while other students may be mortified or angry at being labeled "disabled." It is best if the student is aware of your genuine concern for his/her academic development and if the matter is discussed in the appropriate environment at a time when you are not rushed.

Remember that most students who are not doing well are simply over committed to school, jobs, family, etc. However, if you truly feel there is a discrepancy in the apparent intellect of a student and the academic performance of the student, you may wish to discuss the option of being tested for learning disabilities with him or her.

### C. HONORS STUDENTS

Admission to the Honors Program is voluntary based on a student's previous academic performance. Upon completion of the program, students will receive an Honors certificate. Details of the program are listed in the Bulletin.

Honors courses for each semester change and are listed in the Schedule of Classes. Every student who is eligible for Honors courses receives a letter, which he or she is instructed to bring to his advising session. If you have any specific questions call the Honors Program office at 16824.

### D. STUDENT ATHLETES

Student-Athletes' academic performance and progress is carefully monitored by the staff of the Mastodon Academic Performance Center (M.A.P.), Leslie Clark, Director, and Chris Kuznar, Associate Director, who monitor student-athlete compliance with NCAA Academic Eligibility regulations and provide appropriate support services for student-athletes. In addition, M.A.P.'s goal for student-athletes is to help them progress to, and ultimately achieve, graduation in the degree of their choice. Leslie oversees student-athletes' academic progress, grades, and athletic eligibility. Additionally, she acts as advisor to coaches and student-athletes pertaining to matters of academic performance and eligibility. Student-Athletes must submit proper documentation, issued by and returned to the M.A.P. staff, after they have met with their assigned Academic Advisor. The "Registration and Planning Guide" must be signed by their Department representatives/advisors in order to register for, drop, add, or repeat a class, or change their major.

During their first year of enrollment, Student-Athletes must be registered in a minimum of 12 hours during both Fall and Spring semesters. They must demonstrate "Satisfactory Progress" by passing a minimum total of 24 hours each academic year (18 hours minimum for Fall/Spring—6/12, 12/6, or 9/9 hours and are then allowed to count up to 6 hours of summer work toward the total of 24 hours). Student-Athletes also have minimum GPA requirements that must be met to maintain eligibility. Therefore, it is recommended that student-athletes register for more difficult or time-consuming courses, whenever possible, during their "off" season when they are not busy competing whenever possible. For two term sports such as Basketball, this would be the term with the least number of competitions scheduled.

Additionally, Student-athletes must declare their Baccalaureate program/major **prior to the onset of their FIFTH long semester of enrollment**. At that time, they must have completed 40% of the total number of hours required for completion of the degree. Each year, thereafter,

they must complete an additional 20% of that total. For example, a Student-Athlete whose degree program requires only 120 hours will need to complete 24 degree countable hours per academic year to meet Percentage of Degree completion rules. Students whose degree programs have higher completion numbers must meet Percentage of Degree completion hours. There is no limit on summer school hours for Percentage of Degree completion hours once Satisfactory Progress has been met.

Student-athletes cannot drop or add or repeat classes without meeting with an Athletic Advisor to determine impact on NCAA eligibility. Therefore, registration holds are placed on their academic records by the M.A.P. staff to preclude the student-athlete from making any changes to their enrollment. Additionally, in order to change their majors, the Percentage of Degree Completion hours must be verified in both the OLD and the NEW degree program. Thus, Drop-Add decisions should be considered very carefully. Dropping below 12 credits will cause ineligibility as well as problems for timely degree completion and satisfactory progress. For example, a basketball player (a two-semester competitive season) may register for MA 151, which is a 5 credit hour course. After a few class days, he may discover he is misplaced, and request a schedule adjustment into MA 153. But MA 153 is a 3 credit course, and this may jeopardize eligibility. At this point it is best to contact either Leslie Clark or Chris Kuznar for a solution to the situation as poor performance in a five credit hour course may impact the Student-Athletes' GPA eligibility requirements.

In addition to maintaining detailed academic progress records on each student-athlete, the M.A.P. staff sends each semester, to the academic advisor of record for each student-athlete, a request for current total of completed hours and up-to-date "Bingo sheets/degree plans" on their student-athlete advisees in order to provide official documentation of degree progress for certification. M.A.P. has a system of checks and balances in place of which academic department records is an important part.

If you have any questions about NCAA eligibility or M.A.P. advising services, feel free to contact Leslie at 16054.

## **E. INTERNATIONAL STUDENTS**

International Student Services (16034, [www.ipfw.edu/iss](http://www.ipfw.edu/iss)) admits and advises international students, and all non-immigrants in the US on a visa. If an undergraduate student is coming to study at IPFW from a foreign country, he/she is admitted through the International Student Services office. Please contact the office at (260) 481-6034 or visit them in Kettler Hall room 104.

Graduate program applications are processed by the academic unit offering the program with the aid of the International Student Services office, if the student has to apply for a visa to enter the US. If a person is a resident in the US, but received former education in a foreign country, his/her admission is handled through:

- Purdue undergraduate program -- Admission's office (Kettler Hall room 111)
- Indiana undergraduate program -- Admission's office (Kettler Hall room 111)
- Graduate programs -- Academic unit office

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## A. STUDENT SERVICES DIRECTORY

Questions about:	Contact :	Campus Ext.	Location
Academic Advising	Mastodon Advising Center (MAC) and Academic Units	16595 various	KT 109 various
Address Changes	Registrar (or OASIS)	16815	KT 107
Admission Procedures	Admissions	16812	KT 111
Adult Orientation	Center for Women & Returning Adults	16029	WU 120
Athlete Advising	Mastodon Academic Performance Center	16054	KT 108
Bulletins - Distribution	Admissions (and Registrar's web site)	16812	KT 111
Bulletins - Content	Registrar	16815	KT 107
Career Assessment Tests	Career Services	16595	KT 109
Career Counseling	Career Services	16595	KT 109
Change of Major	Academic Unit Advisor		
Changes to Student Financial Aid Record	Financial Aid	16820	KT 102
Child Care	Child Care Center	10111	Stellhorn/Hobson
Computer Facilities & Support	Information Technology Services (ITS)	16030	KT 206
Cooperative Education	Cooperative Education	16593	NF 337
Course Offerings/Changes	Registrar	16815	KT 107
Dependency Appeals	Financial Aid	16820	KT 102
Disability Services	Services for Students with Disabilities	16657	WU 113
Enrollment Verification	Registrar	16815	KT 107
Fee Payment	Bursar	16824	KT G57
Fee Refund Appeals	Registrar	16815	KT 107
Financial Aid Information	Financial Aid	16820	KT 102
Financial Aid Transcripts	Financial Aid	16820	KT 102
Foreign Language Placement Tests	Testing Services	16600	KT 232
Grades	Registrar	16815	KT 107
Grade Appeal Information	Dean of Students & Academic Units	16601	WU 111
Grade Changes	Registrar	16815	KT 107

Graduate Admissions	Graduate Admissions & Academic Units	16145	KT 108A
GRE Exam	Testing Services	14153	KT 232
Student Housing	Student Housing	14180	Cole Commons
Immigration	International Services	16034	KT G73
Intercampus Transfer (IU)	Academic Unit Advisor		
Intercampus Transfer (Purdue)	Admissions	16812	KT 111
International Student Information	International Student Services	16034	KT 104
Institutional SAT Tests	Testing Services	16600	KT 232
Internships	Cooperative Education & Academic Units	16593	NF 337
Interviewing Information	Career Services	16595	KT 109
Intramural Sports	Athletics	16643	GC 200
Degree Programs	Admissions and Mastodon Advising Center	16812 16595	KT 111 KT 109
Job Search Information	Career Services	16595	KT 109
Learning Disabilities	Services for Students with Disabilities	16657	WU113
Loans	Financial Aid	16820	KT 102
Mentoring	Dean of Students	16601	WU 111
Military Transfer Credit	Admissions	16812	KT 111
Minority Student Services	Multicultural Services	16921	WU 118
Name Changes	Registrar	16815	WU 107
National Student Exchange Program	Mastodon Advising Center	16595	KT 109
NCAA Guidelines	Mastodon Academic Performance	16054	KT 108
Overseas Study Opportunities	International Language and Culture Studies	16836	CM267
Personal Counseling	Dean of Students	16601	WU 111
Placement Tests	Testing Services	16600	KT 232
Readmission	Admissions & Academic Units	16812	KT 111
Registration	Registrar & Academic Units	16815	KT 107
Removal of an Incomplete Grade	Registrar	16815	KT 107
Residency	Registrar	16815	KT 107

Resume Writing	Career Services	16595	KT 109
Returning Adult Services	Center for Women and Returning Adults	16029	WU 120
Schedule of Classes	Registrar (and OASIS)	16815	KT 107
Scholarships	Financial Aid	16820	KT 102
Student Activities/Organizations	Student Life	16609	WU 115
Student Employment	Career Services	16595	KT 109
Student Health Insurance	Bursar	16824	KT G57
Orientations for New Students	Student Life	16609	WU 115
Testing – National (CPA, GRE, etc.)	Testing Services	14153	KT 232
Transcripts	Registrar	16815	KT 107
Transfer Credits	Admissions	16812	KT 111
Tutoring	Center for Academic Support and Adv.	15419	KT G21
Veteran’s Affairs Education Benefits	Registrar	16815	KT 107
Vocational Rehabilitation	Financial Aid	16826	KT 102
Volunteer Service Opportunities	ACCS	16595	KT 109
Women’s Services	Center for Women and Returning Adults	16029	WU 120
Work Study Campus Employment	Career Services	16595	KT 109
Writing Help	Writing Center	15740	KT G19

## B. STUDENT SERVICES OFFICE HOURS

<b>Admissions</b>	Monday – Thursday	8am – 6pm
	Friday	9am – 5pm
	First and Third Saturdays	9am – Noon (except holidays)
<b>Registrar's</b>	Monday – Thursday	8am – 6pm
	Friday	9am – 5pm
<b>Summer and Semester Breaks</b>		
	Monday	8am – 6pm
	Tuesday – Thursday	8am – 5pm
	Friday	9am – 5pm
<b>Bursar</b>	Monday	8am – 6pm
	Tuesday – Thursday	8am – 5pm
	Friday	9am – 5pm
<b>Financial Aid</b>	Monday – Thursday	8am – 6pm
	Friday	9am - 5pm

## **ACADEMIC UNIT OFFICE HOURS**

Monday – Friday                      8am – 5pm (generally)

(Summer hours vary from those given above)

### **C. ADMISSIONS (16812, [www.ipfw.edu/admissions](http://www.ipfw.edu/admissions))**

The Admissions office prepares the formal credit transfer reports (CTRs) for all incoming transfer students. This information is also available in Banner on the SHATRNS screen. Once this report has been prepared, a school/division/department can request that a course be transferred differently, if the equivalent course here is one of their courses and the credit hours are equivalent. This is done with the Transfer Credit Update form available from the Admissions office.

Admissions is also the home for the IPFW side of the Crossroads Program ([www.ivytech.edu/fortwayne/crossroads](http://www.ivytech.edu/fortwayne/crossroads)). The Crossroads Coordinator, Ann Souigny Brown, is available to help students with issues that arise when they transfer from Ivy Tech to IPFW or vice versa. They are located in KT 105 and can be reached at 10748.

### **D. BURSAR (16824, [www.ipfw.edu/financial](http://www.ipfw.edu/financial)) and FINANCIAL AID (16820, [www.ipfw.edu/financial](http://www.ipfw.edu/financial))**

The Bursar's office assesses and collects all student fees. Once a student registers for classes, he/she receives an ebill that reflects IPFW's unified fee system. Students are assessed different per-credit hour rates based on their level of study and their state residency. Students who were continuously enrolled prior to Summer 2007 and did not change their admissions status are assessed at a lower rate. Students who were newly admitted as beginners, transferred in, or changed admissions status are assessed at the new higher rate beginning fall 2007.

Students can utilize myIPFW to view, print, and pay their bills online using their checking or savings accounts or with a credit card. They can also request a fee billing statement in the mail by calling the Bursar's office at 481-6824.

Many students cannot enroll without financial aid, but some students are not academically strong enough to carry a minimum of 12 credits along with their job and/or family obligations. You might want to encourage some of your students to take lighter loads which might lead to successful completion of courses each term. If a student is on probation, he may be heading for dismissal if he takes 12 credits next semester. He may be able to handle two courses and start moving back toward good standing, but he also may be reluctant to depart from full-time status for financial aid reasons. Refer him to the Financial Aid Office to inquire about reduced benefits for a reduced load. This is usually possible, but don't be specific because financial aid policies are complex and keep changing. Tell the student you've got a deal with the financial aid folks; you don't answer financial aid questions, and they don't do academic advising.

With this in mind there is some basic financial aid information that will assist you in being an informed advisor and understanding the financial aid process. Students should complete the Free Application for Federal Student Aid (FAFSA) each year by March 1 for financial aid for the following year. This is the state deadline and IPFW's priority deadline. If students complete the FAFSA after March 1, they will still be eligible for federal aid. State grants usually require at least 12 credit hours but federal grants and loans can be awarded for less than full-time enrollment but the federal Pell grant will be adjusted to a lower amount if the student has Pell grant eligibility. In general, there is no financial aid available for undergraduate students enrolled in less than 6 credit hours per semester, except for the federal Pell grant.

When students receive financial aid sufficient to cover tuition and fee charges, they are not required to make tuition and fee payments by the Bursar's fee payment deadline. If a student's financial aid is delayed for some reason and he/she has a processed FAFSA on file at the Financial Aid Office, he/she may make a partial payment and be reimbursed when the aid arrives, or, if this is not possible and the student is a new freshmen, he/she has 30 days for the aid to arrive without a late fee being assessed on his/her account. The student will not be administratively withdrawn from classes for non-payment.

Most distance education courses are eligible for inclusion in total credit hours in which a student is enrolled during a semester, but correspondence courses are not eligible. Terms for course completion generally allow a student a completion end date greater than a semester or summer session enrollment period to complete required course work. Courses that have an end date greater than the enrollment period (semester or summer session) for which financial aid is funded are not eligible to be counted in the total credit hours a student is enrolled during that funding period for financial aid funding. This restriction eliminates correspondence courses.

Students receive financial aid contingent on making satisfactory academic progress towards their degree. It is the financial aid office's responsibility to monitor the student's progress, but as an advisor you should be familiar with the formula used to determine satisfactory progress. This will be especially helpful in advising students who have already lost or are about to lose their financial aid, because of withdrawals and incompletes. A deficit is the difference between the total number of credit hours a student has registered for and the number of credit hours he/she has successfully completed. Grades of I, W, or F, or graded courses changed to audit during the semester do not count toward the hours successfully completed. In order to be in good standing, a student must meet a minimum GPA and must meet the minimum completion rate required for the number of hours for which the student has registered. The levels allowed are shown below:

Registered Cr. Hours	Min. GPA	Minimum Completion Rate (credit hours)
0-29	1.50	At least a 67% completion of credit hours attempted
30-59	1.75	At least a 67% completion of credit hours attempted
60 or more	2.00	At least a 67% completion of credit hours attempted

(If a student has attempted more than 150% of credit hours required for their undergraduate degree, financial aid eligibility has expired.)

Another financial aid process that requires your awareness is in the area of advising students about dropping classes which can cause repayment of financial aid paid. There are two main functions that can cause a large debt to be incurred by the student. In both the following situations, it is critical for the student to contact the Financial Aid Office before classes are dropped to know the impact it will have on current and future financial aid eligibility.

The first situation involves students with funding from the State Student Assistance Commission of Indiana (SSACI). Students with Higher Education Awards and 21<sup>st</sup> Century Scholar grants will lose the entire award if enrollment drops below 12 credit hours from the first week of classes through the end of the fourth week of classes each semester. For students who want to do a complete withdrawal from the semester, a Department of Education Title IV Recalculation must be completed to determine how much of the financial aid paid for the semester has been earned. Students will normally have to repay financial aid when a complete withdrawal is processed.

**Remember this information is just to help you have a better understanding of the financial aid process so that you can be a more informed advisor - ALWAYS refer students to the financial aid office to have their questions answered.**

#### **F. CAREER SERVICES (16595, [www.ipfw.edu/accs](http://www.ipfw.edu/accs) )**

Career Services in ACCS offers a variety of services to meet the career development needs of IPFW students and alumni, including career counseling, self-assessments, and internship and job search assistance. Some of the topics that may be addressed in a career counseling appointment include:

Investigating careers and connecting them to majors

Choosing a major

Exploring interests, skills, and values

Gaining relevant experience through internships, jobs, or volunteer work

Preparing for employment, including resume and cover letter critiques, mock interviews, and assistance with job searching.

To assist with self-assessment, Career Services provides a free online assessment tool; additionally, students and alumni may schedule an appointment to discuss other assessments that are available to them. These assessments can assist students in identifying majors and careers that may best fit the student, according to their interests, skills, and personality. Additionally, Career Services lists major- and career-related links on its web site—these links can help students connect majors and occupations, as well as provide valuable occupational information like job outlook, salary, and job descriptions. If students prefer researching using books, the Career Library in ACCS offers more than 200 resources available for checkout.

For students who need help choosing a major, ACCS offers a career planning class called EDUC X210 in the spring semester. This two-credit hour course is designed to help students explore their career interests and provides information about choosing a major, among other career topics. Students can also attend the annual Majors Fair, which is held every fall semester. At the Majors Fair, representatives from the academic departments on campus are available for students to ask questions about the departments' majors, as well as careers available with those majors. Please visit [www.ipfw.edu/accs](http://www.ipfw.edu/accs) and check the Calendar of Events to find out when this event is being held.

Furthermore, Career Services offers a variety of events throughout the year to assist students and alumni with their job search. Mock Interview Day, Career & Internship Fair, Summer Job & Internship Fair, and an etiquette and networking dinner are only some of the events that Career Services offers to IPFW students and alumni. Please visit [www.ipfw.edu/accs](http://www.ipfw.edu/accs) for the Calendar of Events to see when these events are coming up.

Finally, Career Services posts a variety of employment opportunities, including work-study, part-time, and full-time non-degreed positions; these can be accessed online at [www.ipfw.edu/accs/jobs](http://www.ipfw.edu/accs/jobs). Internship, full-time, and part-time degreed position listings can be accessed through JobZone, a free job and resume database available only to IPFW students and alumni. Registrants can view openings, post their resume, and are eligible for resume referrals and campus interviews. Please visit [www.ipfw.edu/access/jobs](http://www.ipfw.edu/access/jobs) for more information.

#### **Career Services Staff**

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>E-mail</b>
Julie Bach	Student Information Specialist	481-6595	<a href="mailto:Bachj@ipfw.edu">Bachj@ipfw.edu</a>
Joan Bentz	Secretary, Employment Services	481-6595	<a href="mailto:BentzJ@ipfw.edu">BentzJ@ipfw.edu</a>
Marla Brenneke	Secretary, Student Employment	481-6595	<a href="mailto:Brenneke@ipfw.edu">Brenneke@ipfw.edu</a>
Lindsay Hartman	Graduate Assistant	481-6595	<a href="mailto:Hartmans@ipfw.edu">Hartmans@ipfw.edu</a>
Ashley McArdle	Career Counselor	481-6595	<a href="mailto:Mcardlea@ipfw.edu">Mcardlea@ipfw.edu</a>
Sandra Michels	Operations Assistant	481-6595	<a href="mailto:Michelss@ipfw.edu">Michelss@ipfw.edu</a>
Christina Mosteller	Career Counselor	481-6595	<a href="mailto:Mostellc@ipfw.edu">Mostellc@ipfw.edu</a>
Karen Obringer	Career Counselor	481-6595	<a href="mailto:Obringek@ipfw.edu">Obringek@ipfw.edu</a>
Jill Parker	Director of Career Services	481-6595	<a href="mailto:parkerjs@ipfw.edu">parkerjs@ipfw.edu</a>
Susan Williams	Student Information Specialist	481-6595	<a href="mailto:Williams@ipfw.edu">Williams@ipfw.edu</a>

## **G. CENTER FOR ACADEMIC SUPPORT AND ADVANCEMENT** (CASA, 16817, [www.ipfw.edu/casa](http://www.ipfw.edu/casa))

The Center for Academic Support and Advancement (CASA) provides and coordinates access to academic support services on campus. The core mission of CASA is to help all students within the IPFW community achieve academic success. Specifically, their mission is to help under prepared students to prepare, prepared students to advance, and advanced students to excel. The Center also aims to serve the NE Indiana region by working with appropriate community agencies.

The center's goals are:

- to help students acquire the skills they will need in order to succeed in a range of courses needed for their degrees,
- to help students become confident, independent learners who understand their strengths and limitations and choose learning strategies accordingly,
- to help non-native speakers of English meet the academic expectations of IPFW, and
- to engage in outreach programs within the region.

**Courses offered through CASA.** IPFW has three courses that focus on strengthening the skill areas of our students: English R150, IPFW 101: The Art of Higher Education, and Critical Inquiry. English R150 is a critical reading course that also focuses on study skills. IPFW 101, formerly called Critical Behaviors, is designed to help students develop responsibility, self motivation, and goals that will enable them to succeed at IPFW and in life. Critical Inquiry is a paired class designed to help students develop critical thinking skills by linking with a reading intensive course in which the students can apply the techniques learned. Both IPFW 101 and Critical Inquiry count as credit toward graduation. Critical Inquiry is a General Education course.

**Tutoring in the SPOT.** CASA offers free tutoring for many courses in Kettler G21. Students are allowed up to two (2) free hours of one-to-one tutoring per week per subject. Arrangements are made using TutorTrac (web supported software) and must be made 24 hours in advance by following the links to TutorTrac at [www.ipfw.edu/casa](http://www.ipfw.edu/casa). Immediate help in math and computer science is available at scheduled drop-in sessions. Many IPFW students do not know about these services. Many A students use tutors because they want to keep their A's. Check with the SPOT secretary, Debbie Braun (15419, braund@ipfw.edu), for current day and evening times for "drop-in's" and one-to-one tutoring.

The SPOT has handouts on a variety of subjects including the learning style inventory, test taking tips, how to stop procrastination, and test anxiety. Also available in the SPOT is a speed reading course on one of the computers. Students may access this any time the SPOT is open. Students are encouraged to request these handouts from the SPOT.

**The Writing Center** is located in KT G19. Here, in free one-to-one or small group appointments, students (and faculty and staff) can work on developing writing strategies needed to write a better paper or project for any discipline. Additionally, online writing consultations are available. *Every*

*writer needs a reader.* Students can ask for help with understanding their assignments or teacher's comments, choosing a topic, organizing their ideas, referencing their sources without plagiarizing, revising and editing, and more. While consultants will not proofread papers for students, they will help students learn how to better proofread their own papers.

Students are welcome to drop-in during unfilled appointment times (call 15740 for today's availability), but scheduled appointments receive priority. Appointments in the Center, open daily except Saturday, can be made up to 7 days in advance by following links to TutorTrac (web supported software) at [www.ipfw.edu/casa/writing](http://www.ipfw.edu/casa/writing). Advisors with concerns about a specific student's writing or who desire an individualized writing presentation for their classes are welcome to contact the Writing Center Coordinator, Mary Arnold Schwartz at 16028 or [schwartzm@ipfw.edu](mailto:schwartzm@ipfw.edu)

### **Math Test Center**

The Math Test Center, directed by Ms. Dianne Clark, is primarily for students who are taking mathematics courses with Flexible-Paced Instruction or sections which use out of class testing. In order to receive a test students must have a photo ID. The Math Test Center is funded through the Center for Academic Support and Advancement (CASA). More information and current hours of operation can be found at <http://www.ipfw.edu/math/mathtestcenter.html>

The Test Center is located in Kettler 226, but will be moving to the ground floor of Kettler in [early 2006](#).

**Supplemental Instruction (SI)** is designed to assist with selected difficult courses and consists of special, regularly scheduled study groups with trained leaders. These classes include biology, chemistry, computer science, math psychology, and others. SI leaders have previously taken the class and done well in it. SI begins the first week of the term. Usually the instructor of the class will announce the availability of SI the first day of class. Sessions are open to all students. Students who attend SI regularly attain a grade one to two grade levels higher than those students who do not attend SI. Even if students aren't paired with an SI course, they can attend SI sessions that may be helpful to them. SI students who attend at least five times pass their classes with an A, B, or C at more than 80% while the non-SI rate is just over 60%. For more information, please contact Barbara Kirkwood for a schedule (16066, [kirkwoob@ipfw.edu](mailto:kirkwoob@ipfw.edu)) or consult the CASA web site at <http://www.ipfw.edu/casa/SI/default.htm>.

**Student Technology Education ProgramS (STEPS)** is a series of workshops on computer applications that CASA provides. Students can look online for the class list and times or see a posted flyer. No reservations are needed and often the classes are one-on-one or very small group. Presently, the following computer application classes are offered: PowerPoint, Endnote, Word, Email, and Web Design. In addition, there are a number of seminars offered throughout the year to improve skills. For more information, contact Sue Keck at 16893 or [kecks@ipfw.edu](mailto:kecks@ipfw.edu).

## **ESL Program and Services**

All students whose native language is not English must demonstrate proficiency in English before admission to IPFW. There are two ways to demonstrate proficiency:

1. Provide an acceptable, recent (within the year) Test of English as a Foreign Language (TOEFL) score. TOEFL tests are given at specific centers throughout the world and require advance registration and a fee.
2. Take the Michigan Test of English Language Proficiency administered at IPFW by CASA. It is usually given once a month and is free.

Students must register with the CASA Office prior to the test to ensure that there will be adequate seating. Students are required to bring a photo ID, such as a passport or driver's license.

- Test preparation materials are on reserve in the Helmke Library and CASA KTG21. The test covers grammar, vocabulary, and reading comprehension and takes 75 minutes. However students should allow at least an hour and a half.
- Students who do not achieve an admissible score may retake the test in eight weeks after further English study.

After successfully completing the Michigan or TOEFL tests, students may be admitted to an academic department or CASA.

- Students whose scores indicate the need for specialized work on English skills will be admitted to and advised in CASA until their English skills requirements have been met. However, they may also take other selected courses toward degree requirements.
- The English as a Second Language courses at IPFW begin at the intermediate level. No beginning English courses are offered on this campus.
- Placement into the correct ESL class is determined by the Department of English and Linguistics on the basis of a written essay.

## **First Year Experience (FYE)**

First-year students at IPFW have the unique opportunity to become active participants in a very successful program, the First Year Experience (FYE). FYE eases the transition from high school to college and is a key component in students' overall academic success. In addition, students make critical connections with other students, faculty, staff, and participate in exciting on and off campus activities.

All first-year students are encouraged to enroll in an FYE Learning Community. Students can either register early once they have completed their placement tests or register at SOAR (Student Orientation, Advising, and Registration). All students must attend SOAR to complete their schedules even if they register early for an FYE Learning Community. A limited number of spring Learning Communities are also available.

Each Learning Community involves two or three linked courses specifically designed to have integrated content. These courses introduce students to different disciplines offered at IPFW and will provide students with a social network that is a critical to success. Nationwide research clearly

indicates that students who participate in learning communities are more likely to succeed in college. For more information contact Greg Anderson at 16069 or [anderson@ipfw.edu](mailto:anderson@ipfw.edu) or visit the website at [www.ipfw.edu/casa/fye](http://www.ipfw.edu/casa/fye) .

**CASA Homepage:** [www.ipfw.edu/casa/](http://www.ipfw.edu/casa/)

**CASA Contacts:**

Rachelle Darabi G23A	<a href="mailto:darabi@ipfw.edu">darabi@ipfw.edu</a> 16268	Director of CASA
Sally Fitch G23	<a href="mailto:fitch@ipfw.edu">fitch@ipfw.edu</a> 16817	CASA Administrative Assistant
Barbara Kirkwood G25B	<a href="mailto:kirkwoob@ipfw.edu">kirkwoob@ipfw.edu</a> 16066	Associate Director of CASA Group Support Services (GSS) and Supplemental Instruction (SI)
Sue Keck G25D	<a href="mailto:kecks@ipfw.edu">kecks@ipfw.edu</a> 15893	Assistant Director Technical Services and Assessment, CASA Tech Support Services, and S.T.E.P.S (computer software classes)
Cathleen Carosella G30	<a href="mailto:caroselc@ipfw.edu">caroselc@ipfw.edu</a> 10541	Reading and Learning Skills Coordinator
Jane Ehle G26	<a href="mailto:ehle@ipfw.edu">ehle@ipfw.edu</a> 16881	Associate Director of Individual Support Services. The SPOT, Tutoring Center, and ESL Services
Mary Arnold Schwartz G19	<a href="mailto:schwarm@ipfw.edu">schwarm@ipfw.edu</a> 16028	Coordinator, Writing Center
Debbie Braun G21	<a href="mailto:braund@ipfw.edu">braund@ipfw.edu</a> 15419	Secretary for Support Services and Desk Person for The SPOT
Greg Anderson G27	<a href="mailto:anderson@ipfw.edu">anderson@ipfw.edu</a> 16069	Associate Director of First Year Experience (FYE) and Learning Communities
Kim Wagner G25C	<a href="mailto:wagnerk@ipfw.edu">wagnerk@ipfw.edu</a> 16060	Administrative Assistant for the First Year Experience (FYE) and Learning Communities
Joleen Downs G25	<a href="mailto:downsj@ipfw.edu">downsj@ipfw.edu</a> 16077	Secretary for the Associate Director and Administrative Assistant for the First Year Experience (FYE)
Dianne Clark 285	<a href="mailto:clarkd@ipfw.edu">clarkd@ipfw.edu</a> 15722	Director of Math Testing Center

**H. CENTER FOR WOMEN AND RETURNING ADULTS (16029, [www.ipfw.edu/cwra](http://www.ipfw.edu/cwra) )**

The Center for Women and Returning Adults (CWRA) serves as an advocate for women and non-traditional students by providing academic, financial and personal assistance while simultaneously familiarizing them with the network of services available on campus or in the community.

Services include:

- Individual appointments

- Starting, Transferring, and Returning Students (STARS) Orientation
- Adult Student Freshmen Success Class – IDIS 110
- Social and Education workshops – Students with Families Series
- Scholarships for nontraditional students
- RAPPORT newsletter
- Omicron Psi Honor Society for Adult Students
- Campus and Community Resources Information and Referrals

**I. CONTINUING STUDIES (OFF-CAMPUS AND DISTANCE LEARNING)**  
**(16111, [www.ipfw.edu/dcs/credit](http://www.ipfw.edu/dcs/credit) )**

The purpose of the off-campus, distance learning, and Weekend College credit courses are to make courses more accessible to students. By reducing driving time, we hope to attract first timers to enter or return to school and also allow others to take more credit hours per semester. Off-campus sites are chosen that are within 1 hour driving distance from campus where high concentrations of IPFW students live. While the Auburn site is fairly close to campus, for example, it is not uncommon for students to drive 30 minutes or more just to get to that site. Companies also contract or sponsor credit programs on-site for their workforce. Besides the advantages of taking courses close to home, class size is usually smaller and faculty expect to be working with new or returning students. Distance Learning courses are available via Comcast cable (Channel 5, FIOS Channel 30), DVD, and/or the internet.

The fees for off-campus and distance learning courses are slightly higher from on-campus courses. Even though the fees are slightly higher, the savings students experience usually comes in reduced time and mileage expenses.

Off-Campus:	\$14.45/credit hour extra (2007-08)
Distance Learning:	\$30.00/credit hour extra for DVDs mailed (2007-08)
	Set of DVDs purchased in Follett's Bookstore (price varies)
	\$55.00/credit hour extra for internet course (approx. 2007-08)

Each semester, Continuing Studies publishes a booklet of upcoming course offerings. These courses are also listed by department in the Schedule of Classes using the following section letter suffixes:

Off-Campus	PSY 120-06C
Combination classroom and distance learning	PSY 120-06M
Cable TV (Channel 5)	PSY 120-06N
DVD	PSY 120D-06U
Internet	PSY 120D-06I
TV Studio	PSY 120-06S
Two-Way	PSY 120-06D
Weekend	PSY 120-06W
School Based (for high school students only)	PSY 120-06Y

**Indiana College Network (ICN, [www.icn.org](http://www.icn.org))**

ICN provides a comprehensive access to credit and noncredit distance education classes and programs offered by accredited Indiana institutions. In addition, ICN provides online resources for distance learners, a network of more than 70 learning centers that offer local support and access to equipment, and a toll-free hotline for strong learner support.

Although students may take classes directly from any of our participating institutions, by working through ICN, students are able to take classes from several ICN institutions to complete their educational requirements at a single institution, without jeopardizing their financial aid status and with assurance of course transferability.

For more information about procedures involved, contact Deb Hein in Continuing Studies at 10506.

**Call with Questions:**

Continuing Studies Executive Director, Deb Conklin, 16118

Warsaw Center Coordinators, Cheryl Marchetti and Pam Cook, 14196

Distance Learning Director, Eric Vitz, 16625

ICN Coordinator, Deb Hein, 10506

Site-Based Programs Director, Jennifer Mayhall, 16624 (Off-campus, Travel, Weekend College, School Based Programs, and Professional Development for Educators)

**J. COOPERATIVE EDUCATION (CO-OP, 16939, [www.ipfw.edu/co-op](http://www.ipfw.edu/co-op))**

Co-op is short for cooperative education, a nationally recognized academic training program that involves partnerships between students, employers, and IPFW. It gives students the opportunity to explore how classroom theory relates to actual employment opportunities, while remaining an IPFW student. Students receive competitive wages and may earn academic credit while working two or more semesters with an employer from the Greater Fort Wayne area. Paid one semester academic internships are also available. Local employers provide outstanding opportunities in the Schools of Arts and Sciences; Engineering, Technology, and Computer Science; Business and Management Sciences; and the Division of Organizational Leadership and Supervision. Application approval is based on departmental criteria.

**K. DEAN OF STUDENTS (16601, [www.ipfw.edu/dos](http://www.ipfw.edu/dos))**

The dean of students is an advocate for students. If a student is having a problem, and has not received satisfactory help from a particular department or an academic advisor, the student can seek the guidance of the dean of students. The dean can also provide assistance with the grade appeal process. Additionally, the dean handles student conduct problems, provides personal counseling, coordinates the Mentoring Program, and advises Student Government. The operations of the Center for Women and Returning Adults and Services for Students with Disabilities are overseen by the Dean of Students.

#### **L. DIVERSITY AND MULTICULTURAL AFFAIRS (16608, [www.ipfw.edu/odma](http://www.ipfw.edu/odma))**

Diversity and Multicultural Affairs develops and enhances personal and academic successes of students by preparing them to excel in a diverse world. Our office collaborates with campus and community partners to create and sustain a living, learning, and working community that is sensitive, inclusive, and responsive to diversity and the advancement of student and institutional success.

#### **M. HELMKE LIBRARY (16512, [www.lib.ipfw.edu](http://www.lib.ipfw.edu))**

The size and services of the library can sometimes overwhelm a student to the point that they do not take advantage of it as a valuable resource. Some professors will require students to become acquainted with it by design in their freshmen courses. The library also offers a “Finding Your Way” web page on the site ([www.lib.ipfw.edu/2017.0.html](http://www.lib.ipfw.edu/2017.0.html)) that can be very helpful for new or transferring students. Subject librarians are also available. These librarians are subject experts in the different areas of study on campus and can introduce students to some helpful information tools. Many library services and resources are available to students off campus. An activated student computer account is required. Also, the library has cooperative agreements with all of the academic libraries in Indiana. For more information contact the Service Desk, 16505.

#### **N. INFORMATION TECHNOLOGY SERVICES (ITS) (16030, [www.its.ipfw.edu](http://www.its.ipfw.edu))**

IT Services provides academic and administrative computing support to IPFW faculty, staff, and students. This support includes operating and maintaining the components of a large data network that connects a variety of computers. IPFW faculty, staff, and students can access this network through student-access or office computers or selected areas with wireless access across the IPFW campus. Information concerning the open computer labs or other student resources can be found at [www.its.ipfw.edu/students](http://www.its.ipfw.edu/students).

The Help Desk is located in KT 206 and can be reached at 16030 or [helpdesk@ipfw.edu](mailto:helpdesk@ipfw.edu). Consultants are available to help with hardware, network, and some software problems. ITS also offers a variety of Short Courses ([www.its.ipfw.edu/training/short-courses.html](http://www.its.ipfw.edu/training/short-courses.html)) for faculty and staff on various pieces of software and resources available at IPFW.

#### **O. INTERNATIONAL STUDENT SERVICES (16034, [www.ipfw.edu/iss](http://www.ipfw.edu/iss))**

International Student Services admits and advises international students, and all non-immigrants in the US on a visa. If an undergraduate student is coming to study at IPFW from a foreign country, he/she is admitted through the International Student Services office. Please contact the office at (260) 481-6034 or visit them in Kettler Hall room 104.

Graduate program applications are processed by the academic unit offering the program with the aid of the International Student Services office, if the student has to apply for a visa to enter the US. If a person is a resident in the US, but received former education in a foreign country, his/her admission is handled through:

Purdue undergraduate program -- Admission's office (Kettler Hall room 111)  
Indiana undergraduate program – Admission’s office (Kettler Hall room 111)  
Graduate programs -- Academic unit office

**P. IPFW/PARKVIEW HEALTH AND WELLNESS CLINIC (15748, [www.ipfw.edu/clinic](http://www.ipfw.edu/clinic))**

The IPFW Health and Wellness Clinic provide comprehensive health services to meet the medical and psychological needs of students, faculty, and staff at IPFW. Located in WU 234, family nurse practitioners are available to provide medical attention for a wide variety of medical needs, including immunizations. The collaborating physicians are Mark S. O’Brien, MD, and Matthew Barb, M.D.

**P. MASTODON ADVISING CENTER - MAC (16595, [www.ipfw.edu/accs](http://www.ipfw.edu/accs))**

The Mastodon Advising Center (MAC) is responsible for providing academic advising for Undeclared, Exploratory Majors, and pre-Business, pre-Education, and pre-OLS students. Students are advised in ACCS until they are eligible to declare or have decided on their intended major.

ACCS provides opportunities for students to take part in the The National Student Exchange program. This program allows IPFW students to spend a semester or year at another U.S. or Canadian university. Students remain enrolled at IPFW while on exchange and earn credits toward their IPFW degrees.

**Academic Counseling Staff**

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>E-mail</b>
Rhonda Meriwether	Associate Director	481-6595	<a href="mailto:Meriweth@ipfw.edu">Meriweth@ipfw.edu</a>
Julie Bach	Student Information Specialist	481-6595	<a href="mailto:Bachj@ipfw.edu">Bachj@ipfw.edu</a>
Joan Bentz	Secretary, Employment Services	481-6595	<a href="mailto:BentzJ@ipfw.edu">BentzJ@ipfw.edu</a>
Marla Brenneke	Secretary, Student Employment	481-6595	<a href="mailto:Brenneke@ipfw.edu">Brenneke@ipfw.edu</a>
Bob Brewer	Academic Advisor	481-6595	<a href="mailto:BrewerR@ipfw.edu">BrewerR@ipfw.edu</a>
Lindsay Hartman	Graduate Assistant	481-6595	<a href="mailto:Hartmans@ipfw.edu">Hartmans@ipfw.edu</a>
Alison Hoff	Academic Advisor/NSE Coordinator	481-6595	<a href="mailto:HoffA@ipfw.edu">HoffA@ipfw.edu</a>
Mary Lehto	Academic Advisor	481-6595	<a href="mailto:Lehto@ipfw.edu">Lehto@ipfw.edu</a>
Sandra Michels	Operations Assistant	481-6595	<a href="mailto:Michelss@ipfw.edu">Michelss@ipfw.edu</a>

### **Q. MASTODON ACADEMIC PERFORMANCE CENTER (M.A.P., 16054)**

Student athletes are advised by advisors in MAP. Leslie Clark services as Director and can be reached at 16054 or [clarkl@ipfw.edu](mailto:clarkl@ipfw.edu) Chris Kuznar serves as Associate Director,

### **R. POLICE AND SAFETY (16787, [www.phyplt.ipfw.edu/POLICE/Police.htm](http://www.phyplt.ipfw.edu/POLICE/Police.htm))**

The Police and Safety office is located in the Physical Plant (west of Classroom-Medical Building) and is staffed 24-hours a day, seven days a week, 365 days a year, including holidays. Under state law, police officers possess full police powers including the powers of arrest on all property owned or occupied by the university. In addition through agreement with the City of Fort Wayne, IPFW Police officers have jurisdiction throughout the city.

Some of the Services available through Police & Safety are:

- Jump starts for stranded motorists.
- Unlock service for individuals who have locked their keys in their cars.
- An escort service, available 24 hours a day.
- A campus wide emergency telephone system monitored 24 hours a day.
- Free engraving of social security or ID numbers on personal property.
- Central repository for lost and found articles.
- Crime prevention lectures and seminars for new staff and students.
- Rape Aggression defense training, (RAD)
- SAFE training, (Self Defense Awareness & Familiarization Exchange)
- TIPS training. (Alcohol Training, Intervention, Procedures.)

### **S. REGISTRAR (16815, [www.ipfw.edu/registrar](http://www.ipfw.edu/registrar))**

The Registrar's office maintains all student records and verifies enrollments. Students can obtain unofficial copies of their transcripts on OASIS or from the Registrar for their or their advisor's use. Students can also obtain an official copy of their transcript for a small fee. Students records are confidential and will only be released to the student or to official university personnel who have legitimate need for them. Students may sign a release form listing other parties that are eligible to receive copies of their transcript (e.g. prospective employers).

### **T. SERVICES FOR STUDENTS WITH DISABILITIES (SSD, 16657, [www.ipfw.edu/ssd](http://www.ipfw.edu/ssd))**

SSD provides auxiliary services for students with disabilities. Academic support and career counseling are available as is the use of accessible microcomputers and assistive equipment. Reader and sign interpreter services are available, as well as special test proctoring services.

SSD also serves the campus community as an advocate/consultant resource on all disability related issues. IPFW does not provide personal attendant care or transportation services.

**U. STUDENT LIFE (16609, [www.ipfw.edu/stulife](http://www.ipfw.edu/stulife))**

The Student Life office, located in WU 115, oversees student organizations, maintains the event calendar for student organization events, and implements student leadership programming. The Co-curricular program is also administered through the Student Life office.

Freshmen Orientation is guided by the Student Life Office. SOAR (Student Orientation, Advising, and Registration) dates are held from June through August to advise and register students for classes.

**V. TESTING SERVICES (16600, [www.ipfw.edu/accs/testing](http://www.ipfw.edu/accs/testing))**

Testing Services, located in KT 232, administers the IPFW placement tests, modern foreign language tests, and national tests such as the CLEP, PRAXIS and LSAT. Computerized tests for CPA, GRE, MCAT, PRAXIS and many other professional and academic licensure examinations are available. Test proctoring is available for students enrolled in some distance learning courses.

Name	Title	Phone	E-mail
Stephanie Lehto	Testing Specialist	481-4153	<a href="mailto:Lehtos@ipfw.edu">Lehtos@ipfw.edu</a>
Janelle Nannini	Testing Assistant (evenings & Saturday)	481-6600	<a href="mailto:Nanninij@ipfw.edu">Nanninij@ipfw.edu</a>
Julie Nothnagel	Director of Testing Services	481-6600	<a href="mailto:NothnagJ@ipfw.edu">NothnagJ@ipfw.edu</a>
Sandra Nofer	Testing Assistant (Prometric Testing)	481-4153	<a href="mailto:nofers@ipfw.edu">nofers@ipfw.edu</a>
Darlene Whitacre	Secretary, Testing	481-6600	<a href="mailto:whitacrd@ipfw.edu">whitacrd@ipfw.edu</a>

**W. WRITING CENTER (15740, [www.ipfw.edu/casa/writing](http://www.ipfw.edu/casa/writing) )**

See the Center for Academic Support and Advancement above.

## VI. SAMPLE FORMS AND SCHOOL CODES

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## **A. READMISSION APPLICATION AND PETITION FOR READMISSION**

When a student has been dismissed s/he must fill out these forms to apply to be readmitted. The student must also pay a \$100 readmission fee at the bursar's office and turn the receipt in with the application and petition to his/her advisor (see the *Second Chance* brochure from Admissions).

Upon approving the student's readmission, you must sign on the "Approved" line at the bottom, and fill in the school/division and date (an advisor code is not needed anymore). Send the application, an unofficial copy of the student's IU or Purdue transcript, the copy of the fee receipt, and any official transcripts from universities the student may have attended since being dropped to the Admissions office. You or someone in your unit will also need to clear the "Academic Drop" hold in Banner.



**admission Application**  
**2701 E. Coliseum Blvd., Fort Wayne, IN 46805-1499**

**INSTRUCTIONS:** Print or type the information requested. Please use full legal name. If you are not a U.S. citizen, call IPFW International Services at 260-481-6923 about required forms. If you have special needs on the basis of disability, you may call IPFW's office of Services for Students with Disabilities at 260-481-6657. Information about employment in specific career fields is available at the Academic Counseling and Career Services office at 260-481-6595.

**A \$100 readmission fee must accompany this application.**

**WHY WE WANT TO KNOW** Information about your ethnic background and Social Security number helps us keep records and provide statistics to government agencies. You are not legally required to supply this information. Your Social Security number will be required if you apply for financial aid.

Last Name	First	Middle (Maiden or other former name)	Social Security number	Birth Date (Mo/Day/Yr)	Sex
Street Address		City	State	Zip	Phone
County of residence		Mailing Address (if different from street address)		City	State
Student's e-mail		Parents/Guardian's Names (Last names first; applicants under age 21 only)			<input type="checkbox"/> Parent <input type="checkbox"/> Guardian
Parents/Guardian's Street Address		City	State	Zip	Parent Phone Number

**Country of Citizenship:**  United States  Other (specify country) \_\_\_\_\_  
**If non-U.S. Citizen:**  Permanent Resident, Immigrant No. \_\_\_\_\_  Exchange Visa  Refugee  Student Visa  
 Visitor  Other (Specify) \_\_\_\_\_  
**Residence:** Which state (or foreign country) do you claim as your legal residence? \_\_\_\_\_ Dates you have lived in Indiana:  
 Birth to present  Indiana Resident (m/y) \_\_\_\_\_ to (m/y) \_\_\_\_\_  Never Resided in Indiana

**Other addresses within the past 12 months (Street, City, State):**

Address \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_  
 Address \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

**Applicants under the age 21:** (in which state (or foreign country) do your parents/guardians reside: \_\_\_\_\_  
 How long in the immediate past have they lived there? Years \_\_\_\_\_ Months \_\_\_\_\_

**Ethno/racial group:** (check only one)  Non-U.S. Citizen  American Indian/Alaskan Native  Asian/ Pacific Islander  Black, non-Hispanic  
 Hispanic  White, non-Hispanic  Other U.S. Citizen

**Are you a veteran?**  Yes (attach, photocopy of DD214)  No

**High school information** \_\_\_\_\_  
 Name of High School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_  
 Year of graduation \_\_\_\_\_ or GED completion date (if applicable) \_\_\_\_\_ CEEB Code \_\_\_\_\_ (office use only)

**List all colleges/universities you have attended** ( include IPFW and all campuses of IU and Purdue). Place an asterisk (\*) next to any institution in which you are currently enrolled. You are required to request official transcripts from any college or university you have attended and have them sent directly to IPFW.

college/university	Location (city, state)	From	To	Degree and Year received (if applicable)
college/university	Location (city, state)	From	To	Degree and Year received (if applicable)
college/university	Location (city, state)	From	To	Degree and Year received (if applicable)

**Intended major:** \_\_\_\_\_  
**If admitted, when will you begin at IPFW?**  Fall (August)  Spring (January)  Summer I (May)  Summer II (June) Year: \_\_\_\_\_

I certify that the above information is accurate and complete and if my application is approved, I agree to abide by the policies, rules, and regulations of Indiana University-Purdue University Fort wayne.

Applicant's Signature (required) \_\_\_\_\_ Date \_\_\_\_\_

_____	School/Division	Date	Adv. Code
-------	-----------------	------	-----------

Office Use Only			
Major Code	REQ Rules	RES	
Fee	Action	Pending	

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# PETITION FOR READMISSION

1. Dismissal Information

- a. When were you dismissed? Semester \_\_\_\_\_ Year \_\_\_\_\_
- b. From what campus of Indiana or Purdue were you dismissed? \_\_\_\_\_
- c. Were you dismissed from any college or university before that? \_\_\_\_\_
- d. Toward what degree were you working at the time of dismissal? \_\_\_\_\_
- e. By what school or department is this degree offered? \_\_\_\_\_

2. What is your educational objective? \_\_\_\_\_

Has this changed since your last enrollment?  No  Yes

3. Toward what degree will you work? \_\_\_\_\_

If UNDECIDED, check here

By what IPFW school or division is the degree offered? \_\_\_\_\_

4. Have you taken COLLEGE courses since your dismissal?  No  Yes  
If YES, you must submit a transcript with this application.

5. List your work experience, if any, since your dismissal:

<u>Employer</u>	<u>Type of Work</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have not been employed since my dismissal.

6. Did you have a serious illness or equivalent distress which was a major factor in your dismissal?  
If YES, include a separate note from your attending physician which speaks to your ability to resume studies.  No  Yes

7. Have you been in military service since your dismissal?  No  Yes

If "YES", give dates: From \_\_\_\_\_ to \_\_\_\_\_

RANK at discharge: \_\_\_\_\_

8. If your application for readmission is approved:

a. How many credits do you intend to take each semester? \_\_\_\_\_

b. Is it your intention to be employed while enrolled?  No  Yes

c. If you are or will be employed, how many hours per week will you work? \_\_\_\_\_

9. Explain carefully (a) what problems you encountered as a college student that resulted in your dismissal, and (b) what positive steps, if any, you have taken to insure these problems will not recur.

Note: You are urged to use care in preparing this statement. Assume that it will be reviewed by members of the faculty from the school or division to which you are applying for readmission.

Your signature below certifies that the above statements are true.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

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## **B. IPFW RE-ENTRY**

If a student attended IPFW, but has been away for more than one year (two regular semesters), but was not dismissed from the university, he/she must fill out an IPFW Application blank (paper or electronic) and submit it to the Admissions office. Official transcripts from any college/university attended in the interim must also be submitted to Admissions. There is no application fee.

## **C. IU UNDERGRADUATE INTER-CAMPUS TRANSFER**

Any student wishing to transfer from another IU campus to IPFW must fill out an IPFW application (paper or electronic), marking the temporary or permanent inter-campus transfer box (whichever is applicable). The electronic application is on the Admissions web site. There is no application fee.

If a student is currently an IU student at IPFW and wishes to transfer to another IU campus, he/she may do so electronically at [www.iupui.edu/~moveiu/ipfw.html](http://www.iupui.edu/~moveiu/ipfw.html) whether the transfer is temporary or permanent.

## **D. PURDUE UNDERGRADUATE APPLICATION FOR RE-ENTRY, REGIONAL CAMPUS TRANSFER, OR DEGREE ONLY**

This duplicate form is to be used by any Purdue student wanting to transfer from IPFW to another Purdue campus or by any Purdue student at another campus wanting to transfer to IPFW. After the student has filled it out and the advisor has signed it, it should be returned to the admissions office.



ADMISSIONS  
260-481-6812

**All of the following items must be completed before turning in an application:**

- An unofficial transcript must be turned in with the application. This may be obtained in the Registrars office, Kettler 107.
- The Registrar's signature must be stamped on the application.
- If the major you are listing on the application is different than the major you are currently in at IPFW, you must switch to that major before turning in the application to Admissions.
- If you are switching majors please attach a copy of the Form 42 showing the change. The Form 42 will be available in the academic department of your new major.
- In some cases the major you are listing may not be available at IPFW. If this is the case, please see Sandy Michels in Admissions, Kettler 111, for additional instructions.
- The signature of an advisor in your academic department must be obtained.
- Please sign and date application.

**Failure to complete all checklist items will delay processing of your application.**

**PURDUE UNIVERSITY**  
**UNDERGRADUATE APPLICATION FOR**  
**RE-ENTRY, REGIONAL CAMPUS TRANSFER, OR DEGREE ONLY**

EQUAL ACCESS/EQUAL OPPORTUNITY UNIVERSITY

**APPLICATION FEE**

There is no admissions application fee.

**APPLICATION INSTRUCTIONS**

Students who are currently attending a regional campus must first take the application to their counselor and then to the Registrar's Office at the regional campus. It will then be forwarded to the Office of Admissions on the West Lafayette campus so that we can begin the process of a regional campus transfer. A re-entry or degree only student must fill out the application and return it to our office for processing. Students who have attended or are attending another college or university since their last enrollment at Purdue must request an official transcript be sent to the Office of Admissions.

**FINANCIAL AID**

Students interested in receiving financial aid should complete the following steps: Apply for admission to Purdue University. File the FAFSA with the College Scholarship Service and designate Purdue University, West Lafayette, as the recipient of the analysis. To receive preferential consideration for available funds, the FAFSA should be filed by March 1 of the year the student will enroll at Purdue.

**INQUIRIES**

Inquiries should be directed to: Purdue University, Office of Admissions, 1080 Schleman Hall, West Lafayette, IN 47907-1080; Telephone: (765) 494-6482; Fax: (765) 494-0544; TTY: (765) 496-1373; E-mail: admissions@purdue.edu

**POLICY STATEMENTS**

**Graduation rates.** Graduation rates for the West Lafayette campus are available from the Office of the Registrar, 1095 Hovde Hall, West Lafayette, IN 47907-1095, (765) 494-8581. These rates are calculated and made available as required by the Student Right-to-Know and Campus Security Act.

**Nondiscrimination.** Purdue University is an equal access/equal opportunity university. No qualified person will be denied admission or employment, nor will any student or employee be subject to discriminatory treatment or be excluded from participation in any educational program or activity on the basis of race, religion, color, sex, age, national origin, handicap, or status as a disabled Vietnam era veteran.

**Placement.** Information regarding employment and placement of recent Purdue University graduates is available from the Purdue University Placement Office, Stewart Center, West Lafayette, IN 47907-1094.

**Records.** All records submitted by and on behalf of an applicant become the property of Purdue University.

**Residence.** Purdue University reserves the right to request documentary evidence in support of a residence claim.

**Safety.** The University strives to provide a safe and secure environment for students, staff, and visitors. The University distributes an Annual Security Report containing campus crime statistics and information relating to campus safety and security policies and programs. The Report is available on the Web at [www.adpc.purdue.edu/PhysFac/police](http://www.adpc.purdue.edu/PhysFac/police). A paper copy may be requested by calling (765) 494-8221 or contacting the Purdue University Police Department, Purdue University, West Lafayette, IN 47907.

**Social security number.** The social security number is requested on the application for admission as the best and most effective way to uniquely identify you for the purpose of accurately processing and maintaining your educational records. This number will be used as a student identification number and is restricted to internal University use; for example, matching admission applications with SAT-I or GRE scores, matching admission status with housing agreements or financial aid, obtaining transcripts during and after graduation. If you do not want the University to use your social security number as your student identification, you will not be penalized. Also, you may request the University to discontinue the use of your social security number as your identification number and purge its records of that number at any time in the future. In either case, the University will then assign another number to you. Your student identification number, whether your social security number or University assigned number, must be used for all subsequent educational record inquiries and processing.

**Students with Disabilities.** Purdue University is committed to meeting its obligations pursuant to section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended. If you wish to inform Purdue about a disability and to receive information about auxiliary aids and services for students with physical, mental, and/or learning disabilities, please contact the Coordinator of Adaptive Services, Office of the Dean of Students, Schleman Hall, (765) 494-1747; (TTY) (765) 496-1373; E-mail: [pjmicka@purdue.edu](mailto:pjmicka@purdue.edu)

**Veterans.** A veteran must submit a copy of the Form DD214 after completion of service in the armed forces for possible credit for military service experience.

DETACH AND RETAIN FOR YOUR PERSONAL RECORDS

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**PURDUE UNIVERSITY  
UNDERGRADUATE APPLICATION FOR  
RE-ENTRY, REGIONAL CAMPUS TRANSFER, OR DEGREE ONLY  
EQUAL ACCESS/EQUAL OPPORTUNITY UNIVERSITY**

Office of Admissions, 1080 Schleman Hall, West Lafayette, IN 47907-1080  
Telephone: (765) 494-6482; E-mail: admissions@purdue.edu; www.purdue.edu

(PLEASE PRINT IN INK OR TYPE)

**LEGAL NAME**

\_\_\_\_\_  
Last First Middle

**FORMER NAME**

\_\_\_\_\_

Indicate any former name(s) under which education records are listed.

**SOCIAL SECURITY NUMBER**

-----

**DATE OF BIRTH**

Month Day Year

**GENDER:**  Male  Female

**HOME ADDRESS**

\_\_\_\_\_  
Street/Number City State Zip

**PRESENT ADDRESS**

\_\_\_\_\_  
Street/Number City State Zip

**TELEPHONE**

(\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Home Phone Daytime Phone

**RESIDENCE**

\_\_\_\_\_  
Country of citizenship Permanent residence alien number (if not a U.S. citizen)

\_\_\_\_\_  
State in which you claim residence County (if an Indiana resident)

\_\_\_\_\_  
Address at which you have resided for past 12 months

\_\_\_\_\_  
Employer, length of employment, and average hours worked per week (if employed during past 12 months)

**VETERAN STATUS**

Veteran  Non-Veteran

**ETHNIC DATA**

**State ethnic data** \_\_\_\_\_ (State and federal laws pertaining to civil rights require the University to report ethnic data.)

A = Native American/Alaskan Native D = Asian American/Pacific Islander  
C = African American, NonHispanic S = Hispanic American  
B = Caucasian American, NonHispanic E = Other

**PARENT OR GUARDIAN**

(if you are under 21)

\_\_\_\_\_  
Full Name

\_\_\_\_\_  
Street-number City State Zip

**ENTRY DATE**

January 20   Summer 20   August 20

Indicate semester and year for which admission is requested.

**SCHOOL**

\_\_\_\_\_  
Indicate school to which you are applying.

**MAJOR**

\_\_\_\_\_  
Indicate major to which you are applying. BE SPECIFIC. If teacher preparation, indicate specific teaching area.

**TYPE OF APPLICATION**

Re-entry  Regional campus transfer to:  Statewide Technology  
 Degree only  Calumet  North Central Site \_\_\_\_\_  
 Ft. Wayne  West Lafayette

**DATES OF ATTENDANCE**

\_\_\_\_\_  
Semester, year, and location you last attended Purdue.

**TRANSFER CREDIT**

\_\_\_\_\_  
Indicate any colleges or universities you have attended since you left Purdue University and how many credits you will be attempting to transfer.

**HOUSING**

Indicate request(s) for housing information:

1 University residence halls  3 Co-operatives  5 Off-campus housing  
 2 Married student housing  4 Fraternities/sororities  Distance Learning

**SIGNATURE**

\_\_\_\_\_  
Signature of applicant Date of signature

**RE-ENTRY OR  
DEGREE ONLY APPROVAL**

\_\_\_\_\_  
Dean, Department Chair, Advisor

**REGIONAL CAMPUS  
TRANSFER APPROVAL**

\_\_\_\_\_  
Advisor Registrar

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### **E. CREDIT TRANSFER UPDATE**

This form is used to assign a specific course title to course work that transferred in to IPFW as undistributed credit (e.g. ENG UND) or to change the title of coursework that transferred in under a different name. The change must be approved by the academic unit offering the course at IPFW (e.g. English department would need to approve an English course equivalency). The form should then be sent to the Admissions office.



## **F. IU HISTORICAL COURSE FX GRADE UPDATE**

This form is used for IU students to change a grade on an IU transcript from F or IF to FX, thus removing it from the GPA. It should be filled out by someone in the department of the student's major and then sent to the IPFW Registrar's office. The same can be done for any repeated course, even if the initial grade was not an 'F' but a 'D' or 'C' by IPFW policy. If the course was initially taken at another IU campus, these DX or CX changes may not be approved by that campus, based on their policy.

NAME \_\_\_\_\_ STUDENT I.D. NUMBER \_\_\_\_\_  
Last First Middle

REPEAT COURSE ENROLLMENT: [ ] [ ] [ ] [ ] [ ] [ ] [ ]  
CAMPUS SEM YEAR DEPT CRSE HRS GRADE

-----  
ORIGINAL COURSE ENROLLMENT (To be updated)

HEADER: [ ] [ ] [ ]  
CAMPUS SEM YEAR

COURSE: [ ] [ ] [ ] [ ] [ ] [ ] [ ]  
DEPT CRSE SECT HRS ORIG. GRADE NEW GRADE REGISTRAR AUTHORIZATION  
WF F FX  
(circle one)

\_\_\_\_\_  
DEAN'S SIGNATURE DATE

STUDENT'S LAST: [ ] [ ]  
CAMPUS SCHOOL

**HISTORICAL COURSE "FX" GRADE UPDATE**  
P434/101 Office of the Registrar, Indiana University

WHITE—REGISTRAR  
GREEN—STUDENT'S DEAN

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## **G. IU HISTORICAL COURSE UPDATE FORM**

This form is used to make grade changes for an IU student. An FX or a removal of an incomplete should be done on the forms specifically for those purposes.



## **H. PURDUE UNIVERSITY ACADEMIC RECORD CHANGE**

This form is used to make grade corrections, delete courses from the GPA calculation, and remove incompletes for a Purdue student. The major department should fill this out and, once it has the appropriate signatures, send it to the IPFW Registrar's office. Final approval will come from Purdue - West Lafayette.

\_\_\_\_\_  
 Student ID Number      Last Name      First      Middle      Class      School

**Check type of Academic Record Change and fill in corresponding information.**  
*(Only one type of change per document)*

1.  **GRADE CORRECTION** Reason for error in original grade reported: \_\_\_\_\_  
 \_\_\_\_\_ (Must be approved by Instructor and Department Head)
2.  **HONORS COURSE** (Must be approved by Instructor and Director of Honors for school in which course is offered.)
3.  **COMPLETION/FAILURE TO COMPLETE (I or PI)** (Must be approved by Instructor)
4.  **IMPROVEMENT OF CONDITIONAL FAILURE (E)** (Must be approved by Instructor)
5.  **ADJUSTMENT OF GRADUATION INDEX** Reason for change: \_\_\_\_\_  
 \_\_\_\_\_  
 Effective: Session \_\_\_\_\_ Year \_\_\_\_\_ (Must be approved by Academic Adviser)
6.  **EXEMPTION** (Must be approved by Dean or Head of Student's School)
7.  **AUTHORIZATION OF GRADUATE CREDIT** The student registered for the course listed below during the period of instruction beginning \_\_\_\_\_ and completed same at the **GRADUATE LEVEL** with a grade of B or better. The course was not used as either a requirement or an elective for the \_\_\_\_\_ undergraduate degree and should be recorded as available for graduate credit. (Must be approved by Instructor and Dean or Head of Student's School.)
8.  **CLASSIFICATION CHANGE** New Class \_\_\_\_\_ Effective: Session \_\_\_\_\_  
 Year \_\_\_\_\_ (Must be approved by designee of Dean or designee of Head of Student's School.)

**Fill in items that are pertinent to the change indicated above:**

Subject	Course No.	Title	Credit	Old Grade	Session Old Grade Rec'd	If New, Grade	If Adjustment-Delete (D) Reinstatement (R)
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

**Approved Signatures as Specified Above:**

\_\_\_\_\_  
 Signature of Instructor      Printed or Typed Name      Date      Campus

\_\_\_\_\_  
 Signature of Department Head or Director of Honors      Date      Campus

\_\_\_\_\_  
 Signature of Dean or Designee, School Head or Designee, or Academic Advisor      Date      Campus

## **I. IPFW DOCUMENTATION OF ASSIGNMENT OR EXTENSION OF AN INCOMPLETE GRADE**

This form is used for Purdue and IU students who request and are granted an incomplete in a course by their instructors. The student and the instructor must both fill it out and sign it. The instructor and the student both keep a copy and the other two copies are sent to the IPFW Registrar's office.

**INDIANA UNIVERSITY-PURDUE UNIVERSITY AT FORT WAYNE  
DOCUMENTATION OF ASSIGNMENT OR EXTENSION OF AN INCOMPLETE GRADE**

The grade of "I" is a temporary record denoting that (a) specific course requirements have not been completed due to circumstances clearly beyond the student's control, and (b) all completed work-to-date is of passing quality. Under no circumstances should the "I" grade be assigned as a means of avoiding or postponing a low course grade. The white and yellow copies of this form must be sent to the Registrar's Office along with the final grade roster of this class as verification that the above criteria have been satisfied. Remaining copies should be distributed as specified below.

The student assumes the primary responsibility for completing this course within the initial or extended time limit and under the criteria established by the instructor. The "I" is to be changed to an "F" if not removed within one calendar year or by an earlier deadline if specified below.

INITIAL ASSIGNMENT OF "I" GRADE                       EXTENSION OF "I" GRADE

STUDENT \_\_\_\_\_ I.D. # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 STUDENT'S MAJOR \_\_\_\_\_ UNIVERSITY:     I.U.             P.U.

section #	subject	course #	cr.hrs.	_____	course title
Semester/Session for which "I" grade assigned: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <input type="checkbox"/> Summer II    19 _____					

GRADE EARNED-TO-DATE: \_\_\_\_\_ APPROXIMATE % OF REQUIREMENTS REMAINING: \_\_\_\_\_

Reason for Incomplete (or extension): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Specific requirements for completing this course: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Requirements must be completed:  by \_\_\_\_\_ month \_\_\_\_\_ day \_\_\_\_\_ year  
 in 12 months (maximum allowable time)

INSTRUCTOR'S NAME: \_\_\_\_\_ DEPT: \_\_\_\_\_  
 OFFICE: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

SIGNATURES: Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Instructor's Dean: \_\_\_\_\_ (required for extension) Date: \_\_\_\_\_

I understand and agree to the conditions under which the "I" grade is being granted (or extended). I also understand that if these conditions are not met by the above deadline, I may receive a failing grade in this course.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

COPIES: White-Registrar    Yellow-Instructor's Division/Department    Pink-Student    Gold-Instructor

## **J. IU REMOVAL OF INCOMPLETE**

This form is used by an instructor to remove an incomplete grade for an IU student taking his/her course.

NAME  LAST  FIRST  MIDDLE  STUDENT I.D. NUMBER

CAMPUS OF REGISTRATION (Circle one)  CO  EA  FW  KO  NW  SE  SE  Semester and Year Student Registered for Course

DEPT.  CRSE.  SECT.

CR. HRS.  GRADE

STUDENT'S LAST  Campus  Division/School

NOTE TO INSTRUCTOR: Regulations provide that the Division Chairperson must approve a Removal of Incomplete when the grade is being changed to a Withdrawal (W).

Signature of Student's Division Chairperson—Only if required—see above.

Instructor's Signature  Date

**REMOVAL OF INCOMPLETE**

R526/073 Office of the Registrar, Indiana University

SEND ALL COPIES TO CAMPUS REGISTRAR

WHITE—REGISTRAR  
GREEN—DIVISION CHAIR  
PINK—STUDENT  
YELLOW—INSTRUCTOR

## **K. IPFW REPORT OF SPECIAL CREDIT**

This form is used by the departments to award special credit to a student. All of the copies are sent to the Registrar's office and then the departmental copies will be sent back to the department.

Student's Name:

I.D. # \_\_\_\_\_

Last		First		Middle	
CREDIT LEVEL	STUDENT'S UNIVERSITY AFFILIATION		STUDENT'S SCHOOL/DIVISION		
<input type="checkbox"/> Undergrad.	<input type="checkbox"/> INDIANA				
<input type="checkbox"/> Graduate	<input type="checkbox"/> PURDUE *				
	SUBJECT	COURSE	CR HRS	GRADE	
1				S (only)	
2				S (only)	
1					
2					
Course Titles					

BASIS FOR CREDIT (One TYPE Per Form)	
<input type="checkbox"/> Proficiency Examination	<input type="checkbox"/> CLEP
<input type="checkbox"/> Equivalent Experience	<input type="checkbox"/> CEEB
<input type="checkbox"/> Completed Advanced Course(s)	<input type="checkbox"/> Other _____
DATE CREDIT AWARDED	
Month _____	Day _____ Year _____
Signature of Examiner / Evaluator	

Student Eligible for Exam/Evaluation Credit: Advisor \_\_\_\_\_ Date \_\_\_\_\_

Authorization to Award Credit: Director/Chair of Division/Department Through Which Course(s) Offered \_\_\_\_\_ Date \_\_\_\_\_

IPFW Registrar's Form 88 rev. 10/96

# IPFW REPORT OF SPECIAL CREDIT

See Processing Instructions on Back of Form

*Registrar's Office Use Only*

White - IPFW Registrar  
Yellow - Student's Div/Dept  
\*Pink - W.Laff Registrar  
Gold - Student

## **L. PURDUE REPORT OF DIRECTED CREDIT**

This form is used to give departmental credit established by a departmental exam, equivalent experience, or a CLEP exam to a Purdue student. After the department has filled it out it should be sent to the IPFW Registrar's office.

Student ID Number \_\_\_\_\_ Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Class \_\_\_\_\_ School \_\_\_\_\_

**PURDUE UNIVERSITY  
REPORT OF DIRECTED CREDIT**

**INSTRUCTIONS:** Check the type of credit involved (1, 2, 3, 4, or 5), fill in the corresponding information, identify the student's status, and forward the approved form to the office indicated below. (Only one type of directed credit per form.)

- |  |  |   |  |  |
|--|--|---|--|--|
| <p><input type="checkbox"/> 1. CREDIT BY EXAM - Awarded on the basis of achievement in a Purdue departmental proficiency examination. The student must be a newly admitted or currently enrolled student who has not received a grade or directed grade in the course, other than a grade of W. An examination fee of \$25.00 is required if the student is currently enrolled but is not currently enrolled, or if the student is currently enrolled and paying less than full-time fees. When reporting for the examination, the student should present an approved form (Credit/Placement Exam Authorization) to the examining instructor. NOTE: If the student is currently enrolled in the course, he/she should be advised to cancel that enrollment. (Must be approved by the department head, the examining instructor, and the bursar.)</p> | <p><input type="checkbox"/> 2. CEEB AP CREDIT - Awarded on the basis of achievement in College Entrance Examination Board Advanced Placement tests taken while in high school. (Must be approved by the director of admissions.)</p> | <p><input type="checkbox"/> 3. CREDIT ESTABLISHED - Awarded on the basis of CEEB Math Achievement Test score or Purdue Composite Score. (Must be approved by (a) director of admissions or (b) head of mathematics department.)</p> | <p><input type="checkbox"/> 4. CLEP CREDIT - Awarded on the basis of achievement in the College Level Examination Program. (Must be approved by the director of admissions.)</p> | <p><input type="checkbox"/> 5. DEPARTMENTAL CREDIT WITHOUT EXAMINATION - Awarded on the basis of substantially equivalent experience, successful completion of a more advanced course, etc. NOTE: If the student is currently enrolled in the course, he/she should be advised to cancel that enrollment. (Must be approved by the department head.)</p> |
|--|--|---|--|--|

**ENTER ALL PERTINENT ITEMS**

Credit Awarded*	Subject	Course Number	Title	Credit Hours	Approval Signature Examining Instructor
<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____	_____	_____

\* If credit was NOT awarded, this form need ONLY be submitted if the student is newly admitted and not currently enrolled.

Additional Approval Signatures as Specified: \_\_\_\_\_

**STUDENT STATUS (check one)**  
 Bursar \_\_\_\_\_ Date \_\_\_\_\_ Campus \_\_\_\_\_ Department Head/Director of Admissions \_\_\_\_\_ Date \_\_\_\_\_ Campus \_\_\_\_\_  
 Beginning or Transfer student (newly admitted, but not currently enrolled and has never attended Purdue University). FORWARD COMPLETED FORM (FOR BOTH "YES" AND "NO" CREDIT) TO THE OFFICE OF ADMISSIONS.  
 All others (including currently enrolled, re-entry, and regional campus transfer students). FORWARD COMPLETED FORM (FOR "YES" CREDIT ONLY) TO THE OFFICE OF THE REGISTRAR.

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## **M. ACADEMIC INFORMATION CHANGE (Form 42)**

This electronic form is used to change a student's academic information (e.g. major) in the IPFW Registrar's office. All applicable blanks should be filled out by the advisor or other departmental designee. When the form is submitted, it goes to the IPFW Registrar's office where it is processed and a confirmation is returned. Students cannot be changed from one university at IPFW to the other once a term has begun. The effective term for the change should be the upcoming term if this is the case. This form is on the Registrar's web site at: <https://secure.ipfw.edu/regist/form42.htm>

## **N. PETITION FOR LATE PARTIAL WITHDRAWAL**

To withdraw from a course or courses after the withdrawal deadline has passed, a student must fill out the requested information on this triplicate form and obtain the instructors' signatures. It should then be returned along with a completed drop/add card and any required documentation to the advisor.

If a student wishes to petition for late withdrawal from all courses after the deadline, he/she must contact the Dean of Students. He/she will be told what is required for this type of withdrawal.

**INDIANA UNIVERSITY PURDUE UNIVERSITY FORT WAYNE**  
**PETITION FOR LATE PARTIAL WITHDRAWAL FROM CLASSES DURING WEEKS 10-16**

**LATE WITHDRAWAL POLICY:** Normally, dropping a class is prohibited after the ninth week of a regular semester or a comparable time period for summer sessions. Specific deadlines are published in each *Schedule of Classes*. Requests for exceptions to this policy will be considered only for urgent, *non-academic* reasons which are clearly beyond a student's control. These could consist of critical or persistent health problems, unforeseen changes in employment conditions (e.g., transfers, shift changes, or increased work hours), or similar circumstances. Your request for withdrawal will be treated with the greatest degree of confidentiality possible.

**LATE WITHDRAWAL PROCEDURE:** Petitions for late withdrawals will not be considered unless you provide documentation of the reason(s) leading to your request. You must submit this documentation along with this petition.

1. Complete the information requested below.
2. Present this petition to the instructor(s) of the class(es) from which you wish to withdraw. An instructor's signature is required for each course listed on this petition to verify course information and the grade(s) you have earned to date. Your petition will not be considered without these signatures.
3. Fill out a Drop/Add card with all required personal and class information.
4. Submit the Drop/Add card, this petition, and all required documentation to your ACADEMIC ADVISOR. Your advisor must sign both forms if your withdrawal is recommended.
5. If signed by your advisor, submit BOTH this petition AND the Drop/Add card to the dean/director or designee of the school/division through which you originally registered.

If all parties approve your petition, you will be assigned a grade of **W** in the class(es) from which you have withdrawn. If your petition is NOT approved, you may choose to continue attending the class(es) and receive whatever grade is earned or you may choose to discontinue attending without a formal withdrawal and receive a grade of **F**.

(PLEASE TYPE OR PRINT LEGIBLY)

NAME: \_\_\_\_\_ I.D.#: \_\_\_\_\_ DATE: \_\_\_\_\_  
Last First Middle

CURRENT DEGREE OBJECTIVE: \_\_\_\_\_ SCHOOL/DIVISION/DEPARTMENT: \_\_\_\_\_

REASON FOR REQUEST: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(attach additional sheets if needed, and documentation)

STUDENT SIGNATURE: \_\_\_\_\_

SEMESTER: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <input type="checkbox"/> Summer II Year _____				
CRN #	SUBJECT /COURSE /SECTION NO	CURRENT GRADE	INSTRUCTOR SIGNATURE	CAMPUS PHONE #

**NOTICE TO INSTRUCTOR(S):** Your signature on this form verifies ONLY the above student's current grade in your course and does not imply either approval or disapproval of this request.

RECOMMEND  DO NOT RECOMMEND ADVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

APPROVED  DENIED DEAN/DIRECTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

DISTRIBUTION: WHITE - School/Division YELLOW - Registrar PINK - Student

Registrar's Form No. 22A

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## **O. CONSOLIDATED CODE LIST**

This list contains the codes that are used in Banner for the different academic programs offered at IPFW. It is also available on the Registrar's web site.

IPFW CONSOLIDATED CODE LIST 12/12/05

School and Division Codes		Local Code		IU		PLUS Code until 3/4/02	
Local Code	Description	IU	PLUS Code until 3/4/02	Local Code	Description	IU	PLUS Code until 3/4/02
AS	Arts and Sciences, School of	ASC		AA&S		AA&S	
BU	Business and Management Sciences, School of	BMS		BMS		BMS	
CS	Continuing Studies, Division of	CS		CST		CST	
ED	Education, School of	EDUC		EDU		EDU	
ET	Engineering, School of	ETC		ETC		ETC	
HC	Health Sciences, School of	HSC		HSC		HSC	
LS	Labor Studies, Division of	LSTU		LBS		LBS	
OL	Organizational Leadership & Supervision, Division of	OLS		OLS		OLS	
PA	Public and Environmental Affairs, Division of	SPEA		PEA		PEA	
UA	Unit of Affiliated Programs	UAP		UAP		UAP	
VP	Visual and Performing Arts, School of	VPA		VPA		VPA	
<b>Class Standing Codes</b>							
Local Code		IU	PLUS Code until 3/4/02	Local Code		IU	PLUS Code until 3/4/02
FR	Freshman	B1 A1		1		B1 A1	
SO	Sophomore	B2 A2		3		B2 A2	
JR	Junior	B3 A3		5		B3 A3	
SR	Senior	M5		M		B4	
GR	Master's Degree Program	M5		M		B4	
GR	Graduate, Non-Degree	M5		M		B4	
FR	Non-Degree, Undergraduate	B9		O		MA	
FR	Non-Degree, High School	H0		O		ND	
<b>Entry Action Codes</b>							
Local Code		IU	PLUS Code until 3/4/02	Local Code		IU	PLUS Code until 3/4/02
AD	Adult Admit	B		B		B	
GE	GED Admit	B		B		B	
GB	Graduate Beginner	B		B		B	
GI	Graduate Intercampus Transfer	I		X		GI	
GR	Graduate Re-Entry	R		R		GR	
GT	Graduate Transfer	B		B		GT	
HA	High School Admit	B		B		HA	
IG	Temporary Intercampus Transfer	I		X		IG	
IP	Non-Credit Intercampus Transfer	I		X		IP	
ND	Non-Degree	N		B		ND	
RA	Re-Entry	R		R		RA	
RE	Re-Entry	R		R		RE	
TA	Transfer (Undergrad only)	T		T		TA	
<b>Instruction Activity Codes</b>							
Local Code		IU	PLUS Code until 3/4/02	Local Code		IU	PLUS Code until 3/4/02
AM	Applied Music	AC		30		AM	
DO	Degree Only	IN		80		DO	
HSC	Health Sciences Clinical	CL		50		H**	
IS	Independent Study	IS		80		IS	
IP	Internship/Practicum	PC		80		IN	
LAB	Industrial Practices (Co-Op)	PC		80		IN	
LEC	Laboratory	LB		30		L**	
MT	Lecture	LC		10		MT	
NL	Masters Thesis	RIS		70		NT	
NT	Non-Credit Laboratory	LB		30		NL	
PC	Non-Credit Lecture/Recitation	LC		10		NT	
ST	Student Teaching	PC		60		ST	
TR	Studio	LB		40		S**	
TR	Transfer Credit	LB		40		S**	

Disability Codes			
Local Code	IU	PIU	FLUS Code until 3/1/02
Audiotically Impaired	MH	3	A
Blind	PS	2	B
Deaf	MH	4	D
Epileptics	DD	9	P
Emotionally Disturbed	MP	7	E
Encephalitis	MM	9	G
Healthy Impaired	YS	9	X
Mobility Impaired	M	8	M
Multi-Handicapped	NI	L	H
No Disability	IR	9	N
Respiratory Disorder	LD	9	R
Specific Learning Disability	L	9	L
Speech Impaired	MS	9	S
Temp Mobility Impaired	NI	8	T
Unspecified	Y	0	Y
Visually Impaired	ME	6	V

**IPFW MAJORS, MINORS, & DEGREES**

**SCHOOL OF ARTS AND SCIENCES (AS)**

**Agriculture and Forestry (AGFR)**

Program	Major	Banner Program Concentration	IU		PU		Degree Codes		IU Minor	PU Minor	PLUS Major until 3/4/02	Corresponding Exploring Code
			Program Code	IU Sub-Plan Code	Major Code	Local	IU	Class				
Agriculture	ASGR	ASGX	ASGR	AGA	ND	ND	-	-	-	-	ASGR	XAGR
Extension Education	ASGR	ASGX	ASGR	EXED	NDG	ND	-	-	-	-	ASGR	XAGR
Non-Deg. Agriculture	ASGR	ASGX	ASGR	2NA	ND	ND	-	-	-	-	ASGR	XAGR
Pre-Forestry	ASGR	ASGX	ASGR	APP	ND	ND	-	-	-	-	ASGR	XAGR
Pre-Vet Science	ASGR	ASGX	ASGR	APV	ND	ND	-	-	-	-	ASGR	XAGR
Non-Deg. Arts & Sci. (IU)	ASUN	ASUN	ASUN	INDA	ND	ND	-	-	-	-	ASUN	XASU
Non-Deg. Arts & Sci. (PU)	ASUN	ASUN	ASUN	INDA	ND	ND	-	-	-	-	ASUN	XASU
Undecided Arts & Sci. (IU)	ASUN	ASUN	ASUN	UNA	ND	ND	-	-	-	-	ASUN	XASU
Undecided Arts & Sci. (PU)	ASUN	ASUN	ASUN	UNA	ND	ND	-	-	-	-	ASUN	XASU
Audio & Speech Scl. Grad.	AUS	AUSN	AUS	J40	NDG	ND	-	-	-	-	AUG	XSPH
Speech & Hearing Ther. BS	SPHT	AUSB	SPHT	UUU	BS	BS	-	-	-	-	AUG	XSPH
<b>Arts and Sciences Special Students (ANSS)</b>												
Non-Deg. Arts & Sci. (IU)	ASUN	ASUN	ASUN	INDA	ND	ND	-	-	-	-	ASUN	XASU
Non-Deg. Arts & Sci. (PU)	ASUN	ASUN	ASUN	INDA	ND	ND	-	-	-	-	ASUN	XASU
Undecided Arts & Sci. (IU)	ASUN	ASUN	ASUN	UNA	ND	ND	-	-	-	-	ASUN	XASU
Undecided Arts & Sci. (PU)	ASUN	ASUN	ASUN	UNA	ND	ND	-	-	-	-	ASUN	XASU
<b>Audio &amp; Speech Sciences (AUS)</b>												
Audio & Speech Scl. Grad.	AUS	AUSN	AUS	J40	NDG	ND	-	-	-	-	AUG	XSPH
Speech & Hearing Ther. BS	SPHT	AUSB	SPHT	UUU	BS	BS	-	-	-	-	AUG	XSPH
<b>Biology (BIOL)</b>												
Biological Science MS	BIOL	BIOM	BIOL	P50	MS	MS	-	-	-	-	BIOM	XBIO
Pre-Biological Science MS	BIOL	BIOP	BIOL	P60	NDG	ND	-	-	-	-	BIOM	XBIO
Biology BA	BIOL	BIOA	BIOL	AAB	AA	AA	-	-	-	-	BIOL	XBIO
Biology BS	BIOL	BIOB	BIOL	SBY	BS	BS	-	-	-	-	BIOL	XBIO
Biology Teaching BS	BIOT	BIOT	BIOT	SBT	BS	BS	-	-	-	-	BIOT	XBIO
Microbiology BS	BIOM	BIOM	BIOM	SME	BS	BS	-	-	-	-	BIOM	XBIO
Pre-Dentistry (BIOL) BS	BIOD	BIOD	BIOD	SMD	BS	BS	-	-	-	-	BIOD	XBIO
Pre-Dentistry (CHM) BS	BIOD	BIOD	BIOD	SMD	BS	BS	-	-	-	-	BIOD	XBIO
Pre-Medicine (BIOL) BS	BIPM	BIPM	BIPM	SPI	BS	BS	-	-	-	-	BIPM	XBIO
Pre-Medicine (CHM) BS	BIPM	BIPM	BIPM	SPI	BS	BS	-	-	-	-	BIPM	XBIO
Pre-Professional School	BIPP	ASPN	BIPP	SPI	BS	BS	-	-	-	-	BIPP	XBIO
Research Certificate in Biology	BIOC	BIOC	BIOC	IBC	ICERT	ICERT	-	-	-	-	BIOC	XBIO
<b>Center for Academic Support and Advancement (CASA)</b>												
Non-Deg. Transitional St. (I)	IRN	IRN	IRN	INDT	ND	ND	-	-	-	-	IRSI	XANT
Non-Deg. Transitional St. (P)	IRPN	IRPN	IRPN	INDT	ND	ND	-	-	-	-	IRSI	XANT
Pre-Major TRS (I)	IRP	IRPP	IRP	TRS	ND	ND	-	-	-	-	TRPI	XANT
Pre-Major TRS (P)	IRP	IRPP	IRP	TRS	ND	ND	-	-	-	-	TRPP	XANT
<b>Chemistry (CHM)</b>												
Chemical Methods AS	CHM	CHMA	CHM	SCP	AS	AS	-	-	-	-	CHMT	XCHM
Chemistry BS	CHM	CHMB	CHM	SCM	BS	BS	-	-	-	-	CHMB	XCHM
Chemistry BS in Biochemistry option	CHM	CHMB	CHM	SCA	BSC	BSC	-	-	-	-	CHBS	XCHM
Chemistry Teaching BS	CHM	CHMB	CHM	SCB	BSC	BSC	-	-	-	-	CHBS	XCHM
Pre-Dentistry (CHM) BS	CHPD	CHMB	CHPD	SCT	BS	BS	-	-	-	-	CHMT	XCHM
Pre-Medicine (CHM) BS	CHPD	CHMB	CHPD	SCT	BS	BS	-	-	-	-	CHMT	XCHM
Research Certificate in Chemistry	CHMC	CHMC	CHMC	CHM	ICERT	ICERT	-	-	-	-	CHMC	XCHM
Chemistry A.S.	CHMA	CHMA	CHMA	SCC	AS	AS	-	-	-	-	CHMA	XCHM
Chemistry MS	CHMM	CHMM	CHMM	P56	MS	MS	-	-	-	-	CHMM	XCHM
# Closed to New Students							-	-	-	-		
<b>College of Arts &amp; Sciences Transfers (COAS)</b>												
Afro-American Studies	AFR	ASX	AFR	ASC1	AFRAPPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Anthropology	ANTH	ASX	ANTH	ASC1	ANTHRPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Apparel Merchandising	APM	ASX	APM	ASC1	APRMPPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Astronomy	AST	ASX	AST	ASC1	ASTPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Biology	BIOL	ASX	BIOL	ASC1	BIOPPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Chemistry	CHM	ASX	CHM	ASC1	CHMPPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Classical Studies	CLS	ASX	CLS	ASC1	CLSLPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Cognitive Science	CSS	ASX	CSS	ASC1	COSSPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Comparative Literature	CSL	ASX	CSL	ASC1	CSLPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Criminal Justice	CSJ	ASX	CSJ	ASC1	CSJPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
East Asian Lang. & Lit.	EAL	ASX	EAL	ASC1	EALPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Economics	ECON	ASX	ECON	ASC1	ECONPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
English	ENG	ASX	ENG	ASC1	ENGLPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Folklore	FOLK	ASX	FOLK	ASC1	FOLKPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
French	FREN	ASX	FREN	ASC1	FRENPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Geography	GEOG	ASX	GEOG	ASC1	GEOGPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Geological Sciences	GEO	ASX	GEO	ASC1	GEOGPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Germanic Studies	GER	ASX	GER	ASC1	GERSTPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
History	HIST	ASX	HIST	ASC1	HISTPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
History of Art	ARH	ASX	ARH	ASC1	FAHSTPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Italian	ITL	ASX	ITL	ASC1	ITALPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1
Jewish Studies	JST	ASX	JST	ASC1	JWSTPP	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1	ASC1

Program	Banner Codes		IU Program Code	IU Sub-Plan Code	IU Major Code	Degree Codes			IU Minor	PU Minor	PLUS Major until 3/4/02	Exploring Code
	Major	Program Concentration				Local	IU	PU				
* Film and Media Studies	FMMS											
Eth. & Civ. St. Cert. (IU)	ETHC											
Gerontology Cert. (IU)	GRNC											
International Studies Cert. (IU)	INTSTGRT											
Liberal Studies Cert. (IU)	LIBS											
Research & Critical Think. Cert. (IU)	RACR											
Span. & Teaching BS (IU)	SPAA											
General Science BS (IU)	ASX											
# Indiv. Major BA (IU)	INDVBA											
# Computers & Instrumentation Minor	CINM											
# Closed to New Students												
*Minor Only												
<b>International Language &amp; Culture Studies (ILCS)</b>												
French AA	FREA											
French BA	FRBA											
French BA - Teacher Cert.	FRBA											
German AA	GERA											
German BA	GERB											
German BA - Teacher Cert.	GERB											
Spanish AA	SPAA											
Spanish BA	SPBA											
Spanish BA - Teacher Cert.	SPBA											
* Journalism	JOUR											
Journalism (IU)	JOUR											
* Public Relations	PURL											
*Minor Only												
<b>Library &amp; Information Science (LIS)</b>												
Library Science (IU)	LISM											
<b>Mathematical Sciences (MATH)</b>												
Appl. Math - Oper. Res. MS	ARM											
Math - Oper. Res. Cert. MS	MOR											
Applied Statistics Cert. Cert.	MASC											
Computer Science BA	CSA											
Math BS - Actuarial Sci.	MAAS											
Math BS - Business	MBUS											
Math BS - Computing	MACM											
Math BS - Statistics	MAST											
Mathematical Sciences MS	MA											
Pre-Mathematical Sciences MS	MAN											
Mathematics AA	MA											
Mathematics BS	MA											
Mathematics Teaching BS	MATT											
Research Cert. in Mathematical Sciences	MATC											
# Math BS - Operations Res.	MAOR											
# Closed to New Students												
<b>Philosophy (PHIL)</b>												
* Applied Ethics	AETH											
Philosophy BA	PHI											
Philosophy, Graduate	PHIL											
* Religious Studies	REL											
*Minor Only												
<b>Physics (PHYS)</b>												
Physics BS	PHYS											
Physics Graduate	PHYS											
Physics Teaching BS	PHYT											
Research Cert.	PHYC											
<b>Political Science (POL)</b>												
Economics BA	ECON											
Political Science AA	POLA											
Political Science BA	POLB											
<b>Psychology (PSY)</b>												
Psychology AA	PSYA											
Psychology BA	PSYB											
Psychology, Graduate	PSYN											
Research Certificate in Psychology	PSYC											
<b>Science and Other PU Transfers (SCIT)</b>												
Atmospheric Science	ATM											
	ASPX											
	ATM											
	ASPX											

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Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes			IU Minor	PU Minor	PLUS Major until 3/6/02	Corresponding Exploring Code
	Major	Program Concentration					Local	IU	PU				
Audiology & Speech Sci.	ALIS	ASPX				Y01	FR-SR	P			PAIS		
Biological Science	BIO	ASPX				Y02	FR-SR	P			PEUS		
Chemistry	CHEM	ASPX				Y03	FR-SR	P			PCKM		
Communication	COM	ASPX				Y04	FR-SR	P			PCOM		
Community Health	CHL	ASPX				Y04	FR-SR	P			PCHL		
Computer Science	CS	ASPX				Y04	FR-SR	P			PCS		
Economics	ECON	ASPX				Y04	FR-SR	P			PECN		
Engineering	ENG	ASPX				Y04	FR-SR	P			PEN		
French	FRAN	ASPX				Y04	FR-SR	P			PFA		
German	GER	ASPX				Y04	FR-SR	P			PFR		
History	HST	ASPX				Y04	FR-SR	P			PFR		
Mathematics	MA	ASPX				Y04	FR-SR	P			PFR		
Media Sciences	MDS	ASPX				Y04	FR-SR	P			PFR		
Philosophy	PHIL	ASPX				Y04	FR-SR	P			PFR		
Physical Education	PPE	ASPX				Y04	FR-SR	P			PFR		
Physics	PHYS	ASPX				Y04	FR-SR	P			PFR		
Political Science	POIS	ASPX				Y04	FR-SR	P			PFR		
Pre-Pharmacy	PPH	ASPX				Y04	FR-SR	P			PFR		
Psychological Sciences	PSY	ASPX				Y04	FR-SR	P			PFR		
Recreation	REC	ASPX				Y04	FR-SR	P			PFR		
Sociology	SOC	ASPX				Y04	FR-SR	P			PFR		
Spanish	SPAN	ASPX				Y04	FR-SR	P			PFR		
Statistics	STA	ASPX				Y04	FR-SR	P			PFR		
Undeclared/Other PU Transfer	UND	ASPX				Y09	FR-SR	P			PUND		
<b>Sociology and Anthropology (SOCA)</b>													
Anthropology BA	ANTH	ANTB	ASCI			004	BA						
Native American Studies Cert.	NAMC	NAMC	ASCI			G11	CERT				150	ANTH	
Sociological Practice MA	ANTG	ANTG	ASCI			ANG	CERT					XANT	
Sociological Practice MA	SOCA	SOCA	ASCI			MA001	13	IGR				AMTC (created after PLUS)	
Sociology BA	SOC	SOCA	ASCI			J77	NDG					SOCP	
Sociology BA-Crime & Deviance	SOC	SOCA	ASCI			055	BA				155	SOC	
Sociology BA-Family & Community	SOC	SOCA	ASCI			055	BA				155	SOC	
Sociology BA-Organization & Social Change	SOC	SOCA	ASCI			055	BA				155	SOC	
<b>Women's Studies (WOST)</b>													
Women's Studies AA (I)	WST	WSPA	ASCI			AA	AA					WSAI	
Women's Studies AA (II)	WST	WSPA	ASCI			104	BA					WSAP	
Women's Studies BA (I)	WST	WSPB	ASCI			104	BA				087	WSTI	
Women's Studies BA (II)	WST	WSPB	ASCI			104	BA				087	WSTP	
Women's Studies Cert. (I)	WSTC	WSTC	ASCI			186	CERT					WSCI	
Women's Studies Cert. (II)	WSTC	WSTC	ASCI			186	CERT					WSCP	
* Minor Only													
AS Outside Minors Available:													
Art-History ARTH, Ballet THTB, Business Studies BSST, Computer Science CS, Criminal Justice CRMJ, Dance THTD, Fine Arts FINA, Information Systems INSY, Labor Studies LS, Music MUS, Org Leadership & Supervision OLS, Public Affairs PAFA, Special Education MIDX, Theatre THTR.													
<b>SCHOOL OF BUSINESS AND MANAGEMENT SCIENCES (BU)</b>													
<b>Accounting/Finance (ACFN)</b>													
Accounting BSB	BUS	BUSB	ACCB			200	BSB					ACCB	
Accounting, P-8 Cert.	BUSC	BUSC	ACCB			200	BSB					ACCC	
Finance BSB	BUS	BUSB	BFN			207	BSB					BFN	
<b>Business and Management Sciences (BMS)</b>													
Business PreMBA Undergrad	BSBG	BUSN				X23	ND					BSBG	
Business-General Bsch.	BSG	BUSN				X23	ND					BSBG	
Business-Probationary Bsch.	BUSP	BUSN				X23	ND					BUSP	
Business-Special	BUS	BUSN				X23	ND					BUS	
Business Studies	BSST	BUSN				X23	ND					BSST	
General Administration MBA	MBA	BUSM				N89	MBA				205	MBA	
Gen Admin MBA Accounting Concentration	MBA	BUSM	ACCB			N89	MBA					MBA	
Gen Admin MBA Finance Concentration	MBA	BUSM	BFN			N89	MBA					MBA	
Non-Degree MBA Grad	MBA	BUSP				N89	MBA					MBA	
Grad. Bus-Conditional	MBAC	BUSM				N89	MBA					MBAC	
* Minor Only													
<b>Economics (ECON)</b>													
Bus. Econ. & Public Pol BSB	BUS	BUSB	BEPP			202	BSB					BEPP	
Business Adminstric	BUS	BUSA	BMAA									BMAA	

Program	Major Program	Concentration	Banner Codes	IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes	PU Class	Univ	IU Minor	PU Minor	PLUS Major	Corresponding Exploring Code
Marketing BS	BUS	MARK												
Mgmt. & Admin. BS	BUS	ADM												
# Dist. & Marketing ASB	BUS	BSA												
# Minor Only														
BU Outside Minors Available:														
Anthropology ANTH, Applied Ethics AETH, Art History ARTH, Ballet BLET, Biology BIOL, Chemistry CHEM, Communication Studies COMS, Computer Science CS, Creative Writing ENCW, Criminal Justice CRIM, Dance DANC, Economics ECON, English ENG, Fine Arts FINA, Folklore FOLK, French FREN, Geography GEOG, German GER, History HIST, Information Systems INSY, Journalism JOUR, Labor Studies LS, Linguistics LING, Mathematics MA, Music MUS, Nursing NURS, Philosophy PHIL, Physics PHYS, Political Science POLS, Psychology PSY, Public Affairs PAFF, Public Relations PUBL, Sociology SOC, Spanish SPAN, Theater THEA, Women's Studies WST.														
<b>DIVISION OF CONTINUING STUDIES (CS)</b>														
<b>General Studies (GNST)</b>														
General Studies AAGS	GNST	GSTIA												
General Studies Distance AAGS	GNSD	GSDIA												
General Studies BGS	GNST	GSTIB												
General Studies Distance BGS	GNSD	GSDIB												
Pre-General Studies	GNST	GSTIP												
Closed to New Students														
CS Outside Minors Available:														
Anthropology ANTH, Applied Ethics AETH, Art History ARTH, Ballet BLET, Biology BIOL, Bus StudiesBSST, Chemistry CHEM, Communication Studies COMS, Computer Science CS, Creative Writing ENCW, Criminal Justice CRIM, Dance DANC, Economics ECON, English ENG, Fine Arts FINA, Folklore FOLK, French FREN, Geography GEOG, German GER, History HIST, Information Systems INSY, Journalism JOUR, Labor Studies LS, Linguistics LING, Mathematics MA, Music MUS, Nursing NURS, Philosophy PHIL, Physics PHYS, Political Science POLS, Professional Writing PWRT, Psychology PSY, Public Affairs PAFF, Public Relations PUBL, Sociology SOC, Spanish SPAN, Theater THEA, Women's Studies WST.														
<b>SCHOOL OF EDUCATION (ED)</b>														
<b>Education (EDUA)</b>														
Adult Education	EACE	EDUAV												
Education Pre-Major	EDUP	EDUAP												
Elementary Education - PU Transfer	ELED	EDLPP												
Elementary Education Certification	ELED	EDLCC												
Secondary Education Certification	ELED	EDLSC												
Social Studies In - PU Transfer	ESD	EDSIN												
Special Education	SEED	EDSEP												
Special Education - PU Transfer	SEED	EDSEP												
Undeclared Education	UND	EDUN												
Early Childhood Ed AS	ECHA	EDUVA												
Elementary Ed BS64-Undeclared Concentration	ELED	EDLUB												
Elementary Ed BS64-Early Childhood	ELED	EDLUB												
Elementary Ed BS64-Middle Childhood	ELED	EDLUB												
Elementary Ed MS64	ELED	EDLUB												
Elementary Ed Transition to Teaching (Grant)	ELED	EDLUB												
Pre-Elementary Education MS64	ELEN	EDMPP												
Secondary Ed BS64-Undeclared Concentration	SEED	EDS8												
Secondary Ed BS64-English Education	SEED	EDS8												
Secondary Ed BS64-FREN-English Education	SEED	EDS8												
Secondary Ed BS64-GAYA-French Education	SEED	EDS8												
Secondary Ed BS64-GAYA-German Education	SEED	EDS8												
Secondary Ed BS64-GAYA-Spanish Education	SEED	EDS8												
Secondary Ed BS64-English Adolescence	SEED	EDS8												
Pre-Secondary Ed MS64	SEED	EDMPP												
Pre-Secondary Ed MS64	SEED	EDMPP												
Secondary Ed Transition to Teaching (Grant)	SEED	EDS8												
English Education BS64	ENGE	EDUB												
French Education BS64	FREN	EDUB												
German Education BS64	GERE	EDUB												
Secondary Ed BS64	SEED	EDUB												
Social Studies Educ BS64	SSID	EDUB												
Spanish Education BS64	SPAE	EDUB												
General Science BS64	GSCIE	EDUB												
# Closed to New Students														



Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes			PU Minor	PLUS Major until 3/4/02	Corresponding Exploring Code	
	Major	Concentration					Local	IU	PU				IU Minor
# Engineering, BSE-Elec.	ENEE	ENRB				EVE	BSE				483 #		
# Engineering, BSE-Mech.	ENME	ENRB				EYM	BSE				485 #		
# Closed to New Students													
Engineering, Technology, & Computer Science Special Students (ENTS)													
Technology, Undeclared	UND	ETUN				UNT	IND			FR-SR		XENR	
Mechanical & Industrial Engineering Technology (MIET)													
Indus. Engr. Tech. AS	ET	MEIA				MEI	AS			G3	FR-SR	432 #	IEVA
Indus. Engr. Tech. BS	ET	MEIB				MEI	BS			A9	FR-SR	482 #	IEIB
Indus. Engr. Tech. Non-Deg.	ETN	MEIN				MEI	ND						IEIN
Mech. Engr. Tech. AS	MEI	MEIA				MEI	AS			G3	FR-SR	436 #	MEIA
Mech. Engr. Tech. BS	MEI	MEIB				MEI	BS			A9	FR-SR	484 #	MEIB
Mech. Engr. Tech. Non-Deg.	MEIN	MEIN				MEI	ND						MEIN
Qualify. Cert.	QLTC	QLTC				QC	CERT			AT	FR-SR		QC
# Closed to New Students													
*Minor Only													
ET Outside Minors Available:													
Applied Ethics AEIH, Ballet IHTB, Business Studies BSST, Communication Studies COMS, Dance THTD, French FREN, German GER, Labor Studies LS, Mathematics MA, Media Production MPRO, Music MUS, Org Leadership & Supervision OLS, Physics PHYS, Professional Writing PWRT, Psychology PSY, Public Affairs PAFF, Public Relations PURL, Spanish SPAN, Theatre TRHC, Women's Studies WST.													
SCHOOL OF HEALTH SCIENCES (HS)													
Allied Health & IU Nursing (AHLT)													
Health Sciences Ed., Grad.	HSC9	HSAN				103	ASG						
Non-Deg. Allied Health	ANND	HSX				104	ND						
Nursing-IU Transfer	HSC0	NRSR				102	ND						
Pre-Cyrotechnology	HSC1	PRECRP				100	ND						
Pre-Health Info. Admin.	HSC1	PHIADP				121	ND						
Pre-Health Info. Tech.	HSC1	PHIATP				263	ND						
Pre-Medical Inspiring Tech.	HSC1	PREMITRP				128	ND						
Pre-Medical Tech. (U)	HSC1	PREMITP				959	ND						
Pre-Nuclear Med. Tech.	PNMT	HSX				129	ND						
Pre-Occupational Therapy	POCT	HSX				105	ND						
Pre-Radiation Therapy	PRAD	HSX				856	ND						
Pre-Respiratory Therap. Tech.	PRTB	HSX				962	ND						
Undeclared Allied Health	HSC1	UND				115	ND						
# Health Occupations Ed.	HCEB	HSX				044	ND						
# Closed to New Students						312	ND						
Consumer and Family Sciences (CFS)													
CFS, Non-Degree	CFND	CFSN				ZNH	ND						
Home Economics-PU Transfer	HCC	CFPX				HEC	ND						
Hotel, Rest. & Trm. Mgt. AS	HTM	CF3B				HTS	AS						
Hotel, Rest. & Trm. Mgt. BS	HTM	CF3A				HTM	AS						
Dental Education (DAE)													
Dental Assisting Cert.	DNAC	DNIA				131	CERT						
Dental Hygiene AS	DHGA	DNIA				133	ASDH						
Dental Lab. Tech. AS	DLP	DNLA				134	ASDL						
Non-Degree Dental Ed.	DNAC	DNIN				100	ND						
Pre-Dental Assisting	DHGA	DNIP				131	ND						
Pre-Dental Hygiene	DHGA	DNIP				133	ND						
Pre-Dental Lab. Tech.	DLP	DNLP				134	ND						
Health Information Technology (HIT)													
Coding Technology, Cert.	HITC	HITA				TCCT	CERT						
Health Info. Tech. AS	HIT	HITA				263	ASHI						
Pre-Health Info. Tech	HITP	HITP				263	ND						
# Closed to New Students													
Health Sciences (HSC)													
Health Sciences, Undeclared (U)	UND	HSN				UNDI	HSRP						
Health Sciences, Undeclared Purdue	UND	HSN				UAH	ND						
Pre-Radiography	RAD	HSRP				UAH	ND						
Radiography AS	RAD	HSDA				268	ND						
Clinical Laboratory Sciences	CLSB	HCLB				268	ASR						
Pre-Clinical Laboratory Sciences	CLSB	HCLP				959	ND						
# Closed to New Students													
Human Services (HSRV)													
Human Services BS	HSV	HSVB				HSB	BS						
Human Services BS Activity Rec Therapies	HSV	HSVB				HSB	BS						
Human Services BS Ylons	HSV	HSVB				HSB	BS						
Human Services BS Y Leadership	HSV	HSVB				HSB	BS						



Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes		IU Minor	PU Minor	PLUS Major until 3/4/02	Corresponding Exploring Code
	Major	Concentration					Local	IU				
Environmental Policy BSFA	ENVP	PAEB	SPEA1	EVQOLBSFA		452	BSPA	BSPA001			ENVP	
Health Service Admin. BSFA	HSAB	PAEB	SPEA1	HSABBSFA		890	BSPA	BSPA001			ENVP	
Health Systems Admin. MPA	PAHF	MPAM	SPEA5	HSABMPA		N99	MFA	MPA001		742 #	HSAB	
Pre-Health Systems Admin. MPA	PARN	MPAP	SPEA9	HSABMPA		N99	NDG	MPA001		714 #	HSAM	
Health Systems Admin. & Policy MPM	PMGM	MPMM	SPEA5	HSYADMPM		N99	MFA	MPM001				
Special Studies BSFA	SPST	PAEB	SPEA1	IGSTBSFA		674	BSPA	BSPA001			LGPA	
Public Management BSFA	PIGM	PAEB	SPEA1	MGMDBSFA		673	BSPA	BSPA001		745	MGPA	
Non-Degree PEA	PIGN	PEAN	SPEA1	NDGPEA		655	ND				PEAN	
Pre-Criminal Justice - Bsch.	PC-B	PEAP	SPEA1	PUBABBSAP		659	ND				PCJB	
Pre-Criminal Justice - Bsch.	PBAF	PEAP	SPEA1	PUBABBSAP		673	ND				PBPA	XPAF
Public Affairs	PAFA	MPAM	SPEA5	MGTPAMPA		N99	MFA	MPA001		785	PEAM	
Public Management MPA	PARN	MPAP	SPEA9	MGTPAMPA		N99	NDG	MPA001		782 #	PMGM	
Pre-Public Management MPA	PARN	MPAP	SPEA5	PUBADMMPAM		N99	NDG	MPA001		782 #	PMGM	
Public Admin. and Policy MPM	PMGM	MPMM	SPEA5	PUBADMMPAM		N98	MPM	MPM001				
Public Mgmt., Cert.	PMGC	PMGC	SPEA5	PMGMTCRT		N99	CERT	ICRT041			PMGC	
Risk & Emergency Mgmt. Cert.	RMSC	RMSC	SPEA1	REMGTCRT		460	CERT	ICRT041				
Specialized Study BSFA	SPEC	PAEB	SPEA1	SPECBSFA		483	BSPA	BSPA001			SPSB	
Criminal Justice AS	CRMJ	CRJA	SPEA1	CJASAS		248	ASCJ	IAS013		700	CJAS	
Criminal Justice BA	CRMJ	PEAP	SPEA1	CJASAS		248	ND				PCJA	XPAF
Criminal Justice AS - Assoc.	CRJA	PEAP	SPEA1	CJASAS		248	ASCJ	IAS013				
Pre-Public Affairs - Assoc.	PABA	PEAB	SPEA1	CJASAS		248	ASCJ	IAS013				
Pre-Public Affairs - Assoc.	PABA	PEAB	SPEA1	CJASAS		248	ASCJ	IAS013				
Criminal Justice BS	CRMJ	CRJB	SPEA1	PUBAZASAP		651	ND				CJPA	
Emergency Svcs. Admin. ASFA	PAFF	PAFA	SPEA1	CJUSBS		869	BSCJ	BS007			PAPA	
Health Services Management BSFA	HSM	BSMB	SPEA1	CJUSBS		869	BSCJ	BS007			CJPA	
Health Services Management BSFA	HSM	BSMB	SPEA1	CJUSBS		869	BSCJ	BS007			CJPA	
Policy Analysis MPA	PAF	MPAM	SPEA5	POLANMPA		532	ASPA	IASPA001		741 #	CJPA	
Pre-Policy Analysis MPA	PARN	MPAP	SPEA9	POLANMPA		532	ASPA	IASPA001		715 #	CJPA	
Public Administration ASFA	PAFA	PAFA	SPEA1	PUBADMMPAM		N99	MFA	MPA001			ESMA	
Public Administration ASFA	PAFA	PAFA	SPEA1	PUBADMMPAM		N99	MFA	MPA001			ESMA	
Public Health, Cert.	PHLC	PHLC	SPEA1	PHLC CRT		431	ASPA	IASPA001		782 #	POLM	
Research, Cert.	PERC	PERC	SPEA1	PHLC CRT		476	CERT	ICRT073			PADA	
Specialized Study ASFA	PAFF	PAFA	SPEA1	SPFEASFA		473	ASPA	IASPA001		780 #	PERC	
Urban Studies, Cert. (IU)	URBC	URBC	SPEA1	URBC CRT		478	CERT	IAC040			URBN	
Minor Only												
Closed to New Students												
PA Outside Minors Available:												
Anthropology ANTH, Applied Ethics AETH, Art History ARTH, Ballet BTHB, Biology BIOL, Business Studies BSST, Chemistry CHEM, Communication Studies COMS, Computer Science CS, Creative Writing ENCW, Database Admin. DBA, Economics ECON, Engineering ENGR, Fine Arts FIMA, Folklore FOLK, French FREH, German GER, History HIST, Information Systems INSY, International Studies INTS, Italian ITAL, Linguistics LING, Mathematics MA, Music MUS, Nursing NURS, Physical Education PEDE, Philosophy PHIL, Political Science POLS, Professional Writing PWRT, Psychology PSY, Public Health PHLC, Public Health & Administration OLS, Psychology PSY, Public Policy PUBP, Public Relations PUBR, Religious Studies REL, Sociology SOC, Spanish SPAN, Theatre THTR, Women's Studies WST.												
<b>UNIT OF AFFILIATED PROGRAMS (UA)</b>												
<b>Academic Counseling and Career Services (ACCS)</b>												
Business-Conditional	BCND	INCN	UAP1	MADMBA2P		628	ND					BCND
Exploring Agriculture	XAGR	PEXN	UAP1	GUSTUAPR			ND					
Exploring Anthropology	XANT	IEXN	UAP1	GUSTUAPR			ND					
Exploring Eng. Tech	XATE	PEXN	UAP1	GUSTUAPR			ND					
Exploring Art	XART	IEXN	UAP1	GUSTUAPR			ND					
Exploring AS Undergrad	XASB	PEXN	UAP1	GUSTUAPR			ND					
Exploring AS Undergrad PU	XASB	PEXN	UAP1	GUSTUAPR			ND					
Exploring Biology	XBIO	PEXN	UAP1	GUSTUAPR			ND					
Exploring Business	XBUS	IEXN	UAP1	GUSTUAPR			ND					
Exploring Chemistry	XCHEM	PEXN	UAP1	GUSTUAPR			ND					
Exploring Civil Engr. Tech	XCVT	PEXN	UAP1	GUSTUAPR			ND					
Exploring Communication	XCOM	PEXN	UAP1	GUSTUAPR			ND					
Exploring Comp. Eng. Tech	XCT	PEXN	UAP1	GUSTUAPR			ND					
Exploring Computer Science	XCS	PEXN	UAP1	GUSTUAPR			ND					
Exploring Dental Assisting	XDNA	IEXN	UAP1	GUSTUAPR			ND					
Exploring Dental Hygiene	XDHV	IEXN	UAP1	GUSTUAPR			ND					
Exploring Dental Lab. Tech	XDLT	IEXN	UAP1	GUSTUAPR			ND					
Exploring Early Childhood Education	XECE	IEXN	UAP1	GUSTUAPR			ND					
Exploring Early Childhood Education	XECO	IEXN	UAP1	GUSTUAPR			ND					
Exploring Electrical Eng. Tech	XEE	PEXN	UAP1	GUSTUAPR			ND					
Exploring Elementary Educ.	XELE	IEXN	UAP1	GUSTUAPR			ND					
Exploring Engineering	XENG	PEXN	UAP1	GUSTUAPR			ND					
Exploring English	XENG	IEXN	UAP1	GUSTUAPR			ND					
Exploring English Teaching	XENT	IEXN	UAP1	GUSTUAPR			ND					
Exploring Fine Arts	XFN	IEXN	UAP1	GUSTUAPR			ND					
Exploring French	XFRE	IEXN	UAP1	GUSTUAPR			ND					
Exploring French 1st	XFR1	IEXN	UAP1	GUSTUAPR			ND					
Exploring Geology	XGEO	IEXN	UAP1	GUSTUAPR			ND					

Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes		IU Minor	PU Minor	PLUS Major until 3/4/02	Corresponding Exploring Code
	Major Program Concentration	Minor Program Concentration					Local	IU				
Exploring General Studies	XGNS	EXN	UAP1			GST	ND					
Exploring German	XGER	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring German Teaching	XGET	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Health, PE & Rec	XHPR	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring HS Undeclared-IU	XHS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring HS Undeclared-PU	XHS*	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring History	XHS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring History & Research	XHRC	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Hospitality Mgmt	XHSV	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Human Services	XHST	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Industrial Engr Tech	XINS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Information Systems	XINS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Interior Design	XINT	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Journalism	XJCU	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Labor Studies	XLSI	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Mathematics	XMA	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Math Teaching	XMIT	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Mech Engr Tech	XMET	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Music	XMUS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Music Teaching	XMLE	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Nursing	XNUR	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Orig Leadership & Spv	XOLS	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Philosophy	XPHI	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Physical Education	XPE	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Physics Teaching	XPHI	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Political Science	XPOL	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Pre-Forestry	XPF2	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Pre-Pharmacy	XPPH	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Pre-Vet Science	XPSV	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Psychology	XPSY	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Public Affairs	XPAD	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Radiography	XRAD	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Secondary Educ	XSED	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Sociology	XSOC	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Spanish	XSPA	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Spanish Teaching	XSPH	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Speech & Hearing	XSPH	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Theater Teaching	XTHI	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Undeclared IU	XUNI	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Undeclared PU	XUNP	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Visual Comm & Design	XVCD	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Women's Studies IU	XWSP	EXN	UAP1	GUSTUAPR		GST	FRSR					
Exploring Women's Studies PU	XWSP	EXN	UAP1	GUSTUAPR		GST	FRSR					
# Guided Studies (I)	GST	INDN	UAP1	GUSTUAPR		GST	FRSR					
# Guided Studies (P)	GST	PUIN	UAP1	GUSTUAPR		GST	FRSR					
Industrial Tech-Transfer	PIIT	UAPX				IAT	ND					
Management-Transfer (PU)	PMGT	UAPX				IAT	ND					
Non-Degree Bus. Assoc.	NDBA	INDN	UAP0	UNDASRRP		IGM	ND					
Non-Degree Bus. Assoc.	NDBA	INDN	UAP0	UBUSNRRP		NBA	ND					
# Non-Degree Guided Studies (I)	GST	INDN	UAP0	UBUSNRRP		NBB	ND					
# Non-Degree Guided Studies (P)	GST	PUIN	UAP0	UBUSNRRP		NBS	ND					
Non-Degree No Option (I)	NON	INDN	UAP0	EXPLNRRP		NDG	ND					
Non-Degree No Option (P)	NON	PUIN	UAP0	EXPLNRRP		NDG	ND					
Pre-Business Assoc.	PRSA	INDP	UAP0	EXPLNRRP		Z73	ND					
Pre-Education	PREU	INDP	UAP1	UNDASRRP		728	ND					
Pre-Orig. Leadership & Spv	OLSP	PUIN	UAP1	PREBUSRRP		PEU	ND					
Summer Bridge Non Degree IU	SBR	INDN	UAP0	UBUSNRRP		NDG	ND					
Summer Bridge Non Degree PU	SBR	INDN	UAP0	UBUSNRRP		NDG	ND					
Undeclared Exploratory (I)	UND	INDN	UAP1	GUSTUAPR		UND	ND					
Undeclared Exploratory (P)	UND	PUIN	UAP1	GUSTUAPR		UND	ND					
Non-Degree Conditional (I)	CND	INDN	UAP0	GUSTUAPR		INDC	ND					
Non-Degree Conditional (P)	CND	PUIN	UAP0	GUSTUAPR		INDC	ND					
# Closed to New Students												
Undeclared Fine & Per. Arts	VPAN	VPAN	VPAN	UNDUMISR		022	ND					
	VPAN	VPAN	VPAN	UNDUMISR		022	ND					

SCHOOL OF VISUAL AND PERFORMING ARTS (VP)  
Visual and Performing Arts Special Students (VPAS)

Fine Arts (VART)

Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes		IU Minor	PU Minor	PLUS Major	Corresponding Exploring Code
	Major	Concentration					Local	IU				
* Art History	AR'H											
F.A., Ceramics BFA	FNA	CRMC	VPA1	CRAMICBFA		280	BFA	IFA001	FA15MIN	501	ARTH	
F.A., Cloth BFA	FNA	CRFT	VPA1	CRACBFA2		288	BFA	IFA001			FCR	
F.A., Drawing BFA	FNA	FARB	VPA1	DRAMBFA		304	BFA	IFA001			FCR	
F.A., Metals BFA	FNA	FARB	VPA1	MELALBFA		310	BFA	IFA001			FCR	
F.A., Painting BFA	FNA	FARB	VPA1	PAINTBFA2		581	BFA	IFA001			FFN	
F.A., Printmaking BFA	FNA	FARB	VPA1	PRINTBFA2		582	BFA	IFA001			FFN	
F.A., Sculpture BFA	FNA	FARB	VPA1	SCULBFA		583	BFA	IFA001			FFN	
F.A., Studio Art BFA	FNA	FARB	VPA1	STUARBFA		583	BFA	IFA001			FSC	
Art Education BA	FNA	FARB	VPA1	EDNBFA		022	BA	IFA001	FNAMIN	500	FAB	XFN
Fine Arts Pre-BFA	FNA	FARB	VPA1	FINARBFA		022	BA	IFA001			FAB	XFAE
Fine Arts Special	FNA	FARB	VPA1	FINARSR		X25	ND				FAB	
* Studio Art	SART			FINASRPP		X25	ND		PASIDMIN	555	SART	
* Minor Only												
<b>Visual Communication and Design (VART)</b>												
Computer Art AS	COMA	COMA	VPA1	CARTAS2		252	FASCA	IAS009			COMA	
F.A., Computer Art BFA	VCD	COMA	VPA1	COMBFA		875	BFA	IFA001			FCA	XVCD
F.A., Graphic Design BFA	VCD	GRDH	VPA1	GRABRFA2		289	BFA	IFA001			FGD	XVCD
F.A., Photography BFA	VCD	BHOT	VPA1	PHOTOBFA		590	BFA	IFA001			PPH	XVCD
F.A., VCD Undeclared Concentration	VCD	FARB	VPA1	GRABRFA2		289	BFA	IFA001			FGD	XVCD
<b>Music (MUS)</b>												
Choral Teaching BME	MLED	MMEB	VPA1	CHORBME		402	BME	BMEO01			560 #	ITCHC
Instrumental Teaching BME	MLED	MMEB	VPA1	INSTBME2		405	BME	BMEO01			562 #	ITCHC
* Music	MUS					407					570	MJUS
BS in Music and an Outside Field	MUS	MUSB	VPA1	MUSBSR2		407	BSM	BS041				MUSB
Music Theory BS	MUS	MTHR	VPA1	MUSM2		437	ND					MTB
Music Theory BS	MUS	MTHR	VPA1	MUSM2		437	ND					MTE
Non-Degree Music	MUSN	MUSN	VPA0	NDGEMUSRPP		438	ND					MUSN
Orchestral Inst. BM	MUS	MBMB	VPA1	ORCH		409	BM	BM001			572 #	MUSN
Piano BM	MUS	MBMB	VPA1	PIANOBM		412	BM	BM001			572 #	MUSN
Piano Accompanying BM	MUS	MBMB	VPA1	PIAACBM		413	BM	BM001			572 #	MUSN
Piano Pedagogy, Cert.	MUS	MPPC	VPA1	PEPCBRT		946	CERT	ICR1032				PIAC
Pre-Music	MUS	MUSP	VPA1	MUSRPP		437	ND					PPED
Pre-Music Theory BS	MTHP	MTHP	VPA1	MUSRPP		437	ND					PMJUS
Teaching Area BME	MLED	MMEB	VPA1	MUTYBME		441	BME	BMEO01			566 #	TMBA
Undeclared Music	MUS	MUSN	VPA1	UND2MUSR		438	ND					MUSU
* Closed to New Students	MUS	MBMB	VPA1	VOICBMB		416	BM	BM001			580 #	VOIC
* Minor Only												
<b>Theatre (THTR)</b>												
Theatre BA - Undeclared Concentration	THTR	THIB				UAT	BA				590	THTR
Theatre BA - Acting	THTR	THIB				UAT	BA					THTR
Theatre BA - Design	THTR	THIB				UAT	BA					THTR
Theatre BA - Design Technology	THTR	THIB				UAT	BA					THTR
Theatre BA - Individualized Concentration	THTR	THIB				UAT	BA					THTR
* Theatre-Ballet	THB	THIB				UAT	BA					THTR
* Theatre-Dance	THD	THIN				UAT	ND				592	THB
Theatre-Special	THS	THIB				UIT	BA					THIB
Theatre Teaching BA	THT	THIB				UIT	BA					THIB
* Closed to New Students												THIT
* Minor Only												
<b>VP Outside Minors Available:</b>												
Anthropology ANTH, Applied Ethics AEth, Biology BIOL, Business Studies BSST, Chemistry CHEM, Communication Studies COMA, Computer Science CS, Creative Writing ENCW, Criminal Justice CRMJ, Economics ECON, English ENG, Foreign Language FL, French FREN, Geography GEOG, German GER, History HIST, Information Systems INSY, Journalism JOUR, Labor Studies LS, Linguistics LING, Mathematics MA, Media Production MPRO, Org Leadership & Supervision OLS, Philosophy PHIL, Physics PHYS, Political Science POLS, Professional Writing PWRT, Psychology PSY, Public Affairs PAFF, Public Health PHHL, Sociology SOCS, Spanish SPAN, Women's Studies WSI												

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Program	Banner Codes		IU Program Code	IU Plan Code	IU Sub-Plan Code	PU Major Code	Degree Codes		IU Class	IU Minor	PU Minor	PLUS Major until 3/4/02	Corresponding Exploring Code
	Major	Concentration					Local	IU					
Anthropology BA	ANTH	ANTHBA	ASCI	ANTHBA		004	BA	IAC004	D6 FR-SR I		150	AMTH	
Speech & Hearing Ther. BS	SPHT	ALUSB				004	US		A9 FR-SR P		020 #	SPHT	
Biology BA	BIOL	BIOLBA				004	AA		A2 FR-SR P			BI0A	
Biology BS	BIOL	BIOLBS				004	BS		A9 FR-SR P		020	BI0L	
Biology Teaching BS	BIOT	BIOTBS				004	BS		A9 FR-SR P		020	BI0T	
Medical Tech. BS	MIT	MITBS				004	BS		A9 FR-SR P		023 #	MIT	
Pre-Dentistry (BIOL) BS	BIPD	BIOLBS				004	BS		A9 FR-SR P		023 #	MTP	
Pre-Medicine (BIOL) BS	BIPM	BIOLBS				004	BS		A9 FR-SR P		023 #	BIPD	
Business Administration ASB	BUS	BUSAS	BMS1	BIADAAS		004	ASB	AS07	A9 FR-SR P		029 #	BIPM	
Accounting BS	BUS	BUSBS	BMS1	ACCBBS		004	BS	AS07	A9 FR-SR P		250 #	BMAA	
Finance BS	BUS	BUSBS	BMS1	ACCBBS		004	BS	AS07	A9 FR-SR P		250 #	ACCB	
Bus. Econ. & Public Pol BS	BUS	BUSBS	BMS1	BEPPBS		004	BS	AS07	A9 FR-SR P		250 #	BEPP	
Accounting BS	BUS	BUSBS	BMS1	BEPPBS		004	BS	AS07	A9 FR-SR P		250 #	BEPP	
Health & Admin. BS	BUS	BUSBS	BMS1	BEPPBS		004	BS	AS07	A9 FR-SR P		250 #	BEPP	
Health & Admin. BS	BUS	BUSBS	BMS1	BEPPBS		004	BS	AS07	A9 FR-SR P		250 #	BEPP	
Chemical BS	CHM	CHMBS				004	BS		A9 FR-SR P		250 #	CHM	
Chemistry BS	CHM	CHMBS				004	BS		A9 FR-SR P		250 #	CHM	
Chemistry Teaching BS	CHMT	CHMTBS				004	BS		A9 FR-SR P		250 #	CHMT	
Pre-Dentistry (CHM) BS	CHPD	CHMBS				004	BS		A9 FR-SR P		030	CHMB	
Pre-Medicine (CHM) BS	CHPM	CHMBS				004	BS		A9 FR-SR P		035 #	CHMT	
Integrant & Organizational Comm BA	COMI	COMIBS				004	BA		A9 FR-SR P		038 #	CHPD	
Media and Public Comm BA	COMI	COMIBS				004	BA		A9 FR-SR P		039 #	CHPM	
Speech Communication Teaching BA	SPTB	COMIBS				004	BA		A9 FR-SR P		044 #	COMI	
Economics BA	ECON	ECONBA	ASCI	ECONBA		004	BA		D6 FR-SR P		045 #	COMM	
Electrical Engr. Tech. BS	EET	EETBS				004	BS		D6 FR-SR P		046 #	SPTB	
English AA	ENG	ENGBA				004	AA		D6 FR-SR P		341	ECON	
English BS	ENG	ENGBS				004	BS		D6 FR-SR P		431 #	EEEA	
English BA	ENGBA	ENGBA				004	BA		D6 FR-SR P		470 #	EET	
English BA-Comm Media	ENGBA	ENGBA				004	BA		D6 FR-SR P		060	EET	
English BA-Enviro	ENGBA	ENGBA				004	BA		D6 FR-SR P		060	ENGB	
English BA-Teacher Cert.	ENGBA	ENGBA				004	BA		D6 FR-SR P		065 #	ENGL	
English BA-Writing	ENGBA	ENGBA				004	BA		D6 FR-SR P		065 #	ENGL	
French AA	FREN	FREBA				004	AA		D6 FR-SR P			ENGL	
French BA - Teacher Cert.	FRET	FREBA				004	BA		D6 FR-SR P			ENGL	
German AA	GER	GERBA				004	AA		D6 FR-SR P		100	FREN	
German BA - Teacher Cert.	GER	GERBA				004	BA		D6 FR-SR P		100	FRET	
Geology BA	GEO	GEOBA				004	BA		D6 FR-SR P		103	GER	
Geology BS (Envir. Geol)	GEO	GEOBS				004	BS		D6 FR-SR P		103	GER	
Geology BS	GEO	GEOBS				004	BS		D6 FR-SR P		059	GERT	
HIST	HIST	HISTBA				004	BA		D6 FR-SR P		055 #	GILG	
HIST	HIST	HISTBS				004	BS		D6 FR-SR P		055 #	GILG	
History BS	HIST	HISTBS				004	BS		D6 FR-SR P		055 #	GILG	
Math AA	MAT	MATBA				004	AA		D6 FR-SR P		079	GLGB	
Math BS	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Math BS-Actuarial Sci.	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Math BS-Computing	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Math BS-Operations Res	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Math BS-Statistics	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Mathematics Teaching BS	MAT	MATBS				004	BS		D6 FR-SR P		079	GLGB	
Philosophy BA	PHIL	PHILBA				004	BA		D6 FR-SR P		110	PHIL	
Political Science AA	POLS	POLBA				004	AA		D6 FR-SR P		110	PHIL	
Political Science BA	POLS	POLBS				004	BA		D6 FR-SR P		110	PHIL	
Psychology AA	PSY	PSYBA				004	AA		D6 FR-SR P		130	POLS	
Psychology BA	PSY	PSYBS				004	BS		D6 FR-SR P		130	POLS	
Sociology BA	SOC	SOCBA				004	BA		D6 FR-SR P		140	PSYA	
Spanish BA	SPAN	SPANBA				004	BA		D6 FR-SR P		140	PSYA	
Spanish BA - Teacher Cert.	SPAN	SPANBA				004	BA		D6 FR-SR P		140	PSYA	
Spanish BA - Teacher Cert.	SPAN	SPANBA				004	BA		D6 FR-SR P		140	PSYA	
Theatre Teaching BA <sup>1</sup>	THTR	THTRBA				004	BA		D6 FR-SR P		106	SPAN	
Women's Studies AA (I)	WST	WSTAA				004	AA		D6 FR-SR P		590	THTR	
Women's Studies AA (II)	WST	WSTAA				004	AA		D6 FR-SR P		593	THTR	
Women's Studies AA (P)	WST	WSTAA				004	AA		D6 FR-SR P		087	WST	
Women's Studies AA (P)	WST	WSTAA				004	AA		D6 FR-SR P		087	WST	
Women's Studies BA (P)	WST	WSTBA				004	BA		D6 FR-SR P		087	WST	

<sup>1</sup> Invalid second major with another THTB major  
 Note: No minors and no second majors valid for ACCS students

ELIMINATED PROGRAMS (listed for historical purposes) alphabetically by program name

CADC - Estimated Prior to 2005

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Program	Banner Codes		IU Program Code	IU Sub-Plan Code	IU Plan Code	IU Major Code	Degree Codes		IU Minor	PU Minor	PLUS Major Unit 3/4/02	Corresponding Exploring Code
	Major Program	Concentration					Local	IU				
# Drafting Cert.	DFTC					DFT	CERT	AT	FR-SR			
# General Studies EGSE-Uncosh.	GNST	GSIB	SCS1		GENSTEGS	681	BGS3	BGS001	FR-SR			
# Mech. Equip. Tech.-Automat. BS	MIMB	METB	HSC1		MEDICBS	MM	BS	AP	JR-SR	485 #		
# Medical Tech. (IU) BS	MT	PCLB	HSC1		PREMTERP	119	BCLS	BS038	FR-SR			
# Pre-Medical Tech. (IU)	MHT	MTB	HSC1			699	ND		FR-SR			
# Music Therapy BA	MUSC	MTB				UMT	BA	D5	FR-SR			
# OLS-Off. Admin. Ool. AS	OLSA	OLSA				PFF	AS	G3	FR-SR	220 #		
# Operations Tech. AS	OPTE	OLSA				OPT	AS	G3	FR-SR	245 #		
# Personnel BS	PREB	OLSB				PMI	BS		FR-SR			
# School Admin. MSED	SCAD	EDUM	EDNCS		SCLADMSED	D72	MSED	MASED00	AP			
# Pre-School Admin. MSED	SCAN	EDMP	EDK629		SCLADMSEDP	D72	ND36		GR			
									45	GR		

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## **O. ADVISING LOG**

This is a sample of a log sheet that can be kept in a student's folder to document discussions between the student and advisor or instructor.

## ADVISING LOG

**Student's Name:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_

Date	Summary of Discussion	Advisor

## **P. NEW STUDENT ADVISING CHECKLIST**

This is an example of a checklist that can be used with all students attending a college or university for the first time. It may also be useful with transfer students new to IPFW.

## NEW STUDENT ADVISING CHECKLIST

The following checklist should be completed with all beginning students and others who will register for the first time at IPFW or through our school/division. Please verify by checking the appropriate boxes and signing below.

- ( ) 1. Introduced myself and provided the student with a business card or contact information.
- ( ) 2. Verified student has copy of current Bulletin or provided specific directions for obtaining same.
- ( ) 3. Provided printed material (“bingo sheet,” handbook, etc.) outlining student’s elected degree program to compliment Bulletin information.
- ( ) 4. Explained the student’s responsibility relative to his/her education; and explained the role of an academic advisor in this context.
- ( ) 5. Provided information on applicable IPFW support services (e.g. Center for Academic Support and Advancement, Center for Women and Returning Adults, Registrar, Dean of Students, etc.)
- ( ) 6. Explained placement testing and provided information as to scheduling these tests, if needed.
- ( ) 7. Explained common requirements of elected degree program for both major and other distributions (General Education, minor, etc.)
- ( ) 8. Verified student has copy of current Schedule of Classes or provided the same; also provided instruction as to how to use it in conjunction with registration on the OASIS system inside My.IPFW. (Did not do this for the student!)
- ( ) 9. Explained the OASIS registration procedures.
- ( ) 10. Discussed and projected tentative class selections for at least one or two additional semesters.
- ( ) 11. Set up an appointment during the next semester (prior to the priority registration period) to review progress and discuss any concerns at that time.

Date and time of follow-up Appointment: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Q. ADVISING SYLLABUS

Advising Syllabus 101 (NACADA Clearinghouse)

[Tonya McKenna Trabant](#)

Cross-College Advising Service  
University of Wisconsin - Madison

What is an advising syllabus and why should it be utilized? An advising syllabus, whether used by individual advisors or by whole units, offers many benefits that can enhance our work with and for students. In addition, creating an advising syllabus can be the catalyst that leads to important explorations and questions about the role of advising on our campuses.

In essence, an advising syllabus is a tool which allows individual advisors or offices to outline the advising relationship and experience for their advisees. Use of this tool is grounded in our understanding that advising is essential to the educational mission of our institutions. On the majority of our campuses, course syllabi are a regular part of every student's classroom education. However, the role of our advisees' co-curricular experiences is not often as clearly defined even though literature indicates that student success highly correlates to activities outside of the classroom (see Cress et al., 2001, Higbee, 2002, Pascarella & Terenzini, 1991).

Advisors often help students navigate between curricular and co-curricular issues; an advising syllabus is one way we can help students close the gap between the two. For example, advisors model and teach life and professional skills that support student academic success. Additionally, advising is one of the few resources students find consistent from semester to semester; thus it is at the center of student education.

Generally speaking, most advising syllabi have eight main elements.

1. First and foremost, an advising syllabus must be relevant to the specific campus, office or advising philosophy. Some situations may call for a short two-page overview while others may require a longer, more detailed review.
2. The advising syllabus should adhere to the course syllabus guidelines used by campus faculty. It is important to use the tool in a recognizable and consistent format for students and campus stakeholders.
3. The syllabus should include a three to five sentence definition of advising and/or the advising mission statement used on campus. Some campus syllabi include historical definitions of advising (see [http://www.nacada.ksu.edu/Clearinghouse/Research\\_Related/definitions.htm](http://www.nacada.ksu.edu/Clearinghouse/Research_Related/definitions.htm)), while others use a definition crafted for their specific campus or student population.
4. Clear contact information is necessary so students can easily contact the correct advising office.

5. An advising syllabus should include a set of student expectations and/or responsibilities; when these are clearly delineated we can legitimately hold students responsible for their part of the advising relationship.
6. Likewise, an advising syllabus should include a corresponding list of responsibilities and/or expectations for advisors; if we expect to hold students accountable then we must do the same ourselves.
7. Advising syllabi should include expected outcomes of advising. Students must easily understand how advising impacts their success. These outcomes may differ widely from office to office or campus to campus, but they are an important method for communicating and measuring our impact on students' lives.
8. The final element includes tools, resources, and/or recommendations for students. For example, a syllabus can include calendars of advising events and appointment times, book or Web site recommendations, detailed location descriptions, or a blank line for advisors to personalize the syllabus with a recommendation.

Why should we define the advising relationship for our advisees? How do we communicate our expectations to them? Benefits of advising syllabi range from the discussion of large philosophical issues to the delineation of concrete, everyday ways to help students. Creation of a syllabus encourages us to write and commit to an advising philosophy and a definition of our work. Although these statements of our beliefs may not differ significantly from the departmental mission (and it is important that they not conflict), crafting of such statements is a useful way to communicate with various stakeholders. Advisees benefit from knowing how advisors define advising; parents appreciate knowing what they can and cannot expect from their child's advisor. In addition, an explicit explanation of the work of advising can be an invaluable tool to communicate with colleagues and administrators.

The U.S. worldview is predominantly western; this means that we have strong preferences for explicit, written expectations and instructions. An advising syllabus caters to this preference by collecting expectations and pertinent advising information in one uncomplicated format. Without an advising syllabus, students often are left to "figure it out" on their own; this practice means that students can overlook key information.

If we fail to share our procedures and expectations with advisees, we miss an opportunity to carve out a place for advising in the student's education. When we state a dual set of expectations, we hold ourselves and our students accountable for the appropriate parts of our relationship. If we take a developmental view of advising (see [http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/dev\\_adv.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/dev_adv.htm)), an advising syllabus can support students' active engagement in their education. Instead of simply receiving information, students are explicitly expected and encouraged to fully participate in the advising relationship. Furthermore, when we state expectations and outcomes we naturally create assessment parameters.

An advising syllabus also helps counter inappropriate expectations. Some questions that may be addressed include "Will my advisor tell me what classes to take?", "What can I talk about with my advisor?", and "How are advisors different from my high school guidance counselor?" Furthermore, since syllabi are widely used on most campuses, we benefit from the familiar format; students, faculty, and administrators recognize that syllabi define a certain experience and are educational tools.

As with any tool, advising syllabi present both benefits and challenges. While the benefits may outweigh the challenges, it is important that we actively discuss the challenges in order to reap the most benefit from an advising syllabus.

- The first challenge is that until we introduce an advising syllabus on campus, no one expects to find one.
- One logical place to distribute an advising syllabus to all advisees may not exist.
- The institutionalization of an advising syllabus may require a cultural shift in your office or campus.
- The syllabi format was designed for another purpose. As such, some of our colleagues may feel that we are inappropriately co-opting a strategy that does not fit our work. Some faculty advisors respond positively to the idea of an advising syllabus because it is a familiar format while others are alienated by our use of a classroom tool.
- Students may note that the consequences for not meeting the expectations laid out in an advising syllabus differ from the consequences for missing an exam or a class assignment. Since co-curricular experience is neither time nor evaluation bound in the same ways as a course, consequences are difficult to articulate in a syllabus.
- It can be difficult to be comprehensive in an advising syllabus; finding a balance between everything students need to know about advising and a summary of vital information is crucial.
- While the outcomes we develop for our advising syllabus can help us assess our work, it may be difficult to assess the efficacy of an advising syllabus itself. How will we know if the actual syllabus helped our students understand the outcomes and their responsibilities?

Addressing these challenges can be daunting; however, with patience and persistence we can create another beneficial way to advocate for advising and our advisees. Despite, and perhaps because of, these challenges, an advising syllabus is a worthy consideration for all advisors. Its many benefits help us create an understanding that advising is essential to the education and success of our students.

Find examples of advising syllabi currently in use in the *Clearinghouse of Academic Advising Resources* at <http://www.nacada.ksu.edu/Clearinghouse/Links/syllabi.htm>

Trabant, T.D. (2006). Advising Syllabus 101. Retrieved August 31, 2007, from *NACADA Clearinghouse of Academic Advising Resources* Web site:  
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/syllabus101.htm>.

## Syllabus for Academic Advising – General Studies Programs

“Good advising may be the single most underestimated characteristic of a successful college program.” Light, R.J., Making the Most of College.

General Studies Programs  
KT 145 – 260-481-6828  
<http://www.ipfw.edu/dcs/gsdp/>

Office Hours: 8:00 a.m. – 5:00 p.m.  
After 5:00 by arrangement  
For an appointment call, email,  
or stop by KT 145

### Advising Staff:

Dr. Julie Fellers Hook, Dir/Advisor	<a href="mailto:hook@ipfw.edu">hook@ipfw.edu</a>
Sandy McMurtrie, Advisor	<a href="mailto:mcmurts@ipfw.edu">mcmurts@ipfw.edu</a>
Doug Hartle, Peer Advisor	<a href="mailto:hartled@ipfw.edu">hartled@ipfw.edu</a>

At the front desk to assist you: Joanne Blosser, Administrative Assistant  
and Mark Whinery, Student Records Clerk

While students are ultimately responsible for accomplishing their own educational goals and progressing toward graduation, IPFW is committed to helping them meet this responsibility by ensuring access to quality academic advising. Please see Support Services in your Bulletin for students' and advisors' responsibilities.  
(pg. 262.)

### Suggested reading:

Making the Most of College, Light, Richard J. ISBN 0-674-00478-7, 2001  
First in the Family, Cushman, Kathleen, advice about college from first-generation students.  
ISBN 0-9762706-6-8, 2006

General Studies' website: <http://www.ipfw.edu/dcs/gsdp/default.shtml>  
Distance Learning website: <http://www.ipfw.edu/dlearning/default.shtml>  
General Education: <http://www.ipfw.edu/academics/courses/undergraduate/gened/>  
Career Services' website: <http://www.ipfw.edu/accs/>  
Academic Support Services: <http://www.ipfw.edu/casa/>  
Student Life: <http://www.ipfw.edu/stulife/>  
Family FAQ: <http://www.ipfw.edu/accs/academic/advising/Familyfaqdefault.shtml>

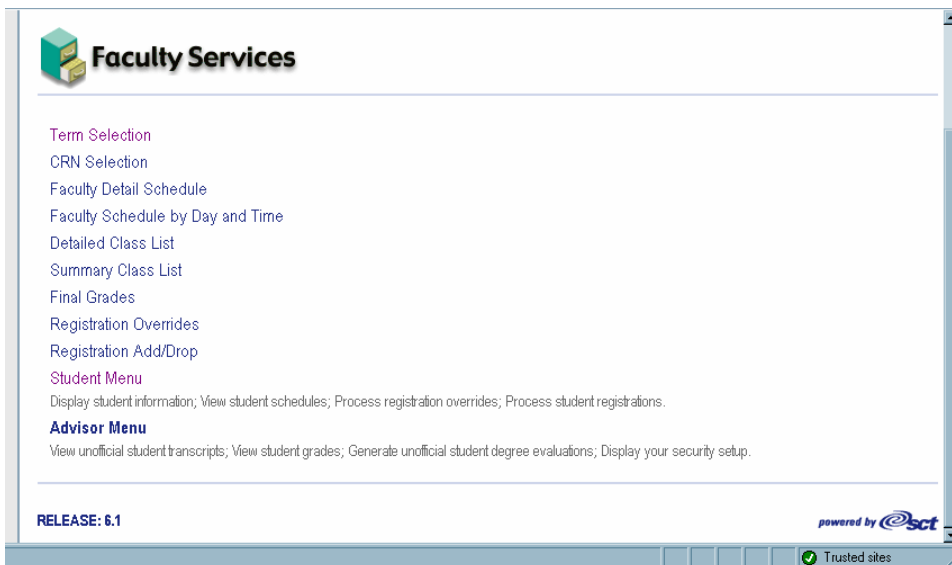


# ELECTRONIC DEGREE EVALUATIONS ON OASIS – FACULTY/STAFF

1) After logging into OASIS, click on “Faculty Services.”



2) Click on “Advisor Menu.”



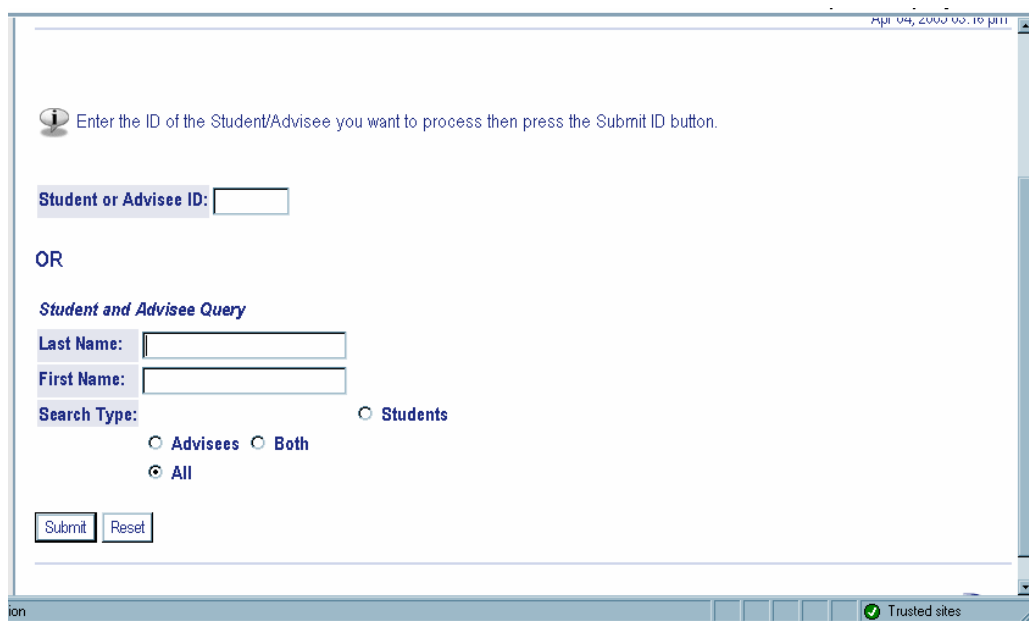
3) Click on “IPFW Unofficial Degree Evaluation.”

The screenshot shows the OASIS @ IPFW website interface. At the top, there is a search bar with a "Go" button and navigation links: RETURN TO MENU, SITE MAP, HELP, EXIT. Below the search bar is a menu with three items: Personal Information, Student Services & Financial Aid, and Faculty Services. The Faculty Services menu item is highlighted. The main content area is titled "Faculty & Advisors" and contains a list of options: Term Selection, ID Selection, IPFW Unofficial Student Academic Transcript, IPFW Unofficial Degree Evaluation (which is bolded), and Faculty & Advisor Security Information. At the bottom left, it says "RELEASE: 6.1" and at the bottom right, it says "powered by @sct". A "Trusted sites" icon is visible in the footer.

4) Select a term (usually the upcoming term) and press “Submit.”

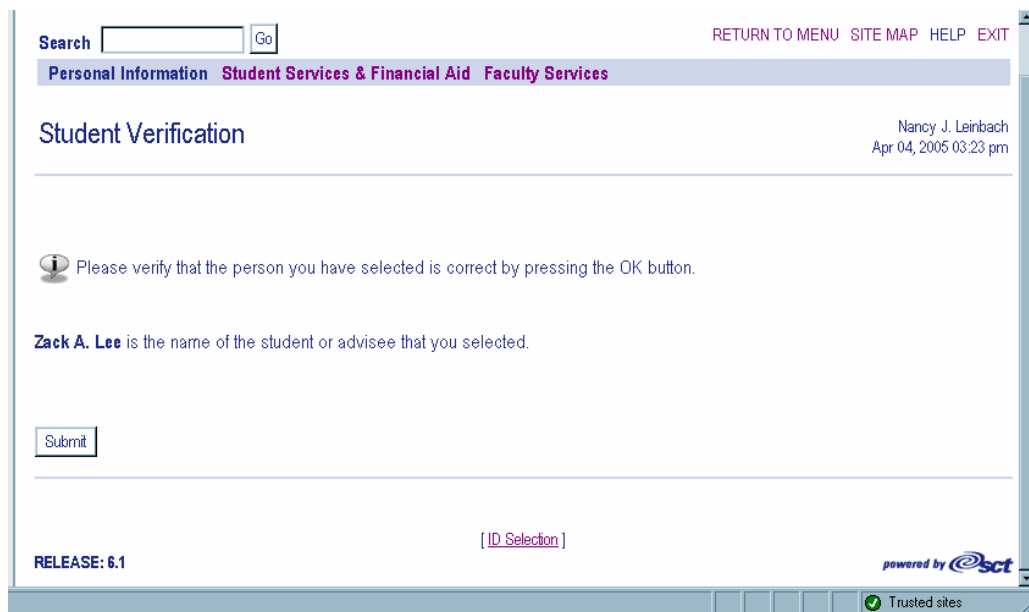
The screenshot shows the Indiana Purdue Fort Wayne website interface. At the top, there is a search bar with a "Go" button and navigation links: RETURN TO MENU, SITE MAP, HELP, EXIT. Below the search bar is a menu with three items: Personal Information, Student Services & Financial Aid, and Faculty Services. The Faculty Services menu item is highlighted. The main content area is titled "Select Term" and contains an information icon with the text: "Select the Term for processing then press the Submit Term button." Below this is a dropdown menu labeled "Select a Term:" with "Fall 2005" selected. A "Submit" button is located below the dropdown menu. At the bottom left, it says "RELEASE: 6.1" and at the bottom right, it says "powered by @sct". A "Trusted sites" icon is visible in the footer.

5) Enter the student's social security in the ID space or the student's name (leaving "All" as the Search Type) and press "Submit."



A screenshot of a web browser window showing a search form. At the top right, the date and time are "Apr 04, 2005 03:16 pm". Below the browser title bar, there is an information icon and the text: "Enter the ID of the Student/Advisee you want to process then press the Submit ID button." Below this is a text input field labeled "Student or Advisee ID:". Underneath, the word "OR" is displayed. A section titled "Student and Advisee Query" contains two text input fields for "Last Name:" and "First Name:". Below these is a "Search Type:" section with three radio button options: "Students", "Advisees", and "Both". The "All" option is selected. At the bottom of the form are "Submit" and "Reset" buttons. The browser's status bar at the bottom shows "Trusted sites".

6) Verify the student's name and press "Submit."



A screenshot of a web browser window showing the results of a search. At the top, there is a search bar with a "Go" button and navigation links: "RETURN TO MENU", "SITE MAP", "HELP", and "EXIT". Below the search bar is a navigation menu with "Personal Information", "Student Services & Financial Aid", and "Faculty Services". The main heading is "Student Verification". On the right side, the user's name "Nancy J. Leinbach" and the date/time "Apr 04, 2005 03:23 pm" are displayed. Below the heading, there is an information icon and the text: "Please verify that the person you have selected is correct by pressing the OK button." Underneath, it says "Zack A. Lee is the name of the student or advisee that you selected." Below this is a "Submit" button. At the bottom of the page, there is a "[ ID Selection ]" link. The footer includes "RELEASE: 6.1" and "powered by @sct". The browser's status bar at the bottom shows "Trusted sites".

7a) Verify the student's degree program information and click on "Generate New Evaluation."

Today is Monday, April 4, 2005

evaluation.

**Curriculum Information**

**Primary Curriculum**

**Program:** [Public Affairs BSPA](#)

**Catalog Term:** Spring 2005

**Level:** Undergraduate

**Campus:** IU Fort Wayne

**College:** Div of Publ and Env Affairs

**Degree:** B S in Public Affairs

**First Major:** Health Services Admin

**Department:** Public Environmental Affairs

**Minors:** Org Leadership Supervision , Business Studies

[View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#) | [ID Selection](#)

RELEASE: 6.1

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Trusted sites

7b) If student is a pre-SPEA student (as below), skip to step 11.

Today is Monday, April 4, 2005

Contact your department or Academic Advisor if you have questions or concerns regarding your unofficial degree evaluation.

**Curriculum Information**

**Primary Curriculum**

**Program:** PEA Pre Major

**Catalog Term:** Fall 2003

**Level:** Undergraduate

**Campus:** IU Fort Wayne

**College:** Div of Publ and Env Affairs


**Degree:** Non Degree

**First Major:** Pre Public Affairs Bachelor

**Department:** Public Environmental Affairs

[View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#) | [ID Selection](#)

RELEASE: 6.1

powered by 

Trusted sites

- 8) If degree program is correct, select the program by clicking on the radio button beside “Program:”, then select term for evaluation (usually the current term) and press “Generate Request.”

Today is Monday, April 4, 2005

**NOTE:** If your current program/major is **NOT** listed below, it is not available to run an unofficial degree evaluation at this time. Contact your department or Academic Advisor for an evaluation.

Click [What-if Analysis](#), to generate an unofficial degree evaluation for a different program/major.

**Contact your department or Academic Advisor if you have questions or concerns regarding your unofficial degree evaluation.**


**Program:** Public Affairs BSPA  
**Degree:** B S in Public Affairs  
**Major:** Health Services Admin


**Term:**

**Use In-Progress Courses**

---

[Current Enrollment](#) | [View Previous Evaluations](#) | [What-If Analysis](#) | [ID Selection](#)

RELEASE: 6.1 powered by 

 Trusted sites

- 9) Click on the “Detail Requirements” radio button and “Printer-friendly version,” if desired, and press “Submit.”

Today is Monday, April 4, 2005


[Personal Information](#) [Student Services & Financial Aid](#) [Faculty Services](#)

## Degree Evaluation Display Options

Nancy J. Leinbach  
Apr 04, 2005 03:47 pm

---

Information for [Zack A. Lee](#)

 Please select the desired display.


**Be aware, the information provided, including grade point average (GPA), should be used only as an unofficial guide.**

**Contact the department or Academic Advisor if you have questions or need clarification.**

**General Requirements**  
 **Detail Requirements**  
 **Additional Information**

**Printer-friendly version**

---

 Trusted sites

10) The degree evaluation will appear on the screen for review.

11) For Pre-SPEA students, click on “What-If Analysis” at the bottom of the screen.

Today is Monday, April 4, 2005

Contact your department or Academic Advisor if you have questions or concerns regarding your unofficial degree evaluation.

**Curriculum Information**

**Primary Curriculum**

**Program:** PEA Pre Major  
**Catalog Term:** Fall 2003  
**Level:** Undergraduate  
**Campus:** IU Fort Wayne  
**College:** Div of Publ and Env Affairs  
**Degree:** Non Degree

**First Major:** Pre Public Affairs Bachelor  
**Department:** Public Environmental Affairs

[ [View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#) | [ID Selection](#) ]

RELEASE: 6.1

powered by @sct

Trusted sites

12) Select an entry term (usually the upcoming term) and press “Continue.”

Today is Monday, April 4, 2005

**OASIS @ IPFW**

Search  Go [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

[Personal Information](#) [Student Services & Financial Aid](#) [Faculty Services](#)

**What-if Analysis** Nancy J. Leinbach  
Apr 04, 2005 03:54 pm

Information for [Rossitza N. Dimitrova](#)

**Step 1** : Select a term.

**Entry Term:** Summer 2005

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1

powered by @sct

Trusted sites

13) Select a degree program from the drop-down menu and press “Continue.”

Today is Monday, April 4, 2005

Personal Information Student Services & Financial Aid Faculty Services

### What-if Analysis

Nancy J. Leinbach  
Apr 04, 2005 03:56 pm

Information for [Rossitza N. Dimitrova](#)


**Step 2** : Please select the program you would like to evaluate.

**PLEASE NOTE: If you have attended an IU and/or Purdue campus other than IPFW, the "What-If" analysis may not reflect accurate course distribution and/or GPA. Please take a print out of the "What-If" analysis to an advisor in the major of interest.**

Entry Term: Summer 2005  
Program: Public Affairs BSPA

Continue

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 powered by 

Trusted sites

14) Select a major from the drop-down menu. If the student is pursuing a minor, press “Add More”; if not, press “Submit” and skip to step 17.

Today is Monday, April 4, 2005

Personal Information Student Services & Financial Aid Faculty Services

### Degree.

Click **Add More**, to add a minor if desired.

Click **Submit**, if a concentration is not required and a minor is not desired.

Entry Term: Summer 2005  
Program: Public Affairs BSPA  
Level: Undergraduate  
Degree: B S in Public Affairs  
College: Div of Publ and Env Affairs  
Campus: IU Fort Wayne  
First Major\*: Health Services Admin and Department: Public Environmental Affairs

Add More Submit

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 powered by 

Trusted sites

15) If student is pursuing a minor, just click on “Add More” on this next screen.

Today is Monday, April 4, 2005

Click **Submit**, if a minor is not desired.

<b>Entry Term:</b>	Summer 2005
<b>Program:</b>	Public Affairs BSPA
<b>Level:</b>	Undergraduate
<b>Degree:</b>	B S in Public Affairs
<b>College:</b>	Div of Publ and Env Affairs
<b>Campus:</b>	IU Fort Wayne
<b>First Major:</b>	Health Services Admin
<b>First Department:</b>	Public Environmental Affairs
<b>Concentration 1:</b>	None
<b>Concentration 2:</b>	None
<b>Concentration 3:</b>	None

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]


Trusted sites

16) Select a minor(s) from the drop-down menu(s) and press “Submit.”

Today is Monday, April 4, 2005

<b>Entry Term:</b>	Summer 2005
<b>Program:</b>	Public Affairs BSPA
<b>Level:</b>	Undergraduate
<b>Degree:</b>	B S in Public Affairs
<b>College:</b>	Div of Publ and Env Affairs
<b>Campus:</b>	IU Fort Wayne
<b>First Major:</b>	Health Services Admin
<b>First Department:</b>	Public Environmental Affairs
<b>First Minor:</b>	Psychology
<b>Second Minor:</b>	None

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1  powered by  Trusted sites

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10/4/2007

17) Check that all information is correct, verifying evaluation term (usually the current term), and press “Generate Request.”

Today is Monday, April 4, 2005

<b>Program:</b>	Public Affairs BSFA
<b>Level:</b>	Undergraduate
<b>Degree:</b>	B S in Public Affairs
<b>College:</b>	Div of Publ and Env Affairs
<b>Campus:</b>	IU Fort Wayne
<b>First Major:</b>	Health Services Admin
<b>First Department:</b>	Public Environmental Affairs
<b>First Minor:</b>	Psychology
<b>Evaluation Term:</b>	Fall 2005

Use In-Progress Courses

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 powered by 

 Trusted sites

18) Click on the “Detail Requirements” radio button and “Printer-friendly version,” if desired, and press “Submit.”


Today is Monday, April 4, 2005

**Personal Information** **Student Services & Financial Aid** **Faculty Services**

### Degree Evaluation Display Options

Nancy J. Leinbach  
Apr 04, 2005 03:47 pm

Information for [Zack A. Lee](#)

 Please select the desired display.

**Be aware, the information provided, including grade point average (GPA), should be used only as an unofficial guide.**


**Contact the department or Academic Advisor if you have questions or need clarification.**

General Requirements

**Detail Requirements**

Additional Information

Printer-friendly version

 Trusted sites

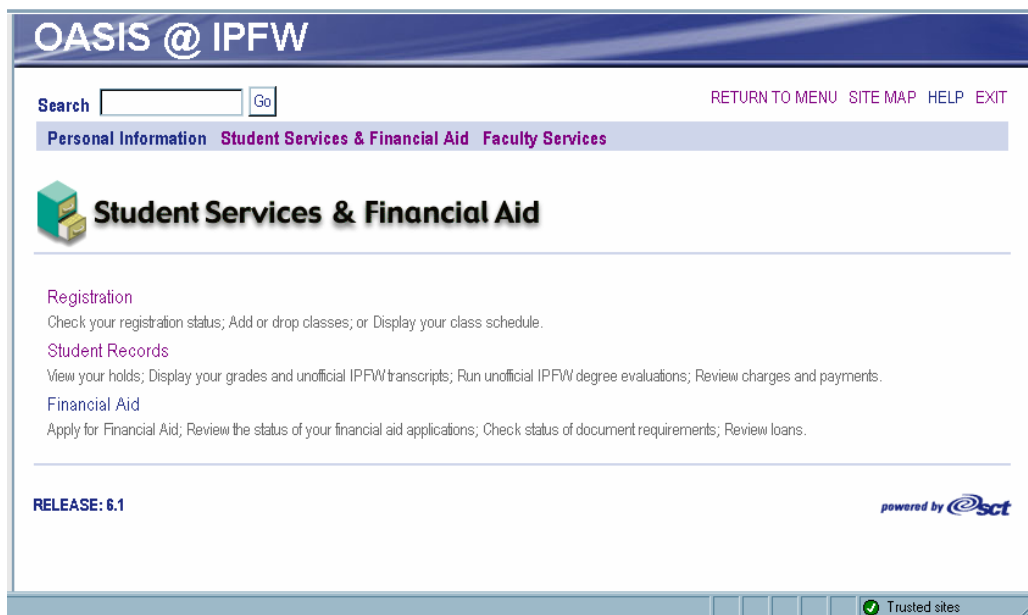
19) The degree evaluation will appear on the screen for review.

## ELECTRONIC DEGREE EVALUATIONS ON OASIS - STUDENTS

2) After logging into OASIS, click on “Student Services & Financial Aid.”



2) Click on “Student Records.”



3) Click on “IPFW Unofficial Degree Evaluation.”

The screenshot shows the OASIS @ IPFW website interface. At the top right, it displays "Today is Tuesday, April 3, 2005". The main header is "OASIS @ IPFW". Below the header is a search bar with a "Go" button and navigation links: "RETURN TO MENU", "SITE MAP", "HELP", and "EXIT". A menu bar contains "Personal Information", "Student Services & Financial Aid", and "Faculty Services". The "Student Services & Financial Aid" section is expanded to show "Student Records". Under "Student Records", there is a list of links: "View Holds", "Final Grades", "IPFW Unofficial Transcript", "IPFW Unofficial Degree Evaluation", "Account Summary by Terms", "Account Summary for Spring 2005", "Select Tax Year", and "Tax Notification". At the bottom left, it says "RELEASE: 6.1". At the bottom right, it says "powered by @sct". A "Trusted sites" icon is visible in the footer.

4) Select the current term and press “Submit.”

The screenshot shows the Indiana Purdue Fort Wayne website interface. At the top right, it displays "Nancy J. Leinbach Apr 04, 2005 02:53 pm". The main header is "Indiana Purdue Fort Wayne". Below the header is a search bar with a "Go" button and navigation links: "RETURN TO MENU", "SITE MAP", "HELP", and "EXIT". A menu bar contains "Personal Information", "Student Services & Financial Aid", and "Faculty Services". The "Student Services & Financial Aid" section is expanded to show "Select Term". Under "Select Term", there is a message: "Select the Term for processing then press the Submit Term button." Below the message is a dropdown menu labeled "Select a Term:" with "Fall 2005" selected. Below the dropdown menu is a "Submit" button. At the bottom left, it says "RELEASE: 6.1". At the bottom right, it says "powered by @sct". A "Trusted sites" icon is visible in the footer.

- 5) Your current student degree program classification will appear. If everything is as you want it, click on “Generate New Evaluation” at the bottom of the screen and skip to step 13.

evaluation. Today is Tuesday, April 5, 2005

---

**Curriculum Information**

**Primary Curriculum**

**Program:** [Public Affairs MPA](#)

**Catalog Term:** Fall 2001

**Level:** Graduate

**Campus:** IU Fort Wayne

**College:** Div of Publ and Env Affairs

**Degree:** Master of Public Affairs


**First Major:** Public Affairs


**Department:** Public Environmental Affairs

**Concentrations:** Policy Analysis

---

[View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#) | [View Holds](#)

RELEASE: 6.1 Degree Evaluation Record Links powered by 

 Trusted sites

- 6) If you wish to do an evaluation for a different program than the one shown or if you are a pre-SPEA student, click on “What-if Analysis” at the bottom of the screen.

evaluation. Today is Monday, April 4, 2005

---

**Contact your department or Academic Advisor if you have questions or concerns regarding your unofficial degree evaluation.**

**Curriculum Information**

**Primary Curriculum**

**Program:** PEA Pre Major

**Catalog Term:** Fall 2003

**Level:** Undergraduate

**Campus:** IU Fort Wayne

**College:** Div of Publ and Env Affairs

**Degree:** Non Degree


  


**First Major:** Pre Public Affairs Bachelor

**Department:** Public Environmental Affairs

---

[View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#) | [ID Selection](#)

RELEASE: 6.1 powered by 

 Trusted sites

- 7) Select the term in which you would be entering the program (usually the upcoming term) and press “Continue.”

Today is Tuesday, April 5, 2005

## OASIS @ IPFW


Search   [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

[Personal Information](#) [Student Services & Financial Aid](#) [Faculty Services](#)

### What-if Analysis

Nancy J. Leinbach  
Apr 05, 2005 10:21 am


---

 **Step 1** : Select a term.

**Entry Term:**

---

[\[ Current Enrollment \]](#) | [\[ View Previous Evaluations \]](#) | [\[ Generate New Evaluation \]](#) | [\[ ID Selection \]](#)

RELEASE: 6.1 powered by 

Trusted sites

- 8) Select a degree program from the drop-down menu and hit “Continue.”

Today is Monday, April 4, 2005


[Personal Information](#) [Student Services & Financial Aid](#) [Faculty Services](#)

### What-if Analysis

Nancy J. Leinbach  
Apr 04, 2005 03:56 pm

---

Information for [Rossitza N. Dimitrova](#)

 **Step 2** : Please select the program you would like to evaluate.


**PLEASE NOTE: If you have attended an IU and/or Purdue campus other than IPFW, the "What-If" analysis may not reflect accurate course distribution and/or GPA. Please take a print out of the "What-If" analysis to an advisor in the major of interest.**

**Entry Term:** Summer 2005

**Program:**

---

[\[ Current Enrollment \]](#) | [\[ View Previous Evaluations \]](#) | [\[ Generate New Evaluation \]](#) | [\[ ID Selection \]](#)

RELEASE: 6.1 powered by 

Trusted sites

9) Choose a major from the drop-down menu. If you would also like to add a minor, press “Add More”, if not, hit “Submit” and skip to step 12.

Today is Monday, April 4, 2005

**Degree.**


Click **Add More**, to add a minor if desired.

Click **Submit**, if a concentration is not required and a minor is not desired.

**Entry Term:** Summer 2005  
**Program:** Public Affairs BSPA  
**Level:** Undergraduate  
**Degree:** B S in Public Affairs  
**College:** Div of Publ and Env Affairs  
**Campus:** IU Fort Wayne  
**First Major\*:** Health Services Admin and Department: Public Environmental Affairs

---

[\[ Current Enrollment \]](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 powered by 

Trusted sites

10) To add a minor(s), just press “Add More” on this next screen.

Today is Monday, April 4, 2005

Click **Submit**, if a minor is not desired.

**Entry Term:** Summer 2005  
**Program:** Public Affairs BSPA  
**Level:** Undergraduate  
**Degree:** B S in Public Affairs  
**College:** Div of Publ and Env Affairs  
**Campus:** IU Fort Wayne

**First Major:** Health Services Admin  
**First Department:** Public Environmental Affairs  
**Concentration 1:** None  
**Concentration 2:** None  
**Concentration 3:** None

---

[\[ Current Enrollment \]](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]


Trusted sites


11) Select a minor or minors from the drop-down menu(s) and press “Submit.”

Today is Monday, April 4, 2005

<b>Entry Term:</b>	Summer 2005
<b>Program:</b>	Public Affairs BSPA
<b>Level:</b>	Undergraduate
<b>Degree:</b>	B S in Public Affairs
<b>College:</b>	Div of Publ and Env Affairs
<b>Campus:</b>	IU Fort Wayne
<b>First Major:</b>	Health Services Admin
<b>First Department:</b>	Public Environmental Affairs
<b>First Minor:</b>	Psychology
<b>Second Minor:</b>	None

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 [What-if Analysis Links](#) powered by 

 Trusted sites


12) Check that all information is correct, including the evaluation term (usually the current term), and press “Generate Request” and skip to step 14.


Today is Monday, April 4, 2005

<b>Program:</b>	Public Affairs BSPA
<b>Level:</b>	Undergraduate
<b>Degree:</b>	B S in Public Affairs
<b>College:</b>	Div of Publ and Env Affairs
<b>Campus:</b>	IU Fort Wayne
<b>First Major:</b>	Health Services Admin
<b>First Department:</b>	Public Environmental Affairs
<b>First Minor:</b>	Psychology
<b>Evaluation Term:</b>	Fall 2005

Use In-Progress Courses

[ [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#) | [ID Selection](#) ]

RELEASE: 6.1 [What-if Analysis Links](#) powered by 

 Trusted sites

- 13) Click on radio button, if degree program is correct, and set term for evaluation, then press “Generate Request” button.

Today is Monday, April 4, 2005

**NOTE:** If your current program/major is **NOT** listed below, it is not available to run an unofficial degree evaluation at this time. Contact your department or Academic Advisor for an evaluation.

Click [What-if Analysis](#), to generate an unofficial degree evaluation for a different program/major.

**Contact your department or Academic Advisor if you have questions or concerns regarding your unofficial degree evaluation.**


**Program:** Public Affairs BSPA  
**Degree:** B S in Public Affairs  
**Major:** Health Services Admin

**Term:**

**Use In-Progress Courses**

[Current Enrollment](#) | [View Previous Evaluations](#) | [What-If Analysis](#) | [ID Selection](#)

RELEASE: 6.1

powered by 

Trusted sites

- 14) Click on “Detail Requirements” radio button and “Printer-friendly version,” if desired, and hit “Submit” button.


Today is Monday, April 4, 2005

[Personal Information](#) [Student Services & Financial Aid](#) [Faculty Services](#)

## Degree Evaluation Display Options

Nancy J. Leinbach  
Apr 04, 2005 03:47 pm

Information for [Zack A. Lee](#)

 Please select the desired display.

**Be aware, the information provided, including grade point average (GPA), should be used only as an unofficial guide.**

**Contact the department or Academic Advisor if you have questions or need clarification.**

**General Requirements**  
 **Detail Requirements**  
 **Additional Information**

**Printer-friendly version**

Trusted sites

15) Degree evaluation will appear on screen. This is an unofficial degree evaluation. If you have any questions concerning anything appearing on the evaluation, please contact your advisor.

## VIII. BANNER – STUDENT INFORMATION SYSTEM

Training information for the student information system (Banner – INB) can be found on the Banner training web site available at [www.banner.ipfw.edu/](http://www.banner.ipfw.edu/) Below are some of the frequently used functions needed by advisors.

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## COMMONLY USED BANNER FORMS

Revised 3/8/06

### Semester Codes

*2005-2006 Academic year (ends in 2006)*

200610 Fall 2005  
200620 Spring 2006  
200630 Summer 2006

*2006-2007 Academic year (ends in 2007)*

200710 Fall 2006  
200720 Spring 2007  
200730 Summer 2007

### General Student Information

SGASTDN Major/Program Info  
SGASTDQ Major/Program Summary  
SGAADVR Assign Advisor(s)  
SGASADD Class Standing/Attributes  
SOAHOLD Hold Information  
SPAIDEN Name/Contact Information  
SPAPERS Demographic Information  
GOAEMAL Email Information  
SPACMNT Comment Form  
SGASPRT Student Athlete Information

### Registration Processing and Related Forms

SFAREGS Registration  
SFAREGQ Student Schedule with Days/Times  
SFAREGF Student Schedule with Drops  
SFARGRP Student Registration Priority  
SFASRPO Registration Permits/Overrides  
SFASTCA Registration Audit Trail  
SFASLST Class Roster  
SOAHOLD Hold Information  
SOATEST Student Test Scores  
SFARSTS Parts of Term/Refund Schedule  
TSAAREV Account/Fee Detail  
SFARHST Student Registration History

### Student Academic History Information

SHACRSE Completed Courses/Grades  
SHADEGR Graduation Status  
SHADGMQ Graduation Summary  
SHASUBJ Completed Subjects/Grades  
SHATERM Completed Terms/GPA  
SHATCKN Course Maintenance  
SHATATR Transfer Course Articulation  
SHATRNS Transfer Courses

SHAINST Semester Honors  
SOAHSCH High School History  
SOAPCOL Previous College History

### Faculty Information

SIAASGQ Faculty Schedule  
SIAINST Faculty Data

### Course/Section Information

SFASLST Class Roster  
SCACRSE Master Course Information  
SSASECT Section Information  
SSASECQ Section Query/Enrollment  
SCAPREQ Course Pre-Requisites  
SSAPREQ Section Pre-Requisites

### Room Information

SSAMATX Bldg/Room Use  
SLIAEVN Event Schedule

### General Use

GUAPMNU Personal Menu  
GUAPSWD Change Password

### Web Addresses

Banner [www.ipfw.edu/sis](http://www.ipfw.edu/sis)  
myIPFW [my.ipfw.edu](http://my.ipfw.edu)  
Banner training [www.banner.ipfw.edu](http://www.banner.ipfw.edu)  
On-Line Schedule of Classes  
[https://banappt.ad.ipfw.edu:7788/pls/PROD/xhwschedule.P\\_SelectSubject](https://banappt.ad.ipfw.edu:7788/pls/PROD/xhwschedule.P_SelectSubject)

### Notes

Banner Keys on a PC Keyboard	
<i>Banner Function</i>	<i>PC Key</i>
Application Menu	Ctrl + ,
Cancel	Esc
Clear Block	Shift + F5
Clear Item	Ctrl + U
Clear Record	Shift + F4
Clearform/Rollback	Shift + F7
Commit	F10
Count Query Hits	Shift + F2
Delete Backward	Backspace
Display Error	Shift + F1
Down	Down
Down	Ctrl + L
Duplicate Field/Item	F3
Duplicate Record	F4
Edit	Ctrl + E
Enter Query	F7
Execute Query	F8
Exit	Ctrl + Q
Exit Form	Alt + F4
Exit With Value	Shift + F3
Exit Without Value	Ctrl + Q
Help	F1
Insert Record	F6
Left	Left
List Of Values	F9
Main Menu	Ctrl + .
Next Block	Ctrl + Page Down
Next Item/Field	Tab
Previous Block	Ctrl + Page Up
Previous Item/Field	Shift + Tab
Previous Menu	Ctrl + Enter
Print	Shift + F8
Redefine Username/Password	Ctrl + F1
Remove Record	Shift + F6
Return	Enter
Right	Right
Rollback	Shift + F7
Save	F10
Scroll Down	Page Down
Scroll Up	Page Up
Select	Shift + F3
Show Keys	Ctrl + F1
Up	Up

Banner Keys on a PC Keyboard	
<i>Banner Function</i>	<i>PC Key</i>
Application Menu	Ctrl + ,
Cancel	Esc
Clear Block	Shift + F5
Clear Item	Ctrl + U
Clear Record	Shift + F4
Clearform/Rollback	Shift + F7
Commit	F10
Count Query Hits	Shift + F2
Delete Backward	Backspace
Display Error	Shift + F1
Down	Down
Down	Ctrl + L
Duplicate Field/Item	F3
Duplicate Record	F4
Edit	Ctrl + E
Enter Query	F7
Execute Query	F8
Exit	Ctrl + Q
Exit Form	Alt + F4
Exit With Value	Shift + F3
Exit Without Value	Ctrl + Q
Help	F1
Insert Record	F6
Left	Left
List Of Values	F9
Main Menu	Ctrl + .
Next Block	Ctrl + Page Down
Next Item/Field	Tab
Previous Block	Ctrl + Page Up
Previous Item/Field	Shift + Tab
Previous Menu	Ctrl + Enter
Print	Shift + F8
Redefine Username/Password	Ctrl + F1
Remove Record	Shift + F6
Return	Enter
Right	Right
Rollback	Shift + F7
Save	F10
Scroll Down	Page Down
Scroll Up	Page Up
Select	Shift + F3
Show Keys	Ctrl + F1
Up	Up

Banner Keys on a PC Keyboard	
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Clear Record	Shift + F4
Clearform/Rollback	Shift + F7
Commit	F10
Count Query Hits	Shift + F2
Delete Backward	Backspace
Display Error	Shift + F1
Down	Down
Down	Ctrl + L
Duplicate Field/Item	F3
Duplicate Record	F4
Edit	Ctrl + E
Enter Query	F7
Execute Query	F8
Exit	Ctrl + Q
Exit Form	Alt + F4
Exit With Value	Shift + F3
Exit Without Value	Ctrl + Q
Help	F1
Insert Record	F6
Left	Left
List Of Values	F9
Main Menu	Ctrl + .
Next Block	Ctrl + Page Down
Next Item/Field	Tab
Previous Block	Ctrl + Page Up
Previous Item/Field	Shift + Tab
Previous Menu	Ctrl + Enter
Print	Shift + F8
Redefine Username/Password	Ctrl + F1
Remove Record	Shift + F6
Return	Enter
Right	Right
Rollback	Shift + F7
Save	F10
Scroll Down	Page Down
Scroll Up	Page Up
Select	Shift + F3
Show Keys	Ctrl + F1
Up	Up

## BANNER TASKBAR ICON GLOSSARY

3/8/06

File Edit Options Block Item Record Query Tools Help



**Standard icons found on the toolbar from left to right are:**

<b>SAVE</b>	Saves all changes entered since the last save (F10).
<b>ROLLBACK</b>	Clears all information (except key information) and takes you to the first enterable field in the key information area.
<b>SELECT</b>	Choose an item by highlighting it or clicking it with the mouse.
<b>INSERT RECORD</b>	Inserts a new blank record into the list of existing records.
<b>REMOVE RECORD</b>	Removes all information for a record (Shift+F4).
<b>PREVIOUS RECORD</b>	Moves the cursor to the first enterable field in the previous record (UP ARROW).
<b>NEXT RECORD</b>	Moves the cursor to the first enterable field in the next record (DOWN ARROW). If the cursor is in the last record, a new record is created. If no more lines are available for input, the message "Error; Cannot create any new records" appears.
<b>PREVIOUS BLOCK</b>	Moves the cursor to the previous information area (block) that has at least one enterable field (Ctrl+Page Up).
<b>NEXT BLOCK</b>	Moves the cursor to the next information area (block) that has at least one enterable field (Ctrl+Page Down).
<b>ENTER QUERY</b>	Takes the form into query mode; lets you enter search data (F7).
<b>EXECUTE QUERY</b>	Submits the search; displays records matching search data (F8).
<b>CANCEL QUERY</b>	Takes the form out of query mode and cancels the query (Ctrl+q).
<b>VIEW/SEND MESSAGES</b>	Send messages within Banner (IPFW does not use at this time).
<b>PRINT</b>	Accesses a screen print function (Shift+F8).
<b>XTENDER SOLUTIONS</b>	Software application add-on to Banner (IPFW does not have).
<b>BROADCAST MESSAGE</b>	Send messages to all Banner users (IPFW does not use at this time).
<b>FINE GRAIN ACCESS</b>	Used for controlling row level security (IPFW does not use at this time).
<b>ON-LINE HELP</b>	Accesses the SCT Banner Help Center for the form currently in use.
<b>EXIT</b>	Exits you out of the form or window or menu. From query mode, cancels the query and takes the form out of query mode.



## BANNER REGISTRATION STEPS

3/30/06

**How to complete a Registration:**

	Step	Action
<p><i>NOTE: If your student has a Hold, a Y shows in the Holds box. Click on the search button for Hold information.</i></p> <p><i>NOTE: If you don't know CRN, depress F9 on that field. Or click on the search button to "Search for Sections." Use F8 inside the query form to display sections.</i></p> <p><i>NOTE: Rate tables must be set for fee assessment to take place.</i></p> <p><i>NOTE: The student schedule may be generated at any time by performing a Save (F10) from the key block. Rollback (F7) to skip printing.</i></p>	1	Type SFAREGS in Go To field
	2	Enter Term and Student ID or Name
	3	Next Block (Ctrl + PgDn) to confirm student is eligible to register (EL will be in status field)
	4	Next Block (Ctrl + PgDn) to activate course registration section
	5	Enter CRN and depress Enter or Tab
	6	Highlight the next CRN block; repeat Step 5 for each course
	7	Click the Save icon (F10)
	8	Resolve each error/conflict displayed in the Error Dialog box. Use the Approval Recd checkbox or Override box with appropriate authorization.
		If needed, drop any course(s) <ul style="list-style-type: none"> <li>▪ Click the CRN of the course</li> <li>▪ Enter DD over RE in the Status column</li> <li>▪ Click Save (F10)</li> </ul>
	9	To assess fees, click Save (F10) when "Y-Immediate Assessment" appears highlighted with a dotted line
	10	Click OK to complete transaction
	11	To print a schedule with sleep/wake: Make sure the "Print Schedule" boxes are checked. Click Save (F10) to generate schedule/bill
	12	<b>NOTE: Use SFAREGQ or SFAREGF to see if a student is registered—not SFAREGS!</b>
13	Return to Step 2, or click the Exit icon	
	<b>NOTE: Do not use the "X" at the upper right of the screen at any time in Banner to exit!</b>	



## BANNER HOLD STEPS

03/03/06

<b>How to enter and remove a Hold:</b>		
	Step	Action
<p><b>ENTERING AND SAVING A HOLD</b></p> <p>Note: You can log in to display multiple sessions of Banner at any time. This enables you to work in your personal Banner account yet toggle to your unit's Banner Holds account</p> <p>Note: Hold Type and Orig (including phone number) appear on OASIS for a student to view</p>	1	Log in to Banner using your <u>unit's</u> Username and Password.
	2	Type SOAHOLD in Go To field
	3	Enter Student ID or Name, and click on the Hold Type field. (Record will light up in tan)
	4	Enter Hold Type; depress F9 or double click for list of all available Hold Types
	5	Enter hold reason in Reason field
	6	Check the Release Indicator box in order to restrict release to your unit only. Do not check the Release Indicator box if you want any unit to be able to release the hold.
	7	Enter amount (if applicable)
	8	Today's date defaults in the From field, and 31-Dec-2009 (the end of time) defaults in the To field; change either date if applicable
	9	Enter the hold originator in the Origination Code field; depress F9 or double click for list of all available originator units
	10	Click the Save icon (F10); exit the form
<p><b>REMOVING A HOLD</b></p>	1	Follow steps 1-3 above
	2	Locate applicable hold entry; enter today's date in To field in MonthDayYear format
	3	Click the Save icon (F10); exit the form
	<p><b>NOTE:</b> Do not use the "X" at the upper right of the screen at any time in Banner to exit!</p>	



## BANNER STUDENT CLASSIFICATION UPDATE STEPS

03/03/06

### How to update classification and/or registration priority status:

	Step	Action
<p><b>UPDATING STUDENT CLASSIFICATION (CLASS STANDING)</b></p> <p>Note: You may update any student attribute (e.g. Honors, Summer Advising Initiative, etc.) by using these same steps</p>	1	Enter SGASADD in Go To field
	2	Enter Student ID or Name; enter the Term when the new classification begins
	3	Next Block twice to reach the Student Attribute portion of the form
	4	Click on the Maintenance button in the center; select Copy Student Attribute and note that the From Term changes to the term when the new classification begins
	5	Enter the updated classification (FRSH, SOPH, JUNR, SENR, GRAD) over the old classification entry; if you prefer, double-click (F9) in the Attribute field to select from a list of available values; all students must have a class standing – if you are adding a non-class standing attribute such as HONA, do NOT overwrite the class standing attribute.
<p><b>UPDATING REGISTRATION PRIORITY STATUS</b></p> <p>Note: Setting Priority Status is needed <i>only before Freshman registration week during Priority Registration weeks</i> (March/April and October/November)</p> <p>Note: Updating student classification does <u>not</u> automatically update registration priority status (and vice versa)!</p> <p>Note: Registration priority status is term specific; enter it for each applicable term</p>	6	Save (F10) to complete the update process
	<p><b>OPTIONAL: Follow the steps below if the classification update changes the student's registration priority status during Priority Registration period</b></p>	
	1	Enter SFARGRP in Go To field
	2	Enter the Term when the new registration priority begins; enter Student ID or Name
	3	Next Block to display registration group assignment information
	4	Enter the updated classification (FRSH, SOPH, JUNR, SENR, GRAD, HONA for Honors Program students, CAND for Degree Candidates, ATHL for student athletes or DISA for students with disabilities) over the entry in the Group field; if you prefer, double-click (F9) in the Group field to select from a list of available values.
5	Click the Save icon (F10); exit the form or go to step 6	
6	Repeat steps 2-5 for <b>each applicable term</b> . Registration priority is <b>term specific</b> ; entering for one term does not “roll over” the same priority for future terms (important for summer and fall terms).	



## BANNER ADVISOR ASSIGNMENT STEPS

03/6/06

### How to assign an advisor to a student:

	Step	Action
<b>ASSIGNING AN ADVISOR</b>	1	Enter SGAADV in Go To field
<p><b>Note:</b> If you don't know the advisor's ID, depress F9 on that field. Or, click the search button to query using last/first name. Use F8 inside the query form to display data</p>	2	Enter Student ID or Name; enter the Term when the new assignment begins
	3	Next Block to reach the Advisor Information portion of the form
	4	Enter the advisor's ID, leave the Advisor Type field blank, and check the Primary box
	5	Click the Save icon (F10); exit the form
	<b>CHANGING AN ADVISOR</b>	1
<p><b>NOTE:</b> Do not use the "X" at the upper right of the screen at any time in Banner to exit!</p>	2	Enter Student ID or Name; enter the Term when the new assignment begins
	3	Next Block to reach the Advisor Information portion of the form
	4	Click on the Maintenance button in the center; select Copy Advisor and note that the From Term now reflects the term when the new assignment begins
	5	Remove Record (Shift + F6) for the prior advisor
	6	Enter the ID for the new advisor, leave the Advisor Type field blank, and check the Primary box
	7	Click the Save icon (F10); exit the form

## Transfer Credit Information in Banner

The screenshot shows the Oracle Developer Forms Runtime interface for the SAAADMS Admissions Application Form. The window title is 'Admissions Application - SAAADMS 7.2 (PPRD)'. The form is divided into several sections:

- Application Section:**
  - Entry Term:  Fall 2005
  - Application Number:
  - Application Date:
  - Admission Type:  Transfer
  - Student Type:  Transfer
  - Residence:  Resident
  - Site:
  - Full Time or Part Time:
  - Outstanding Requirements:
  - Application Status:  Decision Made
  - Application Status Date:
  - Maintained By:  SYSTEM
  - Application Decision:  Regular Admit/transfer
  - Application Decision Date:
  - Maintained By:  USER
- Curricula Summary - Primary:**
  - Priority:
  - Catalog Term:
  - Level:  Undergraduate
  - College:  Division of Continuing Studies
  - Term:
  - Program:
  - Campus:  IU Fort Wayne
  - Degree:  Bachelor of General Studies
- Field of Study Summary:**
  - Priority:
  - Type:
  - Department:  General Studies
  - Term:
  - Field of Study:  General Studies
  - Attached to Major:
  - Priority:
  - Type:
  - Department:
  - Term:
  - Field of Study:
  - Attached to Major:

### SAAADMS – Admissions Application Form

- Decision Date – date student was admitted to IPFW
- Transfer credit clerk gets the folder for the student 1-2 days after admit date
- Each college transcript is coded with the student's department, major, and college code
- A copy of the transcript is made for the department – copies are sent out once a week to each department
- The credit transfer report is usually complete approximately 1-1½ weeks after the student is admitted. Please note: this time frame could be longer depending on the time of year and whether the transcript has to be evaluated by an Admissions counselor

Oracle Developer Forms Runtime - Web: Open > SHATERM

File Edit Options Block Item Record Query Tools Help

Term Sequence Course History SHATERM 7.0 (PPRO)

Elizabeth A Course Level Codes by Person: UG Start Term:

**Current Standing**

First Term Attended: 10210  
 Last Term Attended: 200630

Academic Standing:  No Academic Standing

Academic Standing Override:

Progress Evaluation:

Progress Evaluation Override:

Combined Academic Standing:

Combined Academic Standing Override:

	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Institution:	9.000	6.000	6.000	6.000	15.00	2.50
Transfer:	.000	.000	.000	.000	.00	.00
Overall:	9.000	6.000	6.000	6.000	15.00	2.50

### SHATERM 1 – Term Sequence Course History Form

- Enter student ID and level (UG) – DO NOT PUT IN START TERM
- Transfer hours and Institution hours are listed at the bottom of the page

Oracle Developer Forms Runtime - Web: Open > SHATERM

File Edit Options Block Item Record Query Tools Help

Term Sequence Course History SHATERM 7.0 (PPRD)

9000... Elizabeth A. Course Level Codes by Person: UG Start Term:

Term GPA and Course Detail Information SHATERM 7.0 (PPRD)

**Term GPA**

Institution or Transfer:  Transfer Number:  Attendance Period:

Term:	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
200810	6.000	6.000	6.000	6.000	15.00	2.50
Cumulative:	6.000	6.000	6.000	6.000	15.00	2.50

**Institutional Courses**

Subject	Course	Title	Grade	Mode	Hours	Repeat	Campus
MA	103	Elementary Algebra	D	G	3.000	<input type="checkbox"/>	FW
WOST	W210	Intro Women's Studies	A	G	3.000	<input type="checkbox"/>	FW
						<input type="checkbox"/>	
						<input type="checkbox"/>	
						<input type="checkbox"/>	
						<input type="checkbox"/>	
						<input type="checkbox"/>	
						<input type="checkbox"/>	

## SHATERM 2 – Term GPA and Course Detail Information

- Transfer courses are listed with a “TR” in the Grade column
- This screen will not show what college the courses came from, what the original course was, or the grade the student received. Only the IPFW equivalent courses are shown here
- SHATERM also shows institution courses and academic history from Purdue and IU

Oracle Developer Forms Runtime - Web: Open > SHATRNS

File Edit Options Back Item Record Query Tools Help

TRANSFER COURSES SHATRNS 7.2 (PPRD)

3001      jan N.      Transfer Institution Number: 1  
 Attendance Period Number: 1

**Transfer Institution**

Institution: 071 Sussex County Community Coll  
 Transcript Receipt Date: 31-MAR-2004  
 Official

**Transfer Attendance Period**

Attendance Period: 01/02-12/02  
 Acceptance Date: 31-MAR-2004  
 Effective Term: 200408 Summer 2004  
 Term Type:  
 Apply to Level: UG Undergraduate  
 Transfer Degree:  
 Attendance Begin Date:  
 Attendance End Date:

## SHATRNS 1 – Transfer Course Form

- Each transcript for the student is put in Banner with the college code, attendance period, and effective term (usually the term before the admit term)
- To see credits that were brought in for each college:
  - Enter student ID in top block
  - Transfer Institution Number will be 1 or above (click on flashlight to see corresponding number if student has credit from more than one college)
  - Attendance Period Number will be 1 or above (click on flashlight to see corresponding number if student has submitted more than one transcript for the same college)
  - Ctrl Page Down 3 times to Transfer course detail

Oracle Developer Forms Runtime - Web: Open > SHATRNS

File Edit Options Block Item Record Query Tools Help

TRANSFER COURSES SHATRNS 7.2 (PPRD)

90011... .., Megan N Transfer Institution Number: 1

Transfer Course Detail SHATRNS 7.2 (PPRD)

Sequence Number:   
 Subject:   
 Course Number(s):   
 Hours:  Duplicate:   
 Grade:  Title:  Group:  Primary:

**Equivalent Course Detail**

Sequence Number	Level	Term	Count in GPA	Subject	Course	Hours	Grade	Grading Mode	Repeat	Repeat System	Title
1	UG	200430	<input checked="" type="checkbox"/>	SPAN	LND	3.000	TR	T	<input type="checkbox"/>	<input type="checkbox"/>	Spanish Undistributed Credit
			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	

**Course Attributes**

Attribute	Description
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

## SHATRNS 2 – Transfer Course Detail

- Top area shows subject, number, title, credit hours, and grade for each course from the previous college transcript
- Bottom area shows the IPFW equivalent course information and the equivalent course attributes
- Use the scroll bar on the right of the screen to scroll through each course
- NOTE: This information will only show on these screens if the credit transfer report is complete and rolled into history

Oracle Developer Forms Runtime - Web: Open > SHATRNS

File Edit Options Block Item Record Query Tools Help

TRANSFER COURSES SHATRNS 7.1 (PPRD)

900, Magan M. Transfer Institution Number: 1

Transfer Course Detail SHATRNS 7.2 (PPRD)

Sequence Number: 1  
 Subject: FORL  
 Course Number(s): 105  
 Hours: 3.000 Duplicate: Group: Primary:  
 Grade: A Title: Elem Span I

Attendance Period GPA SHATRNS 7.2 (PPRD)

Attendance Period	Term	Level	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
1	200430	JG	15.000	15.000	15.000	.000	.00	.00

### SHATRNS 3 – Attendance Period GPA

- This section of SHATRNS shows the total number of credit hours the student was given for this college transcript

# Finding Transfer Course Articulation in Banner

The screenshot shows the SHATATR web application interface. At the top, there is a browser window with the title "Transfer Course Articulation: SHATATR T.2.0.1 (PROD)". Below the browser window, the application has a header with "Institution: 1278" and "Program:" dropdown menus. The main interface is divided into three sections:

- Transferring Course:** This section contains a table with columns: Equivalence, Group Code, Primary Indicator, Subject, Course, Title, Effective Term, Level, Status, Minimum Grade, and Transferred Credits (Low and High). There are also fields for "Transfer Catalog:" and "Converted:".
- Equivalent Course:** This section contains a table with columns: And/Or, Left Parenthesis, Subject, Course, Title, Catalog Low, Catalog High, Credits Used, and Right Parenthesis.
- Attributes:** This section contains a table with columns: Code and Description.
- Comments:** This section contains a text area for entering comments.

This is the screen you come to after you type in SHATATR.

If you know the Institution (College Code) number, enter it into the box. If you do not know the number of the Institution (College Code), click on the search button next to the Institution box area.

The screenshot displays the Oracle Developer Forms Runtime interface for the 'Transfer Course Articulation' application. At the top, there are dropdown menus for 'Institution' and 'Program'. Below these are two main sections: 'Transferring Course' and 'Equivalent Course'. The 'Transferring Course' section contains a table with columns: Equivalence, Group Code, Primary Indicator, Subject, Course, Title, Effective Term, Level, Status, Minimum Grade, Transferred Credits Low, and Transferred Credits High. A 'Source Background Form (SGBG1)' and 'Source Validation Form (SVBG1)' are listed in a popup window. The 'Equivalent Course' section has columns for And/Or, Left Parenthesis, Subject, Course, Catalog High, Credits Used, and Right Parenthesis. At the bottom, there are 'Attributes' and 'Comments' sections. A 'FORMS SERVICES' watermark is overlaid on the center of the screen.

This is the screen you will get once you click on the search button. Next you will click on the Source Background Form.

The screenshot shows a web browser window with the Oracle Developer Forms Runtime interface. The main content area is titled "Source or Background Institution" and contains a table with six columns: "Type", "Code", "Name", "City", "State or Province", and "Admission Request Code". Each column has a vertical stack of input boxes. The "State or Province" and "Admission Request Code" columns have dropdown arrows at the top of their respective input boxes. The browser's address bar shows "SourceBackground Institution Query Only - SQRISBG1.T0 (PROD)".

This is the screen you will get when you click on Source Background Form.

You will ALWAYS type a "C" in the Type box, then "tab" 2 times to the Source/Background Institution. Here you can type in partial or all the name of the college. The only thing is you need to use "wildcards" to help you out. For instance, if you don't know quite how it is in the system, you may want to type it something like this.

%Ivy Tech%

You will want to type it with Caps for every word and spaces in between each word. Also like %Ball State%. If you are not sure whether it is University or College or Community College, just type it short and press the F8 key.



Institution:  Ivy Tech Cmty Coll/Warsaw Program:

**Transferring Course**

Equivalence	Group Code	Primary Indicator	Subject	Course	Title	Effective Term	Level	Status	Minimum Grade	Transferred Credits Low	Transferred Credits High
<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Transfer Catalog:  Converted:

**Equivalent Course**

And/Or	Left Parenthesis	Subject	Course	Title	Catalog Low	Catalog High	Credits Used	Right Parenthesis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

**Attributes**

Code	Description
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**Comments**

And it will bring up the screen like this. Then you will do a "CTRL" + "Page Down" and it will bring up the start of the courses we have in the system.



Oracle Developer Forms Runtime - Web: Open > SHATATR

File Edit Options Back Item Record Query Tools Help

Transfer Course Articulation SHATATR 7.2.01 (PROD)

Institution: 1051 Ball State University Program: [ ]

---

**Transferring Course**

Equivalence	Group Code	Primary Indicator	Subject	Course	Title	Effective Term	Level	Status	Minimum Grade	Transferred Credits Low	Transferred Credits High	
<input type="checkbox"/>		<input type="checkbox"/>	ENG	103	English Comp I	200220	UG	AC	C-	3.000	3.000	
Transfer Catalog: [ ]										Converted:	3.000	3.000

---

**Equivalent Course**

And/Or	Left Parenthesis	Subject	Course	Title	Catalog Low	Catalog High	Credits Used	Right Parenthesis
* <input type="checkbox"/>	<input type="checkbox"/>	ENG	W121	Elem Composition I	3.000		3.000	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>

---

**Attributes**

Code	Description
GE1W	GE1W-Area I/Writing

**Comments**

[ ]

[ ]

[ ]

## SHATATR – Transfer Course Articulation

- Use this screen to search for the IPFW equivalent for a course from another college
- Enter college code in the Institution box
- Ctrl Page Down
- Click the “Enter Query” button at the top
- Tab down to the Subject box and enter subject name – if you are not sure what the exact name is, just enter what you know with a % sign. Example: E%
- Tab down to the Course box and enter course number – this is optional, sometimes it’s easier to search just by subject
- Click F8 or the “Execute Query” button
- If you just searched under the subject name, use the down arrow on the right side of the screen to scroll through the courses that came up
- If nothing shows up, the course may not be in the system or you may need to refine your search
- PLEASE NOTE: courses from colleges that are on the quarter hour system will not be listed in SHATATR

Type	Code	Name	City	State or Province	Admission Request Code
C		ly Techn			

**SOISBGI – Source/Background Institution Query-Only Form**

To search for a college code:  
 (If you have a copy of the transcript, the code is usually written at the top)

- On the SHATATR screen, click on the flashlight and select “Source Background Form (SOISBGI)”
- Enter “C” in the Type box
- Tab to the Source Background Institution and enter the college you need the code for. Your search will be more successful if you only search using part of the college name with a % sign because of the many abbreviations used in Banner
- Click “F8” or the “Enter Query” Button
- Choose the college you want by double clicking on the “C” in the beginning of the line – this will take you back to the SHATATR screen and the code will be populated on the screen

## IX. STUDENT REGISTRATION THROUGH MyIPFW AND OASIS

Students admitted to IPFW can use the Online Access to the Student Information System (OASIS) through myIPFW to register for classes and view class schedules and course descriptions. In addition, students can view their grades and unofficial transcript as well as any transfer credits or registration holds.

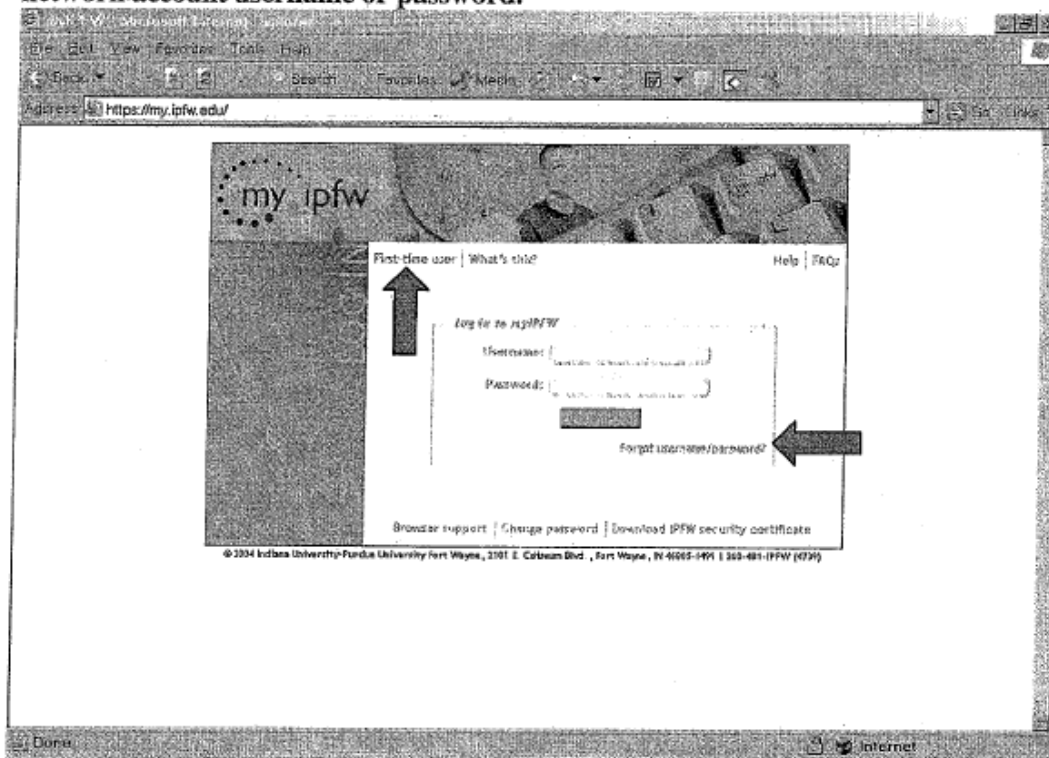
### Instructions

1. Pick up registration information and a printed copy of the *Schedule of Classes* from your academic advisor. An online Schedule of Classes is available [here](#). Create your schedule using the [OASIS Class Scheduling Template](#) (requires [Adobe Acrobat Reader](#)). Make sure all the classes you select have seats available.
2. Go to <https://my.ipfw.edu> (myIPFW).
3. **First time users of myIPFW:** Click on "First Time User" and follow the instructions to set up your computer network username and password. You will need to know your birth date and the last 4 digits of your IPFW student ID number (typically your Social Security number). After completing the account setup, login to myIPFW with your username and password.
4. **Continuing users of myIPFW:** Login to myIPFW with your assigned computer network username and password. If you have forgotten your username or password, click on "Forgot Username/Password?" or contact the ITS Helpdesk (KT 206).
5. After successfully logging into myIPFW, click on the OASIS link in the top right hand corner of myIPFW.
6. Click on the yellow log in button to enter OASIS. If you receive an error message that your account has been disabled for too many log in attempts, contact the Registrar's Office (KT 107).
7. To continue with registration click on "Student Services and Financial Aid"
8. Click on "Registration"
9. Click on "Add/Drop Courses"
10. Then "Select a Term". Select "Summer 2005" or "Fall 2005" and click "Submit Term" button.
11. Read the information at the top of the registration page carefully. Remember that Web registration is self-paced. You may go as fast or slow as you like, but after 15 minutes of inactivity you will be automatically logged out.
12. Enter the Course Request Numbers (CRNs) for the classes you wish to register in the spaces provided. The "CRN" is a five digit number assigned to every course. When entering a call number, you must use all 5 digits. For example: 13566. CRNs can be located in the schedule of classes or online in "Look Up Classes to Add" of OASIS. When you have entered all the CRNs, choose the "Submit" button.
13. Check for Registration Errors: Check below the instructions of the Registration page for any errors.
14. Search for a Class: You may search for a class by clicking on the "Class Search" or "Look Up Classes to Add" on the registration menu. You may search by Subject, Course, Title, instructor, days, times, etc. You must select a Subject for your search.

15. **CR/NC and Variable Units:** If you have signed up for a class and wish to take it on a Credit/No Credit basis, or have signed up for a variable unit course, please see instructions in the printed Schedule of Classes.
16. **View and Print Your Schedule:** After you have completed registering for classes, view your schedule by returning to the registration menu and clicking on "Detail Schedule by class" or "Graphic Schedule". Then print a copy of your schedule by clicking your Browser's "Print" button at the top of the screen.
17. **Fees:** Registration fees and tuition are due by the deadlines stated in the Web registration pages and the Schedule of Classes. If you would like to pay for your fees online using a credit card, click on "Bills/Payment Plans" in the My Finances channel of myIPFW.

## Student Access to Online Registration (OASIS)

1. Go to <https://my.ipfw.edu>
2. Enter network username and password. All continuing, active students have a network account. Newly admitted or re-admitted students are assigned a network account approximately 2-4 hours after admission. First time users need to click on "First-time user" and follow the instructions to activate the network account. If the student has activated their network account but has forgotten their username or password, click on "Forgot username/password link. Contact ITS HelpDesk for additional assistance. **Registrar Office staff do not have access to student's network account username or password.**



3. After logging in to myIPFW, student clicks on OASIS link in the upper right hand corner, or under the Resources link in the left hand menu.

The screenshot displays the myIPFW student portal. At the top, the browser address bar shows the URL: [https://my.ipfw.edu/secure/myipfwprofile/finish\\_login.html](https://my.ipfw.edu/secure/myipfwprofile/finish_login.html). The page header includes the my.ipfw logo, a welcome message for Anthony F. Wayne, and the date: Today is Tuesday, February 8, 2005. A navigation menu on the left lists various services, with an arrow pointing to the 'OASIS' link. The main content area features several sections: 'Registration News' with a notice about the last day for 20% refund, 'Important Deadlines' for Feb 7 and Mar 10, and a 'WEEKLY STUDENT EVENTS CALENDAR' for February 4th-14th. On the right side, there are links for 'Financial Aid Summary', 'Helmke Library', 'JUCAT', 'My IU Account', 'Databases & Indexes', 'Document Delivery Services', 'Reserves Express', 'Online Campus Climate Survey', and 'Children's Needs Assessment'. An arrow in the top right corner points to the 'OASIS' link in the header.

4. Click the yellow Log in button. Students are automatically logged in to OASIS (there is no need to enter the former OASIS username and PIN.) FYI-Until further notice, faculty and staff will continue to be prompted for the OASIS username and PIN.

my.ipfw

Welcome, Anthony P. Wayne | [Log out](#)

My Academic Advisor: [William Bruening](#)

tests220@ipfw.edu | [Log out](#)

Email forwarding: [tests220@ipfw.com](#)

Today is Tuesday, February 8, 2005

**OASIS**  
ONLINE ACCESS TO STUDENT INFORMATION SYSTEM

[Log in](#)

Starting March 28, OASIS will be accessible only through my.ipfw.edu

Log in to my.ipfw.edu with your IPFW WebConnect account IDPT your OASIS ID.

- Students to continue to register and pay fees online your IPFW student WebConnect account must be validated
- If not, go to my.ipfw.edu and click on First Time users link

[View Your Schedule](#)

[OASIS Hours of Operation](#)

Prospective Students	Current Students	Faculty and Staff
<ul style="list-style-type: none"> <li>Request admission information</li> <li>Study for admission</li> </ul>	<ul style="list-style-type: none"> <li>Pay tuition and fees; current semester</li> <li>Register for classes</li> <li>View your financial aid information</li> <li>Change your address</li> <li>View your unofficial IPFW transcript, including credit transfer</li> <li>View other information in your IPFW record</li> <li>Connect to WebCT/distance learning</li> </ul>	<ul style="list-style-type: none"> <li>Review class lists</li> <li>Submit grades</li> <li>Issue permission into a course</li> <li>View add/drop class schedules</li> <li>Review faculty class schedule</li> </ul>

[Admission](#) | [Financial Aid](#) | [Register](#) | [Banner](#) | [ACES](#) | [Academics](#) | [Enrich](#) | [Class Schedules](#) | [Final Exams](#) | [Library](#)

© 2005 Indiana University-Purdue University Fort Wayne  
URL: <https://oasis.ipfw.edu/>

my.ipfw

Welcome, Anthony P. Wayne | [Log out](#)

My Academic Advisor: [William Bruening](#)

tests220@ipfw.edu | [Log out](#)

Email forwarding: [tests220@ipfw.com](#)

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[Log in](#)

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[Admission](#) | [Financial Aid](#) | [Register](#) | [Banner](#) | [ACES](#) | [Academics](#) | [Enrich](#) | [Class Schedules](#) | [Final Exams](#) | [Library](#)

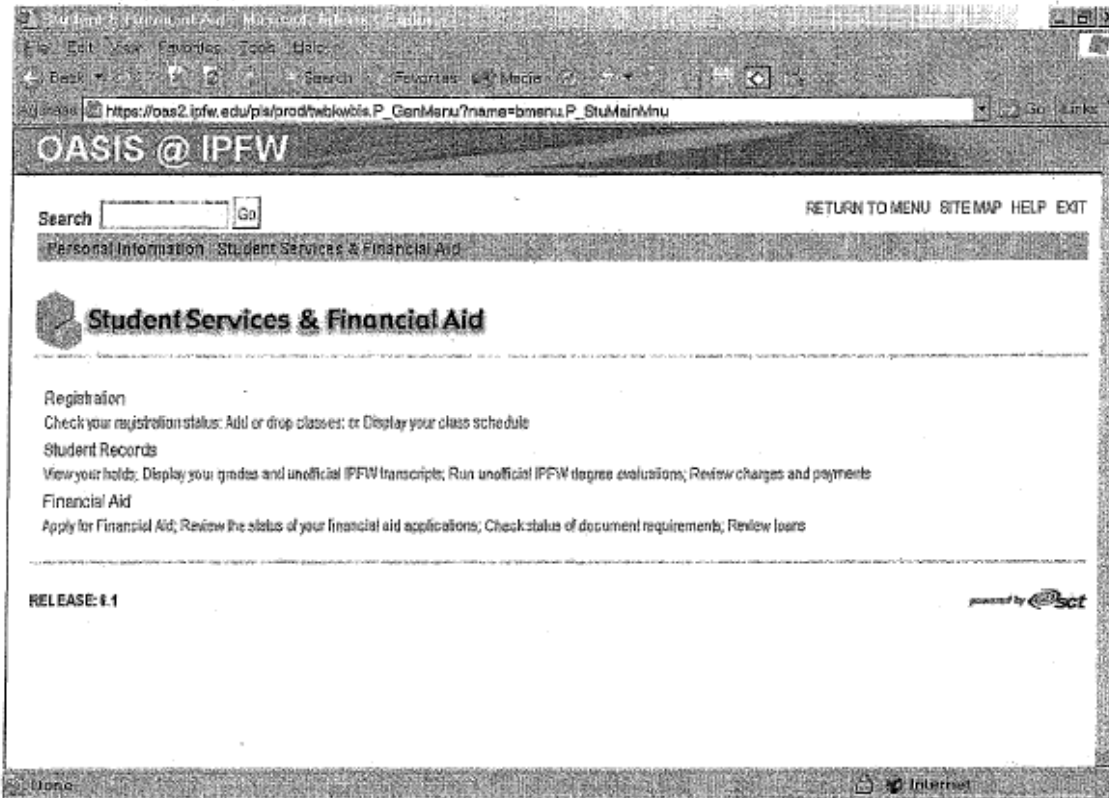
© 2005 Indiana University-Purdue University Fort Wayne  
URL: <https://oasis.ipfw.edu/>

Logging into Oasis...

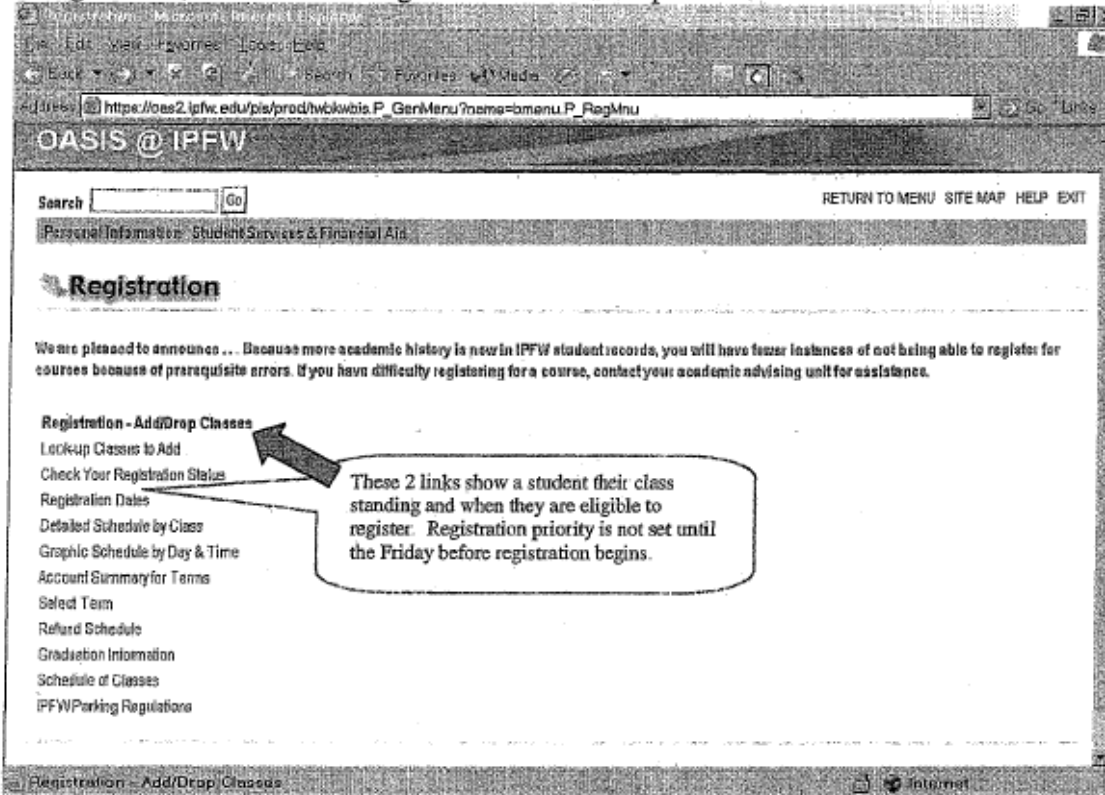
5. For registration, click on the "Student Services & Financial Aid" link. The "Personal Information" link provides options for updating address, phone number and other personal information.

The screenshot shows a web browser window displaying the OASIS @ IPFW website. The browser's address bar shows the URL: [https://oas2.ipfw.edu/pis/proditwbkwbis.P\\_GenMenu?name=bmenu.P\\_MainMnu&msg=<b>Welcome,%20Kali,%20A,%20Housar](https://oas2.ipfw.edu/pis/proditwbkwbis.P_GenMenu?name=bmenu.P_MainMnu&msg=<b>Welcome,%20Kali,%20A,%20Housar). The website header features the title "OASIS @ IPFW" and a search bar with a "Go" button. Navigation links for "Personal Information" and "Student Services & Financial Aid" are visible. A welcome message reads: "Welcome, [Name], to the IPFW Online Access to the Student Information System - OASIS! Last web access on Feb 25, 2005 at 09:26 am". Three main service areas are listed with icons: "Personal Information" (Personal Information: View or update your address(es), phone number(s), e-mail address(es), marital status; Change your PIN), "Student Services & Financial Aid" (Student & Financial Aid: Register, View your academic records, Run an unofficial degree evaluation, and View Financial Aid), and "WebCT.com, The e-Learning Hub" (WebCT of IPFW: Logon to your WebCT account). A "Return to Homepage" link is located at the bottom left. The footer includes "RELEASE: 00" and a "powered by" logo for WebCT.

6. Click on the "Registration" link. The "Student Records" link provides access to the unofficial transcript and the online degree evaluation (CAPP). The "Financial Aid" link provides access to financial aid information.



7. There are two options for registration. If a student knows the CRNs for the courses they want to register for, click on the "Registration – Add/Drop Classes" link.



8. Select the appropriate term. Click the Submit button.

Search   RETURN TO MENU SITE MAP HELP EXIT

[Personal Information](#) [Student Services & Financial Aid](#)

Select Term  Mar 03, 2005 01:05 pm

Select Term:

RELEASE: 00 [\[Log Out\]](#) powered by @sct

Internet

9. If the student is already registered for some classes, they will appear here. Under the "Add Classes" heading, there are empty boxes. Enter CRNs in the boxes and click the "Submit Changes" button. If the class is added successfully, it will be added to the "Current Schedule". If there is an error, it will appear between the "Current Schedule" and "Add Classes" heading, with a red octagon and an explanation of the error. Notice the links to "Detailed Schedule" and "Graphic Schedule" at the bottom of the page.

**OASIS@IPFW**

Search   RETURN TO MENU SITE MAP HELP E01

Personal Information Student Services Financial Aid

**Add/Drop Classes:** Spring 2005  
Mar 03, 2005 01:06 pm

Use this interface to add or drop classes for the selected term. If you have already registered for the term, those classes will appear in the Current Schedule section. Additional classes may be added in the Add Classes Worksheet. To add a class enter the Course Reference Number (CRN) in the Add Classes Worksheet. Classes may be dropped by using the options available in the Action field. If no options are listed in the Action field then the class may not be dropped. If you are registering for a course that requires a lab, you must request them at the same time. When add/drops are complete click Submit Changes.

If you are unsure of which classes to add, click Class Search to review the class schedule.

Please Note: Any class which meets at a location of DE, DC or OC is a distance learning or off campus course. Click here for an explanation of distance learning and off campus location abbreviations. Contact the Division of Continuing Studies at (260) 491-6111 for additional assistance.

When a letter follows the section number (ex. 02N, 02M, 04C), the letter represents a distance learning format, an off campus location or special restriction for that section. Click here for an explanation of the section letters.

Your class registration will NOT be canceled if you do not pay. When you register for classes, you are responsible for paying your fees unless you drop your classes prior to the first day of the semester.

**Current Schedule**

Status	Action	CRN	Subj	Crs	Sec	Level	Cred	Grade Mode	Title
**Registered** on Oct 19, 2004	None	21381	EDUC	E341	01	Undergraduate	3.000	Regular Grade	Math Of Tch Reading II
**Registered** on Oct 19, 2004	None	21368	EDUC	E325	02	Undergraduate	3.000	Regular Grade	Soc St In Elem Sch
**Registered** on Oct 19, 2004	None	21371	EDUC	E328	02	Undergraduate	3.000	Regular Grade	Science In Elem Sch
**Registered** on Oct 19, 2004	None	21446	EDUC	N343	02	Undergraduate	3.000	Regular Grade	Math In Elem School
**Registered** on Oct 19, 2004	None	21413	EDUC	M301	02A	Undergraduate	0.000	Satisfactory/Unsatisfactory	Lab/Field Experience
Drop Fall Return on Jan 14, 2005		23723	EDUC	K206	02N	Undergraduate	0.000	Regular Grade	Tch Mth Sldnt Spc Need

Total Credit Hours: 12.000  
Billing Hours: 14.000  
Maximum Hours: 24.000  
Date: Mar 03, 2005 01:06 pm

**Add Classes Worksheet**

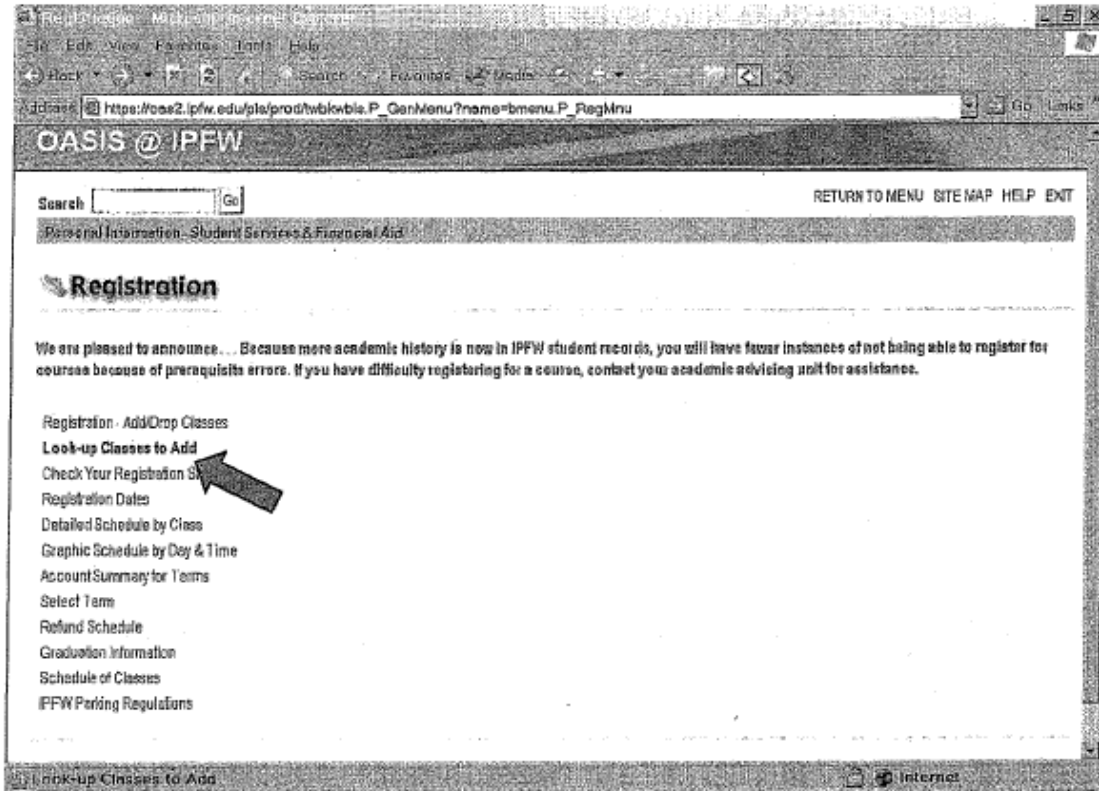
CENs

[Check Registration Status] [Detailed Schedule] [Graphic Schedule] [Select Term] [Registration Fee Assessment] [Registration Menu] [View Help] [Exit]

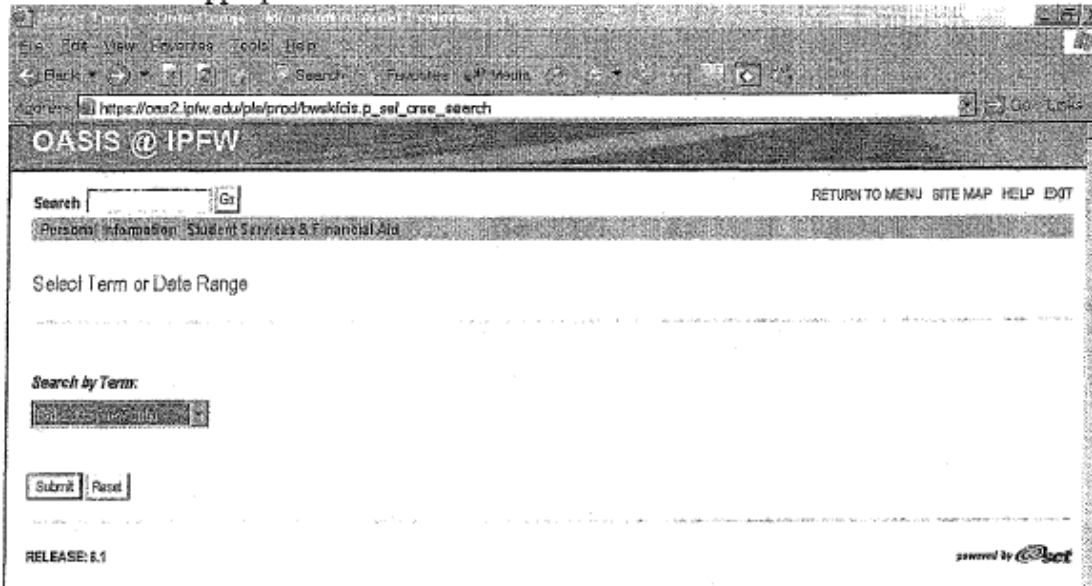
RELEASE: 6.1 powered by

Errors will appear in this area.

10. The second option for registration is to click on the "Look-up Classes To Add" link. This takes the student to a searchable schedule.



11. Select the appropriate term. Click the Submit button.



12. There are many options that can be utilized in the search. The student may choose any combination of fields to narrow the search, but at least one Subject must be selected. After choosing search options, click the "Class Search" button.

Address: [https://oas2.ipfw.edu/pls/procd/bwvkgens.p\\_sel\\_term\\_date](https://oas2.ipfw.edu/pls/procd/bwvkgens.p_sel_term_date)

**OASIS @ IPFW**

Search  Go RETURN TO MENU SITE MAP HELP EXIT

[Personal Information](#) [Student Services & Financial Aid](#)

Look-Up Classes to Add Mar 03, 2005 01:08 pm

Use the selection options below to search the class schedule for the term displayed above. You may choose any combination of fields to narrow your search, but you must select at least one Subject.

*If you would like to search more than one Subject, hold down the control "ctrl" key and click on each desired subject. When your selection is complete, click Class Search to perform the search.*

Subject:

Course Number:

Title:

Schedule Type:

Credit Range:  hours to  hours

Part of Term:

Instructor:

Attribute Type:

Start Time: Hour  Minute  am/pm

End Time: Hour  Minute  am/pm

Days:  Mon  Tue  Wed  Thur  Fri  Sat  Sun

RELEASE: 8.0 (Graphic Schedule | Detailed Schedule | View Help | Registration Menu | Exit)

powered by

Internet

13. The results of the search now display. If the student and the course are eligible for registration, a small check box will appear before the CRN. Click the box next to the class selected for registration, and click the "Register" button. Note: If a "C" appears before the CRN, the class is closed; if a "NR" appears, the course is not currently available for registration (registration has not begun or has ended); if a "SR" appears, the student is not eligible for registration (usually due to inactive status).

The screenshot shows a web browser window with the address bar displaying `https://oas2.ipfw.edu/pls/prod/fwwskfcls_P_GetCrs`. The page header includes the logo "OASIS @ IPFW" and navigation links: "RETURN TO MENU", "SITE MAP", "HELP", and "EXIT". Below the header is a search bar with a "Go" button and a link to "Personal Information - Student Services & Financial Aid".

The main content area is titled "Look-Up Classes to Add" and shows a timestamp of "Mar 03, 2005 01:11 pm". A note with a mouse cursor icon states: "To register for classes, check the box in front of the CRN (C identifies a closed class; NR, a course not allowed for registration; SR, a registration restriction) and click Register or Add to Worksheet." Below this, there are two informational paragraphs: one about distance learning and off-campus courses, and another about section letters (02N, 03N, 04C).

The "Sections Found" section displays a table for the course "Afro American Studies - AFRO". The table has the following columns: "Select CRN", "Subj", "Crs", "Sec", "Emp", "Cred", "Title", "Days", "Time", "Cap", "Act", "Rm", "Instructor", "Date", and "Location Attributes".

Select CRN	Subj	Crs	Sec	Emp	Cred	Title	Days	Time	Cap	Act	Rm	Instructor	Date	Location Attributes
NR 13072	AFRO	A210	01L	FW	3.000	Black Women W in America		04:30 pm- 07:15 pm	25	0	25	C A Patterson	08/22- 12/18	KT G44 IPFW Indiv. Culture, Society and History Majors- United States and ANS Humanities Course and Minorship of African Literature

Below the table are three buttons: "Register", "Add to Worksheet", and "Class Search". At the bottom of the page, there are links for "Graphic Schedule", "Detailed Schedule", and "New Fee Assessment", along with a "RELEASE: 03" label and a "powered by" logo.

14. If the class is added successfully, it will be added to the "Current Schedule". If there is an error, it will appear between the "Current Schedule" and "Add Classes" heading, with a red octagon and an explanation of the error. Notice the links to "Detailed Schedule" and "Graphic Schedule" at the bottom of the page.

**OASIS@IPFW**

Search   RETURN TO MENU SITE MAP HELP EXIT

Personal Information Student Services & Financial Aid

**Add/Drop Classes:** Mar 03, 2005 01:06 pm

Use this interface to add or drop classes for the selected term. If you have already registered for the term, those classes will appear in the Current Schedule section. Additional classes may be added in the Add Classes Worksheet. To add a class enter the Course Reference Number (CRN) in the Add Classes Worksheet. Classes may be dropped by using the options available in the Action field. If no options are listed in the Action field then the class may not be dropped. If you are registering for a course that requires a lab, you must request them at the same time. When add/drops are complete click **Submit Changes**.

If you are unsure of which classes to add, click **Class Search** to review the class schedule.

Please Note: Any class which meets at a location of **DE, DC or DC\*\*** is a distance learning or off campus course. [Click here](#) for an explanation of distance learning and off-campus location abbreviations. Contact the Division of Continuing Studies at (260) 431-6111 for additional assistance.

When a letter follows the section number (ex. 02V, 03Y, 04C) the letter represents a distance learning format, an off-campus location or a special restriction for that section. [Click here](#) for an explanation of the section letters.

Your class registration will NOT be canceled if you do not pay. When you register for classes, you are responsible for paying your fees unless you drop your classes prior to the first day of the semester.

**Current Schedule**

Status	Action	CRN	Subj	Crs	Sec	Level	Cred	Grade Mode	TRin
**Registered** on Oct 19, 2004	None	21381	EDUC	E341	01	Undergraduate 3.000	Regular Grade		Meth Of Tch Reading II
**Registered** on Oct 19, 2004	None	21368	EDUC	E325	02	Undergraduate 3.000	Regular Grade		Soc St In Elem Sch
**Registered** on Oct 19, 2004	None	21371	EDUC	E328	02	Undergraduate 3.000	Regular Grade		Science In Elem Sch
**Registered** on Oct 19, 2004	None	21448	EDUC	N343	02	Undergraduate 3.000	Regular Grade		Meth In Elem School
**Registered** on Oct 19, 2004	None	21413	EDUC	M301	02A	Undergraduate 0.000	Satisfactory/Unsatisfactory		Lab/Field Experience
Drop Full Refund on Jan 14, 2005		23723	EDUC	K206	02N	Undergraduate 0.000	Regular Grade		Tch Mth Sklrd Spc Need

Total Credit Hours: 12.000  
 Billing Hours: 14.000  
 Maximum Hours: 24.000  
 Date: Mar 03, 2005 01:06 pm

**Add Classes Worksheet**

CRNs:

**Errors will appear in this area.**

[[Check Registration Status](#)] [[Detailed Schedule](#)] [[Graphic Schedule](#)] [[Select Term](#)] [[Registration Fee Assessment](#)] [[Registration Menu](#)] [[Site Home](#)] [[Exit](#)]

RELEASE: 6.1 powered by SCT

## X. PROFESSIONAL DEVELOPMENT

Professional development is especially important for academic advising. Faculty members are generally not formally trained in advising as we may have been trained in teaching, research, or our areas of subject matter expertise. Professional advisors, while formally trained in advising, also benefit from sharing ideas with their colleagues and learning about the latest developments. This chapter will describe various outlets of professional development for academic advising, including those available on campus, through professional associations, and via journals, books, and other print resources.

### I. Campus Resources

- The **“ipfw.Academic-Advising-SIS” newsgroup** is one of several newsgroups of interest to the IPFW community available through the GroupWise e-mail system and through myIPFW. It offers information about such things as new course offerings and minors, changes in general education requirements, and announcements of professional development opportunities. To learn how to use GroupWise to read newsgroup messages, visit

<http://www.its.ipfw.edu/training/howto/groupwise/news.shtml>

and to learn how to use myIPFW to read newsgroup messages, visit

<http://www.its.ipfw.edu/training/howto/myipfw/myipfw-news.shtml>

- The **Academic Advisors listerv**, is a means of making announcements to advisors campuswide. To subscribe to the listserv, please contact Jeanette Anstett at 16844 or [anstettj@ipfw.edu](mailto:anstettj@ipfw.edu)

- **Advising Lunch Talks**, sponsored by the Academic Advising Council, are offered four times each year, and offer the opportunity for advisors to learn about relevant services, programs, and practices through presentations by campus experts. The Advising Lunch talks are the primary gathering place for faculty and professional advisors at IPFW, and in 2007-2008 will be held at noon in Walb G21/G21A on four Tuesdays: September 25, November 6, February 26, and April 8. Topics will be announced on the “ipfw.Academic-Advising-SIS” newsgroup.

- The **Banner training web site** offers handouts on how to do most anything you would want to do on Banner or Oasis, and is available at

<http://www.banner.ipfw.edu/Training.htm>

- **Wednesdays at One** is a series of informal sessions presented by the Registrar’s Office to update advisors on issues related to Banner and registrar procedures. A schedule is available at the above Banner training web site

### II. Professional Associations

● **National Academic Advising Association (NACADA)** is the primary national resource for advising-related professional development. NACADA offers an annual conference, several annual thematic institutes, the biannual *NACADA Journal* and quarterly newsletter *Academic Advising Today*, other thematic publications, as well as grants and awards. Membership (including journal and newsletter, and eligibility for reduced conference fee) is \$55 per year.

The NACADA web site is available at

[www.nacada.ksu.edu](http://www.nacada.ksu.edu)

Of particular utility is NACADA's online Clearinghouse of Academic Advising Resources. Its largest section offers resources categorized by topic on a variety of advising related issues and is available at

[www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm)

Faculty advisors will find the collection of links for them especially helpful:

[www.nacada.ksu.edu/clearinghouse/AdvisingIssues/faculty\\_adv.htm](http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/faculty_adv.htm)

NACADA's 2007 annual conference will be held in Baltimore Thursday, October 18 through Sunday, October 21.

● **Indiana Academic Advising Network (IAAN)** is the NACADA-affiliated state academic advising association. IAAN offers an annual conference, an e-mail listserv, a newsletter, awards and grants, and resources and links available at the IAAN web site. Membership (not including the conference fee) is \$25 per year. The 2008 IAAN annual conference will be held at IU Southeast in New Albany on Friday, May 16. The IAAN web site is available at

<http://iaan.calumet.purdue.edu>

### **III. Journals, Books, and other Print Resources**

In addition to the NACADA publications *NACADA Journal* and *Academic Advising Today*, mentioned above, the following will be useful:

● ***The Mentor*** is a free online journal on academic advising issues, published by Penn State's Division of Undergraduate Studies. It is available at

<http://www.psu.edu/dus/mentor/>

Particularly noteworthy is "The Power of Good Advice for Students," by Richard Light of Harvard University. It originally appeared in the *Chronicle of Higher Education* and is reprinted in *The Mentor* at:

<http://www.psu.edu/dus/mentor/010501rl.htm>

- The librarians at Truman State University in Kirksville, Missouri have compiled an excellent **bibliography of articles and books** on academic advising, available at

<http://www2.truman.edu/~glaubitz/Center%20For%20Teaching%20and%20Learning/Academic%20Advising%20Resources.htm>

While the links in that bibliography are generally Truman State-specific, you can check for the online availability of full text journal articles through Helmke Library via the E-Journal Finder at

[www.lib.ipfw.edu/690.0.html](http://www.lib.ipfw.edu/690.0.html)

and for books and print journals through IUCAT at

[www.iucat.iu.edu](http://www.iucat.iu.edu)

Two books not included in the Truman State bibliography are particularly noteworthy:

- Virginia N. Gordon, Wesley R. Habley, and Associates. (2000). *Academic Advising: A Comprehensive Handbook*. San Francisco: Jossey Bass. This is, as the title suggests, a comprehensive overview of advising issues. NACADA members may purchase it at a discount from NACADA.
- Gary L. Kramer (Editor). (2003). *Faculty Advising Examined: Enhancing the Potential of College Faculty as Advisors*. Bolton, MA: Anker. Written primarily for those who supervise faculty advisors, this book offers an excellent foundation in the importance of faculty advising.

## **XI. ASSESSMENT OF ADVISING**

### **A. Student Assessment Tools**

Students are invited to submit an online evaluation of the advising they have received over the course of a semester or academic year. This evaluation is on the Academic Advising web site at [www.ipfw.edu/academics/advising](http://www.ipfw.edu/academics/advising).

Some schools also have their own forms to survey student satisfaction with advising among their students. A sample of these forms follow.

### **B. Advisor Self-Assessment Tools**

## XII. GLOSSARY OF COMMON CAMPUS TERMS

The following is a brief list of commonly used terms on campus. For more detailed definitions, please refer to the *Bulletin of Undergraduate Programs*.

### **Academic Record**

Each student's IPFW cumulative record as maintained by the registrar in accordance with the academic regulations found in the *Bulletin*. This academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Since official transcripts are produced using Indiana University and Purdue University procedures, a student's official transcript may, as noted in the academic regulations, vary somewhat from their IPFW academic record.

### **Advanced Placement**

Advanced placement is defined as the admission of students to courses beyond the first course or courses in an established sequence, but without granting credit for earlier courses in the sequence.

### **Auditor**

A student who enrolls in a course, attends class, pays full fees, but does not receive a grade or credit for the course is auditing the course.

### **Beginning Student**

A student enrolled in college courses for the first time, or a student who has completed a small number of credits while in a temporary admission status, most often while still a high school student, would be considered a beginning student.

### **Cheating**

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records is all considered cheating.

### **Student Classification**

This is a system for classifying undergraduate students who have been regularly admitted to IPFW. Classification is determined by the advisor, and should reflect the credits a student has accumulated or your progress toward completing the specific requirements of the degree program in which they are enrolled. When a student's classification is being determined for a future academic session, the advisor should include courses and credits that he/she is expecting to complete by the time that session begins.

### **Credit**

The semester hour, often also called "credit hour" or "hour." Credit can be resident credit or transfer credit, as described below:

**Resident credit:** credit earned at IPFW or at another campus of the university through which you are enrolled at IPFW. There are two types of resident credit — course credit and special credit.

Each is defined as follows:

*Course credit:* resident credit you earn on the basis of your enrollment in and satisfactory completion of courses.

*Special credit:* resident credit awarded by IPFW and based on factors other than your enrollment in and satisfactory completion of courses.

**Transfer (nonresident) credit:** Credit earned from another university (other than IPFW or another campus of the university through which you are enrolled at IPFW). Transfer credits are evaluated by Admissions and accepted as transfer credit if completed at a regionally accredited institution with a grade of C– or better. The IPFW school/ division or department determines how credit earned at other institutions and accepted by IPFW applies to a student’s plan of study, and the dean/director or chair of the IPFW school/division or department may request an adjustment of transfer-course equivalencies in the Admissions office.

### **CRN**

A Course Reference Number (CRN) is a unique 5-digit identifier for a course section offered in any given term. It is used to register for the course section.

### **Excusing**

Excusing is the replacement of a course required in a program with an equal number of credits from other courses not specified as “required.” Such an excuse requires approval of the school/ division or department that established the course requirement.

### **FAFSA**

Free Application for Federal Student Aid. The required application for federal, state, and institutional financial aid.

### **Flexible Pace**

A math department option that allows students to take specified sections of math courses at their own pace. All exams are taken in the Math Test Center.

### **Grade-point average (GPA)**

A numerical calculation or report of grade averages. IPFW, Indiana University, and Purdue University GPAs are based on a four-point system.

### **Intensive course**

A course that meets for extended class times but for fewer weeks than the course would meet in a standard summer session.

### **Out-of-Class Testing**

A math department option that allows students to take their math tests for a regularly-paced course in the Math Test Center. Students may take up to three versions of each exam and record the highest score.

**Pass/not-pass option:** an enrollment option that generally limits course grades to P or S (pass) and NP or U (not-pass). Students may use this option only for elective courses with limited concern for the grade.

**Plagiarism**

A form of cheating in which the work of someone else is offered as one's own. The language or ideas thus taken from another may range from isolated formulae, sentences, or paragraphs, to entire articles copied from printed sources, speeches, software, or the work of other students.

**Resident Assistant (RA)**

A student living in Student Housing who coordinates programs and activities, as well as providing some counseling and general help with campus problems.

**The SPOT**

IPFW's tutoring center in Kettler Hall. Students are entitled to two hours of free one-to-one tutoring per subject per week. Drop-in tutoring in certain subjects is also available.

**STEPS**

Student Technology Education Programs are mini-courses and one-to-one help with computer software use.

**Substitution**

The replacement of a course required in a program with another course specified by the school/division or department that established the requirement.

**Supplemental Instruction (SI)**

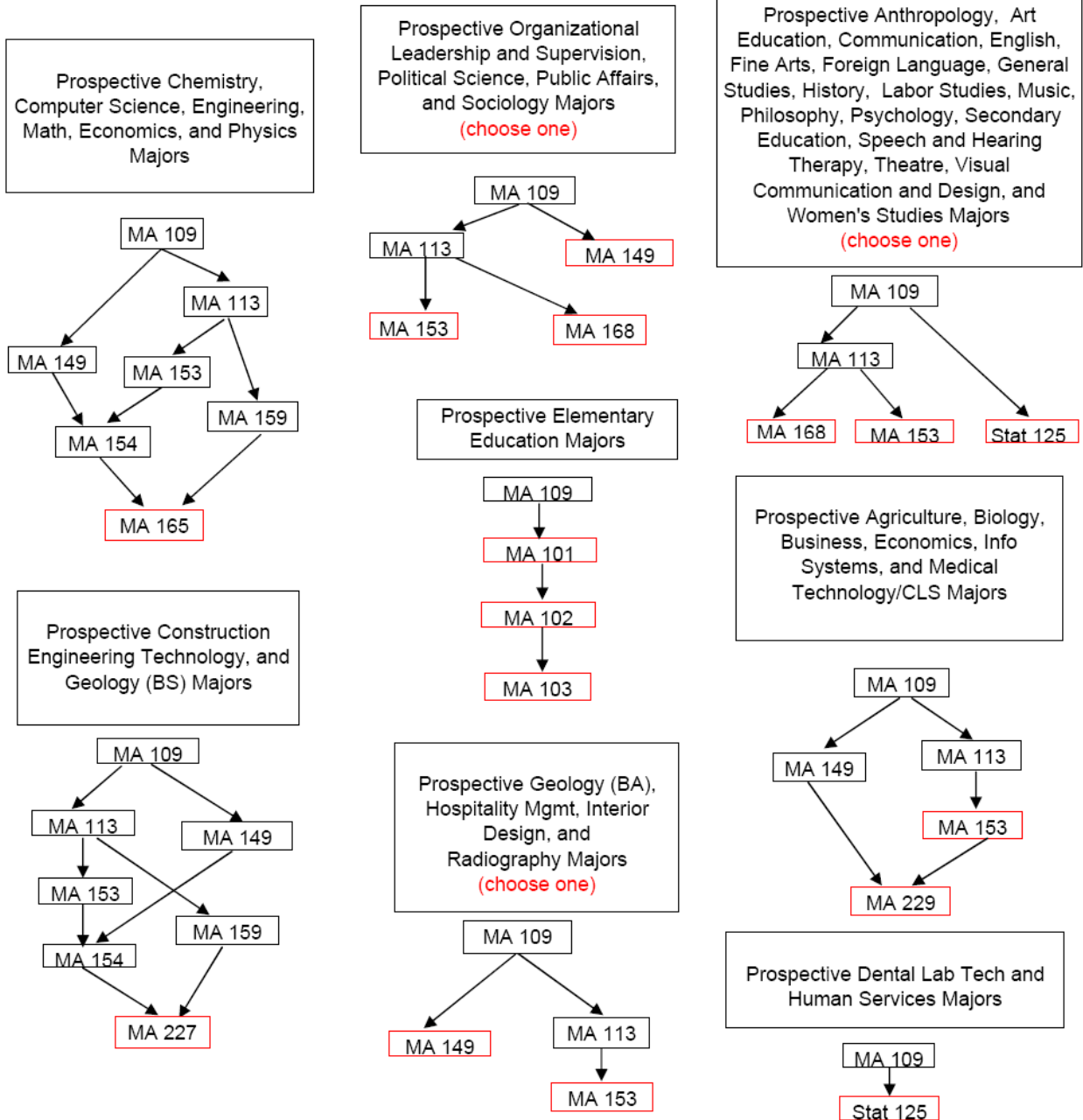
An academic support program that is attached to specified courses that are traditionally considered difficult. All sessions are voluntary for students in the courses.

**Writing Center**

Consultants assist students, faculty, and staff with any writing project in one-to-one or small group appointments, in person or online. Students are entitled to three hours of consulting per week (limited to one hour per day). This free service is located on the ground floor of Kettler Hall (G19).

# IPFW Beginning Math Tracks for Selected Majors

Suggested by ACCS  
7/17/2007



Nursing (AS only) and Dental Hygiene programs require successful completion of MA 109 or placement at MA 113 to take required Chemistry courses.  
 A 'C' or better is usually required to be eligible for the next math course.  
 Additional courses may be required. See your major department for details.  
**All courses in red are required unless otherwise noted.**

**Degree Program:**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
<b>Total:</b>		<b>Total:</b>	
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
<b>Total:</b>		<b>Total:</b>	

**Courses in the major sequencing with pre/corequisites noted:**

**Degree Program: Bachelor of Science in Business**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
Math 153 Algebra & Trig	3	MA 229 Calculus	3
Eng W131 Elementary Composition	3	PSY 120 or SOC S161	3
Science course for Area II	3	PHIL 111 Ethics	3
COM 114 Fundamentals of Speech	3	General Education Elective	3
BUS J100	1	BUS K200, K211, K212, K213	3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ENG W233 Intermed. Expos. Writing	3	BUS L200 Elements of Law	3
ECON E201 Microeconomics	3	ECON E202 Macroeconomics	3
BUS A201 Financial Accounting	3	BUS A202 Managerial Accounting	3
General Education Area IV course	3	BUS W204 Social, Legal, Ethic. Issues	3
Science course for Area II	3	ECON E270 Statistics	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

**MA 229 P: MA 153**  
**BUS K211 P: BUS K200**  
**BUS K212 P: BUS K211**  
**BUS K213 P: BUS K211**  
**ENG W233 P: ENG W131**  
**ECON E202 P: ECON E201**  
**BUS A202 P: BUS A201**  
**ECON E270 P: MA 229**  
**BUS W204 P: ECON E201**

<b>School: BU</b>	<b>Dept: All</b>	
<b>Contact: Susan Byers</b>	<b>Office: NF 366B</b>	<b>Phone: 16483</b>

**Degree Program: Clinical Laboratory Science**  
**(IUPUI Health Professions Transfer Program <http://msa.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 114 or 212	3
MA 153 or 159	3-5	MA 154 or 227	3-4
BIOL 109	3	BIOL 119	4
CHM 115	4	CHM 116	4
<b>Total:</b>	<b>13-15</b>	<b>Total:</b>	<b>14-15</b>
<b>Semester 3 Courses (IUPUI application by Dec. 1 of year before application entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
CHM 255	3	Humanities elective	3
CHM 254	1	BIOL 220 or 437	4
BIOL 216	4	CHM 256 or 321	3-4
Electives	6	Social/Behavioral Sci. elective	3
		Elective	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>16-17</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. BIOL 109 and 119, P: placement at or above ENG W131 and MA 153 (or equivalent) and exemption from or completion of ENG R150. (Spring)
2. BIOL 216, P: one semester of chemistry. R: 215. (Spring)
3. BIOL 220 or 437  
BIOL 220, P; BIOL 203, CHM 104 or 111. (Fall, Spring, Summer)  
BIOL 437, P: BIOL 117 and 119 or equivalents; P or C: CHM 255. (Fall)
4. CHM 115, P: one year of high-school chemistry or CHM 111 with a grade of C or better taken in the previous four years; and MA 113 with a grade of C or better, or placement at the level of MA 153 or higher.
5. CHM 116, P: 115 with a grade of C or better. P or C: MA 154 or higher.
6. CHM 255, P: 116.
7. CHM 254, P: C: 255.
8. CHM 256 or 321.  
CHM 256, P: 255. CHM 321, P: 218 and one year of organic chemistry.

**Suggested Electives:**

Chemistry Electives: Organic Chemistry 2, Biological Chemistry, Analytical Chemistry, or Quantitative Analysis/Instruments.

Electives could include Medical Terminology, Human Anatomy, Medical Microbiology, Cell Physiology, and Introduction to Computers.

<b>College/School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

## Degree Program: Bachelor of Arts – Computer Science

Semester 1 Courses	Cr	Semester 2 Courses	Cr
CS 160, Intro to Computer Science I	4	CS 161, Intro to Computer Science II	4
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
ENG W131, Elementary Composition	3	MA 175, Intro Discrete Math	3
Foreign Language	4	ENG W233, Inter Expository Writing	3
		Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>18</b>
Semester 3 Courses	Cr	Semester 4 Courses	Cr
CS 260, Data Structures	3	CS 271, Comp. Org and Op. System	3
CS 270, Assembly Language	3	CS 274, Data Communications	3
COM 114, Fundamentals of Speech	3	Approved Lab Science Elective	4
Approved Lab Science Elective	4	Approved Gen Ed Area III Elective	3
Foreign Language	3	Foreign Language	3
	<b>16</b>	<b>Total:</b>	<b>16</b>

### Courses in the major sequencing with pre/corequisites noted:

1. Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

### Prerequisites:

1. CS 160 112, MA 153 or placement by exam; if taken in Spring, CS 161 will need to be taken in Summer
2. CS 161 CS 160 is prerequisite and MA 175 is pre or corequisite
3. CS 260 CS 161 and MA 175
4. CS 270 CS 160; fall only course
5. CS 271 CS 270; spring only course
6. CS 274 CS 270; spring only course
7. MA 165 MA 154 or 159 with a grade of C or above or placement at MA 165
8. MA 166 MA 165 with a grade of C or above
9. MA 175 MA 165 or MA 153 and CS 160, both with a grade of C or above

<b>School: ET</b>	<b>Dept: CS</b>	
<b>Contact: Penny Pereira</b>	<b>Office: KT 105</b>	<b>Phone: 16904</b>

**Degree Program: Cytotechnology**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W 131	3	COM 114 or 212	3
MA 153 or 159	3-5	BIOL 119	4
BIOL 109	4	CHM 116	4
CHM 115	4	Elective	3
<b>Total:</b>	<b>14-16</b>	<b>Total:</b>	<b>14</b>
<b>Semester 3 Courses (IUPUI application by Dec. 1 of year before application entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
Humanities elective	3	ENG W 233	3
Social/Behavioral Sci. elective	3	* Biology elective	3
BIOL 215	4	BIOL 216	4
Electives	6	2 <sup>nd</sup> Soc/Behavioral Science Elective	3
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>13</b>

**Suggested Electives**

**\*Biology Electives:** BIOL 218, BIOL 220 or 437, BIOL 315, BIOL 381 and 382, BIOL 455 and 456, BIOL 537. Microbiology, Embryology, Genetics, Animal Cell Physiology, Immunology, and Cell Biology. Please check the School of Medicine Health Professions Programs section of the IUPUI Bulletin for the needed course prerequisites.

**(Other biology courses may be utilized with program director's approval. Students must earn a total of 25 credits in biology, including BIOL 215, 216, and 3 upper level courses.)**

**Electives:** Art Appreciation, Medical Terminology, Statistics, Computer Science/Technology, Supervision (OLS), Medical Microbiology, Biochemistry, Endocrinology, Parasitology, Virology, Cytogenetics, Organic Chemistry, Physics, and Mathematics.

<b>School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Certificate - Dental Assisting**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
BIOL 203* Anatomy & Physiology I w/lab	4	BIOL 204* Anatomy & Physiology II w/lab	4
COM 114 Fundamentals of Speech (or)	3	DAST A122* Intro to Dentistry	1
COM 212 Interpersonal Communications		NUR 106 Medical Terminology	3
CS 106 Introduction to Computers	3	OLS 252* Human Relations in	3
ENG W131 English Composition	3	Organizations	3
		PSY 120 Psychology	
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>14</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
Professional Dental Program (separate application process – contact Department of Dental Education)		Professional Dental Program (separate application process – contact Department of Dental Education)	
<b>Total:</b>		<b>Total:</b>	

**Courses in the major sequencing with pre/corequisites noted:**

BIOL 203, P: placement at or above ENG W131 and exemption from or completion of ENG R150

BIOL 204, P: 203

ENG W131, P: ENG R150 and ENG W130

PSY 120, P: ENG R150 and ENG W130 or placement in ENG W131

**\*HIGHLY RECOMMENDED ADMISSION COURSES**

Note: The Department of Dental Education will be submitting a Baccalaureate Degree in Dental Sciences (B.S.D.S.) with a Major in Dental Assisting, Dental Hygiene, or Dental Laboratory Technology Fall, 2007. We hope to start the baccalaureate degree Fall, 2008.

<b>School: HS</b>	<b>Dept: Dental</b>	
<b>Contact: Alicia Jakway-Noonan</b>	<b>Office: NF 150</b>	<b>Phone: 16837</b>

**Degree Program: Associate of Science in Dental Hygiene**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
BIOL 203 Anat & Physio I w/lab	3	BIOL 204 Anat & Physio w/lab	3
CHM 111 Gen Chem w/lab	3	CHM 112 Gen Chem w/lab	3
NUR 106 Medical Term (recommended)	3	COM114 Speech	3
SOC S161 Sociology	3	PSY 120 Psychology	3
ENG W131 English Comp	3		
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>12</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
<b>Total:</b>		<b>Total:</b>	

**Please note, the student only needs 24 hours for prerequisites, but may have 27 hours if Medical Terminology is taken. We are only recommending they take Medical Terminology. It is not mandatory.**

**Courses in the major sequencing with pre/corequisites noted:**

<b>School: HS</b>	<b>Dept: Dental</b>	
<b>Contact: Connie Kracher</b>	<b>Office: NF 150B</b>	<b>Phone: 16567</b>

**Degree Program: Bachelor of Science – Didactic Program in Dietetics – Transfer Program  
(Requirements will vary depending upon where student completes BS degree)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Composition (P: Placement or W130)	3	ENG W233 Inter Expository Writing (P: W131)	3
PSY 120 Elementary Psychology	3	SOC S161 Principles Sociology	3
MA 153 Algebra & Trigonometry (P: Placement or MA 113)	3	MA 154 Algebra & Trigonometry II (P: MA 153)	3
*CHM 111 General Chemistry (P: MA 109 or placement MA 113)	3	*CHM 112 General Chemistry (P: CHM 111)	3
COM 114 Fund Speech Communication	3	CS 106 Introduction to Computers	3
CFS 399 Profession of Dietetics (Distance)	1		
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
BIOL 203 Human Anatomy/Physiology (P: Placement ENG W131 & 1 yr HS Biology or Chemistry)	4	BIOL 204 Human Anatomy/Physiology (P: BIOL 203)	4
STAT 301	3	BIOL 220 Micro Allied Health Prof (P: BIOL 203, CHM 104 or 111)	4
**FNN 303 Essentials of Nutrition	3	ECON E200 Fundamentals Economics	3
OLS 274 Applied Leadership <i>OR</i> HTM 212 Org & Mgmt HospTour Ind	3	OLS 252 Human Relations in Org	3
Elective	3	Elective	3
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>17</b>

\*Or CHM 115/116 Series – Some universities only accept CHM 115/116 series  
 CHM 115 (P: 1 yr HS Chemistry and MA 113 or placement MA 153 or higher)  
 CHM 116 (P: CHM 115 and P or C MA 154 or higher)

\*\*FNN 303 is elective at Purdue

<b>School: HS</b>	<b>Dept: Consumer &amp; Family Sciences</b>	
<b>Contact: Louise Misegades</b>	<b>Office: NF 330</b>	<b>Phone: 481-6562</b>

**Degree Program: Associate of Science – Early Childhood Education**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
COM 114	3	ENG L101 or L102	3
ENG W131	3	MA 101	3
PSY 120 or SOC S161	3	EDUC E330 or E338	3
EDUC E335	3	EDUC P249/M101	3
EDUA F300	2	EDUC Q200	3
EDUC W200/M101	1/0	EDUC K201	1
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
EDUC E333	3	EDUC E347	3
EDUC E336	3	EDUC H340	3
EDUC E337/M101	3/0	EDUC E330 or E338	3
MUS Z241	2	EDUC E317	4
EDUC K206	3		
EDUC E346	3		
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>13</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. IPFW Placement Tests taken before Semester I.

<b>School: ED</b>	<b>Dept: Education</b>	
<b>Contact: Ron Gage</b>	<b>Office: NF 243</b>	<b>Phone: 481-6448</b>

**Degree Program: Bachelor of Science – Elementary Education  
(Early Childhood and/or Middle Childhood)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
Com 114	3	MA 101	3
ENG W131	3	GEOL G100 or AST A100	3
BIOL 100	3	SOC S161 or PSY 120	3
HIST H105 or HIST H106	3	ENG L101 or ENG L102	3
PHIL 110 or PHIL 111	3	AUS 115	3
		EDUC K201	1
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ENG W233	3	HIST H232 or FWAS H202	3
MA 102	3	FINA T255	3
ECON E200 or POLS Y103	3	EDUC H340	3
MUS Z241	2	EDUC P249/M101	3/0
EDUA F300	2	EDUC K206	3
EDUC W200/M101	1		
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. IPFW Placement Tests taken before Semester 1.
2. Pass the Pre-Professional Skills Test (PPST) prior to the completion of 45 credit hours to qualify for entry into the Teacher Education Program. PPST may be taken a maximum of three times.
3. Other requirements for entry into the Teacher Education Program:
  - A. Overall grade point average (GPA) of 2.5, including all coursework from previously attended institutions.
  - B. B or better in ENG W131, COM 114, and EDUC W200; C or better in MA 101, EDUC K201; Pass EDUA F300.
  - C. Pass 1<sup>st</sup> portfolio checkpoint (EDUA F300)
  - D. Pass and submit an Indiana State Police Limited Criminal History Report.

<b>School: ED</b>	<b>Dept: Education</b>	
<b>Contact: Ron Gage</b>	<b>Office: NF 243</b>	<b>Phone: 481-6448</b>

**Degree Program: Bachelor of Science – Secondary Education**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
COM 114	3	ENG W233	3
ENG W131	3	AST A100 or GEOL G100	3
MA 153 or STAT 125	3	POLS Y103 or SOC S161	3
BIOL 100	3	Gen. Ed. Area III or IV course	3
HIST H105 or HIST H106	3	Content Course	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
AST A100 or GEOL G100	3	Gen. Ed. Area V course	3
ENG L101 or ENG L102	3	Gen. Ed. Area IV or VI course	3
EDUA F300	2	EDUC H340	3
EDUC W200/M101	1/0	EDUC K206	3
EDUC K201	1	Content Course	3
Gen. Ed. Area III or IV course	3		
Content Course	3		
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

4. IPFW Placement Tests taken before Semester 1.
5. Pass the Pre-Professional Skills Test (PPST) prior to the completion of 45 credit hours to qualify for entry into the Teacher Education Program. PPST may be taken a maximum of three times.
6. Other requirements for entry into the Teacher Education Program:
  - A. Overall grade point average (GPA) of 2.5, including all coursework from previously attended institutions.
  - B. B or better in ENG W131, COM 114, and EDUC W200; C or better in MA 101, EDUC K201; Pass EDUA F300.
  - C. Pass 1<sup>st</sup> portfolio checkpoint (EDUA F300)
  - D. Pass and submit an Indiana State Police Limited Criminal History Report.

<b>School: ED</b>	<b>Dept: Education</b>	
<b>Contact: Ron Gage</b>	<b>Office: NF 243</b>	<b>Phone: 481-6448</b>

**Degree Program: Bachelor of Arts – Fine Arts**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Comp. 1	3	COM 114 Fundamentals of Speech	3
FINA P121 Drawing Fundamentals I	3	FINA P122 Drawing Fundamentals II	3
FINA P151 Design Fundamentals 1	3	FINA P152 Design Fundamentals II	3
FINA H111 Ancient thru Medieval Art	3	FINA H112 Renaissance to Contemporary	
MA selection (Area 1)	3	Art	3
		Arts & Humanities elective (Area II)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
VCD P273 Computer Art & Design I	3	FINA 200 Level Studio	3
FINA 200 Level Studio	3	FINA Art History 300 or 400 level	3
FINA 200 Level Studio	3	Arts & Humanities elective (Area III)	3
Arts & Humanities elective (Area II)	3	Arts & Humanities elective (Area IV)	3
Arts & Humanities elective (Area III)	3	Arts & Humanities elective (Area V)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Course choices noted:**

1. Either MA 153, MA 168, or STAT 125
2. FINA 200 Level Studio: choose 3 classes from the following, one must be from each 2D or 3D areas: P 225, P241, P243 (2D), P231, P233, P235 (3D)

<b>School: VP</b>	<b>Dept: Fine Arts</b>	
<b>Contact: Dana Goodman</b>	<b>Office: VA 117</b>	<b>Phone: 16706</b>

**Degree Program: Bachelor of Fine Arts**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Comp. 1	3	COM 114 Fund. of Speech	3
FINA P121 Drawing Fundamentals I	3	FINA P122 Drawing Fundamentals II	3
FINA P151 Design Fundamentals 1	3	FINA P152 Design Fundamentals II	3
FINA H111 Ancient thru Medieval Art	3	FINA H112 Renaissance to Contemporary	
MA selection (Area I)	3	Art	3
		Arts & Humanities elective (Area II)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
VCD P273 Computer Art & Design I	3	FINA 223 Figure Drawing	3
FINA 225 Painting Fundamentals	3	FINA 231 Sculpture Fundamentals	3
FINA 2Ceramic Fundamentals	3	FINA Art History 300 or 400 level	3
Arts & Humanities elective (Area II)	3	Arts & Humanities elective (Area III)	3
Arts & Humanities elective (Area III)	3	Arts & Humanities elective (Area IV)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Course choices noted:**

1. Either MA 153, MA 168, or STAT 125

<b>School: VP</b>	<b>Dept: Fine Arts</b>	
<b>Contact: Dana Goodman</b>	<b>Office: VA 117</b>	<b>Phone: 16706</b>

**Degree Program: Bachelor of Arts – Art Education**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Comp. 1	3	COM 114 Fundamentals of Speech	3
FINA P121 Drawing Fundamentals I	3	FINA P122 Drawing Fundamentals II	3
FINA P151 Design Fundamentals 1	3	FINA P152 Design Fundamentals II	3
FINA H111 Ancient thru Medieval Art	3	FINA H112 Renaissance to Contemporary	
MA selection (Area 1)	3	Art	3
		ENG W233 Intermediate Expos. Writing	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
VCD P273 Computer Art & Design I	3	FINA 200 Level Studio	3
FINA 200 Level Studio	3	FINA 200 Level Studio	3
FINA 200 Level Studio	3	Arts & Humanities elective (Area III)	3
Arts & Humanities elective (Area II)	3	Arts & Humanities elective (Area IV)	3
Arts & Humanities elective (Area III)	3	Arts & Humanities elective (Area V)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Course choices noted:**

1. Either MA 153, MA 168, or STAT 125
2. FINA H111 can be counted for an Area IV (Humanistic Thought) class.
3. FINA 200 Level Studio: choose 3 classes from the following: FINAP 225, FINAP241, FINAP243, FINAP231, FINP233, FINAP235, or VCDP243  
Choose 2 classes from the following: FINA P231, FINA 233, or FINA P235.
4. Area II: Biological Sciences - either BIOL 100 or 250 plus a class in Astronomy, Chemistry, Geology, Physics, or Bioanthropology.
5. Area III: 1 class in either PSY 120, SOC 161, or a History, plus either AFRO A210, ANTH E105, ANTH L200, ENG L364, or COM 303

<b>School: VP</b>	<b>Dept: Fine Arts</b>	
<b>Contact: Dana Goodman</b>	<b>Office: VA 117</b>	<b>Phone: 16706</b>

**Degree Program: Bachelor of Fine Arts – Computer Art and Design Concentration**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 114	3
MA selection (until MA 153, MA 168 or STAT 125 completed)	3	VCD F102	3
VCD or FINA P151	3	VCD or FINA P152	3
FINA H111	3	FINA H112	3
FINA P121	3	FINA P122	3
		VCD P273	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>18</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
General Education Area III Elective	3	General Education Area IV Elective	3
General Education Area II Elective	3	General Education Area V Elective; not	3
VCD P243	3	FINA or VCD)	
VCD P374	3	VCD P374 (second semester)	3
VCD Hxxx (history selection)	3	VCD or FINA Pxxx (studio elective)	3
		General Education Area II, III, or IV Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/co-requisites noted:**

1. FINA or VCD P151 and P152 may be taken in any order
2. FINA P121 must be taken prior to FINA P122

**MAJORS**

1. Students must earn a grade of C or better in all VCD or FINA required courses

<b>School: VP</b>	<b>Dept: Visual Comm &amp; Design</b>	
<b>Contact:</b>	<b>Office: VA 213</b>	<b>Phone: 16053</b>

**Degree Program: Bachelor of Fine Arts – Graphic Design Concentration**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 114	3
MA selection (until MA 153, MA 168 or STAT 125 completed)	3	VCD F102	3
VCD or FINA P151	3	VCD or FINA P152	3
FINA H111	3	FINA H112	3
FINA P121	3	FINA P122	3
		VCD P273	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>18</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
General Education Area III Elective	3	General Education Area IV Elective	3
General Education Area II Elective	3	General Education Area V Elective; not FINA or VCD)	3
VCD P243	3	VCD P374 (second semester)	3
VCD P374	3	VCD or FINA Pxxx (studio elective)	3
VCD Hxxx (history selection)	3	General Education Area II, III, or IV Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/co-requisites noted:**

3. FINA or VCD P151 and P152 may be taken in any order
4. FINA P121 must be taken prior to FINA P122

**MAJORS**

1. Students must earn a grade of C or better in all VCD or FINA required courses

<b>School: VP</b>	<b>Dept: Visual Comm &amp; Design</b>	
<b>Contact:</b>	<b>Office: VA 213</b>	<b>Phone: 16053</b>

**Degree Program: Bachelor of Fine Arts - Photography Concentration**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 114	3
MA selection (until MA 153, MA 168 or STAT 125 completed)	3	VCD F102	3
VCD or FINA P151	3	VCD or FINA P152	3
FINA H111	3	FINA H112	3
FINA P121	3	FINA P122	3
		VCD P273	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>18</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
General Education Area III Elective	3	General Education Area IV Elective	3
General Education Area II Elective	3	General Education Area V Elective; not FINA or VCD)	3
VCD P243	3	VCD P374 (second semester)	3
VCD P374	3	VCD or FINA Pxxx (studio elective)	3
VCD Hxxx (history selection)	3	General Education Area II, III, or IV Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/co-requisites noted:**

5. FINA or VCD P151 and P152 may be taken in any order
6. FINA P121 must be taken prior to FINA P122

**MAJORS**

1. Students must earn a grade of C or better in all VCD or FINA required courses

<b>School: VP</b>	<b>Dept: Visual Comm &amp; Design</b>	
<b>Contact:</b>	<b>Office: VA 213</b>	<b>Phone: 16053</b>

**Degree Program: Bachelor of Arts – Geology**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
GEOL G100	3	GEOL G211 or GEOL G221	3
GEOL L100	1	COM 114	3
CHM 115	4	ENG W233	3
ENG W131	3	MA 154	3
MA 153	3	Approved Gen Ed Area IV Elective	3
Approved Gen Ed Area III Elective	3		
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
GEOL G222	3	GEOL G319	2
GEOL G211	3	GEOL G323	3
BIOL 117	4	GEOL G344	3
Foreign Language	4	Foreign Language	4
Approved Gen Ed Area IV Elective	3	Approved Gen Ed Area III Elective	3
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.
2. If GEOL G100 is taken in the fall semester, GEOL G104 should be taken in a spring semester.
3. GEOL G100 (or equivalent) is prerequisite for GEOL G211 and G221.
4. GEOL G221 is offered every spring semester.
5. GEOL G222 is offered every fall semester and is prerequisite to most higher level Geology courses.
6. CHM 115, the foreign language courses, mathematics, physics, and biology requirements should be completed as early as possible.

**Prerequisites:**

7. GEOL G222 (GEOL G221 is prerequisite).
8. CHM 115 (one year of high school chemistry in the last 4 years or CHM 111 with a grade of C or better and MA 113 with a grade of C or better or placement at MA 153 or above are prerequisites)
9. BIOL 117 (Placement at or above ENG W131 and MA 153 are prerequisites.)

<b>School: AS</b>	<b>Dept: Geosciences</b>	
<b>Contact: Solomon Isiorho</b>	<b>Office: SB 236</b>	<b>Phone: 16249</b>

**Degree Program: Bachelor of Science – Environmental Geology**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
GEOL G100	3	ENG W233	3
GEOL L100	1	CHM 116	4
CHM 115	4	GEOL G104	3
COM 114	3	GEOL G221	3
ENG W131	3	Approved Gen Ed Elective	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
GEOL G222	3	GEOL G319	2
GEOL G211	3	GEOL G334	3
MA 227	4	MA 228	3
Approved Gen Ed Elective	3	CS or STAT (from approved list)	3
Approved Gen Ed Elective	3	Approved Gen Ed Elective	3
		Elective	3
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>17</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. If GEOL G100 is taken in the fall semester, GEOL G104 should be taken in a spring semester.
2. GEOL G221 (GEOL G100 is prerequisite and CHM 115 is a pre or corequisite; spring only course)
3. GEOL G222 (GEOL G221 is the prerequisite); fall only course
4. GEOL G222 is prerequisite to most higher level Geology courses.

**Prerequisites:**

5. CHM 115 (one year of high school chemistry in the last 4 years or CHM 111 with a grade of C or better and MA 113 with a grade of C or better or placement at MA 153 or above are prerequisites)
6. CHM 116 (CHM 115 with a grade of C or better is prerequisite and MA 154 or above is corequisite)

<b>School: AS</b>	<b>Dept: Geosciences</b>	
<b>Contact: Solomon Isiorho</b>	<b>Office: SB 236</b>	<b>Phone: 16249</b>

**Degree Program: Bachelor of Science - Geology**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
GEOL G100	3	ENG W233	3
GEOL L100	1	CHM 116	4
CHM 115	4	GEOL G104	3
COM 114	3	GEOL G221	3
ENG W131	3	Approved Gen Ed Elective	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
GEOL G222	3	GEOL G319 and GEOL G334 <b>OR</b>	2/3
GEOL G211	3	GEOL G323	3
MA 227	4	MA 228	3
Approved Gen Ed Elective	3	CS or STAT (from approved list)	3
		Approved Gen Ed Elective	3
			3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>15-17</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. If GEOL G100 is taken in the fall semester, GEOL G104 should be taken in a spring semester.
2. GEOL G221        GEOL G100 is prerequisite and CHM 115 is a pre or corequisite
3. GEOL G222        GEOL G221 is the prerequisite; fall only course.
4. GEOL G222 is prerequisite to most of the higher level Geology courses.
5. GEOL G319        GEOL G334 is corequisite
6. GEOL G334        GEOL G319 is corequisite

**Prerequisites:**

7. CHM 115    one year of high school chemistry in the last 4 years or CHM 111 with a grade of C or better and MA 113 with a grade of C or better or placement at MA 153 or above
8. CHM 116    CHM 115 with a grade of C or better; MA 154 or above is corequisite

<b>School: AS</b>	<b>Dept: Geosciences</b>	
<b>Contact: Solomon Isiorho</b>	<b>Office: SB 236</b>	<b>Phone: 16249</b>

**Degree Program: Health Information Administration**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	ENG W233 (or 232 or 234 or 331)	3
*MA 153	3	STAT 301 (or STAT 240 or SPEA K300 or PSY 201)	3
*BIOL 215 or 203	4	*BIOL 216 or 204	4
PSY 120 (or SOC S161 or SOC S163 or CS 306)	3	COM 114	3
		NUR 106	3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses (IUPUI application due Nov 15 prior to intended fall entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
*BUS W100	3	OLS 268	3
*CS 106	3	Humanities (Areas III, IV, and V)	3
PHIL 111 or 312 or 326	3	*OLS 280 (and 2 IUPUI online courses – see Note)	3
*OLS 252 or 274 or SPEA H371	3	BUS A201	3
Elective	3	Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Students accepted into the professional program must have completed a minimum of 62 credit hours including all stated program prerequisites.**

OLS 280, P: CS 106 or approved substitute.

Note: CSCI N207 Data Analysis Using Spreadsheets (3 cr.) and HIA M300 (Database Design for HIA (3 cr.) at IUPUI are also required for the 12 cr. in Information Technology. Both courses are available online. Student must be admitted to IUPUI.

\*Denotes courses which require a “C” or better.

**Suggested Electives**

Students will need to take two additional electives to complete the 62 credit hours required for this program. These electives may aid students in prerequisites and professional courses: management information systems, supervisory management, methods of employee training, computer sciences, research methods, interpersonal communications, Greek and Latin medical terms, and foreign languages.

<b>School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Associate of Science – Hotel Restaurant and Tourism Management**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Composition (P: Placement or W130)	3	ENG W232 Intro Business Writing (P: W131)	3
COM 114 Fund Speech Communication	3	PSY 120 Elementary Psychology	3
MA 153 Algebra & Trigonometry (P: Placement or MA 113)	3	OLS 252 Human Rel in Org	3
SOC S161 Principles Sociology	3	HTM 181 Lodging Management	3
HTM 100 Intro to Hosp & Tour Ind	3	HTM 191 Sanitation & Health	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ECON E200 Fund of Economics	3	BUS A201 Principles of Financial Acc (P: Soph)	3
OLS 376 Human Resource Issues (P: OLS252)	3	FNN 303 HTM Essentials Nutrition	3
FNN 203 Foods: Selection & Prep	3	HTM 291 Quantity Food Production (P: FNN203)	3
HTM 212 Org & Mgmt Hosp Tour Ind	3	HTM 291L Quantity Food Prod Lab (C: HTM 291)	2
HTM 311 Procurement Mgmt Fd Serv	3	HTM 341 Cost Controls for Food Sv (P: BUS A201)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>14</b>

Additional courses needed to complete degree.  
 Summer – HTM – 301 / 1 cr.

<b>School: HS</b>	<b>Dept: Consumer &amp; Family Sciences</b>	
<b>Contact: Louise Misegades</b>	<b>Office: NF 330</b>	<b>Phone: 481-6562</b>

**Degree Program: Bachelor of Science – Hospitality Management**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Composition (P: Placement or W130)	3	ENG W232 Introduction Business Writing (P:W131)	3
COM 114 Fund Speech Communication	3	PSY 120 Elementary Psychology	3
MA 153 Algebra & Trigonometry (P: Placement or MA 113)	3	OLS 252 Human Rel in Org	3
SOC S161 Principles Sociology	3	CS 106 Introduction to Computers	3
HTM 100 Intro Hospitality & Tourism Industry	3	HTM 181 Lodging Management	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ENG W233 Inter. Exp. Writing (P:W131)	3	GEN ED AREA 2	3
ECON E200 Fund of Econ	3	BUS A201 Principles of Financial Acc (P: Soph)	3
HTM 191 Sanitation & Health	3	OLS 376 Human Resource Issues (P: OLS 252)	3
FNN 203 Foods: Selection & Prep	3	HTM 291 Quantity Food Production (P: FNN 203 + HTM Major)	3
HTM 212 Org & Mgmt Hosp - Tour Ind	3	HTM 291L Quantity Food Production Lab (C: HTM 291 + HTM Major)	2
		HTM 251 Computers Hospitality Industry (P: HTM major)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>17</b>

Summer – HTM -231/3 cr; HTM – 301/1 cr; HTM – 302/2 cr.

<b>School: HS</b>	<b>Dept: Consumer &amp; Family Sciences</b>	
<b>Contact: Louise Misegades</b>	<b>Office: NF 330</b>	<b>Phone: 481-6562</b>

**Degree Program: Bachelor of Science - Human Services**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131, Elementary Composition	3	COM 114 Fund of Speech Communications	3
PSY 120, Elem. Psychology	3	BIOL 100 Intro to Biological World	3
HSRV 100 Intro to Human Svcs.	3	SOC S161 Principles of Soc.	3
CS 106, Intro to Computers	3	HSRV 103 Helping Relationship Techniques	3
MA 153 Algebra & Trig1	3	HSRV 105 Basic Interview Skills	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
PHIL –Area four	3	STAT 125 Communicating with Statistics	3
HSRV 200 Behavioral Therapies	3	Any Area 6 SOC course	3
HSRV 201 Clinical Behavioral Therapy	3	HSRV 251 Clinical Case Study Method	3
ENG W233 Intermediate Expository Writing	3	PSY 350 Abnormal Psych	3
POLYS Y103 Intro to American Politic	3		
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>12</b>

**Courses in the major sequencing with pre/corequisites noted:**

- HSRV 315 – prereq. Is PSY 120**
- HSRV 320- prereq. Is HSRV 100 and 105**
- HSRV 325 – prereq is PSY 120**
- HSRV 330- prereq. Is PSY 350**
- HSRV 400- prereq is HSRV 315, 320 or Corequisite is HSRV 401**
- HSRV 450 prereq is 400 and 401, corequisite is 451**
- HSRV 451 prereq is 400, 401 corequisite is 450**

<b>College/School: HS</b>	<b>Dept: Human Svcs</b>	
<b>Contact: Amanda Bauer</b>	<b>Office: NF 120</b>	<b>Phone: 16424</b>

**Degree Program: Bachelor of Science – Mathematics  
(Actuarial Science Option)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 160, Intro to Computer Science	4	COM 114, Fundamentals of Speech	3
ENG W131, Elementary Composition	3	MA 175, Intro Discrete Math	3
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>14</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivar & Vector Calc	4	MA 351, Elementary Linear Algebra	3
Approved Lab Science Elective	4	STAT 511, Statistical Methods	3
ENG W233, Inter Expository Writing	3	Approved Lab Science Elective	4
ECON E201, Intro to Microeconomics	3	Approved Gen Ed Elective	3
		ECON E202, Intro to Macroeconomics	3
	<b>14</b>	<b>Total:</b>	<b>16</b>

**Courses in the major sequencing with pre/corequisites noted:**

- Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

**Prerequisites:**

- MA 165 MA 154 or 159 with a grade of C or above or placement at MA 165
- MA 166 MA 165 with a grade of C or above
- MA 175 MA 165 or MA 153 and CS 160, both with a grade of C or above
- MA 263 MA 166 with a grade of C or above
- MA 351 Two semesters of calculus
- STAT 511 Two semesters of calculus

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact: Chand Chauhan</b>	<b>Office: KT 286</b>	<b>Phone: 16227</b>

**Degree Program: Bachelor of Science – Mathematics  
(Business Option)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 160, Intro to Computer Science	4	MA 175, Intro Discrete Math	3
ENG W131, Elementary Composition	3	Approved Lab Science Elective	4
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivar & Vector Calc	4	MA 305, Found of Higher Math	3
MA 351, Elementary Linear Algebra	3	MA 314, Intro to Math Modeling	3
BUS A201, Principles of Fin. Acct.	3	BUS A202, Principles of Manager. Acct.	3
ECON E201, Intro to Microeconomics	3	ECON E202, Intro to Macroeconomics	3
Approved Gen Ed Elective	3	Approved Gen Ed Elective	3
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

- Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

**Prerequisites:**

- |               |   |
|---------------|---|
| 16. MA 165    | MA 154 or 159 with a grade of C or above or placement at MA 165   |
| 17. MA 166    | MA 165 with a grade of C or above   |
| 18. MA 175    | MA 165 or MA 153 and CS 160, both with a grade of C or above  |
| 19. MA 263    | MA 166 with a grade of C or above   |
| 20. MA 305    | MA 166 and MA 175; spring only course   |
| 21. MA 314    | CS 160 or equivalent, knowledge of computer programming and at least one course in calculus, finite mathematics, or probability with grades of C or higher. |
| 22. MA 351    | Two semesters of calculus   |
| 23. BUS A202  | BUS 201   |
| 24. ECON E202 | ECON E200 or E201   |

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact:</b>	<b>Office: KT 268</b>	<b>Phone: 16230</b>

**Degree Program: Bachelor of Science – Mathematics  
(Computing Option)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 160, Intro to Computer Science I	4	MA 175, Intro Discrete Math	3
ENG W131, Elementary Composition	3	CS 161, Intro to Computer Science II	4
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivar & Vector Calc	4	MA 351, Elementary Linear Algebra	3
Approved Lab Science Elective	4	CS 260, Data Structures	3
ENG W233, Inter Expository Writing	3	Approved Lab Science Elective	4
COM 114, Fundamentals of Speech	3	Approved Gen Ed Elective	3
Approved Gen Ed Elective	3	Approved Science Elective	3
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>16</b>

**Courses in the major sequencing with pre/corequisites noted:**

- Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

**Prerequisites:**

- CS 160 MA 153 or placement by exam; if taken in Spring, CS 161 will need to be taken in Summer
- CS 161 CS 160 is prerequisite and MA 175 is pre or corequisite
- MA 165 MA 154 or 159 with a grade of C or above or placement at MA 165
- MA 166 MA 165 with a grade of C or above
- MA 175 MA 165 or MA 153 and CS 160, both with a grade of C or above
- CS 260 CS 161 and MA 175
- MA 263 MA 166 with a grade of C or above
- MA 351 Two semesters of calculus

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact:</b>	<b>Office: KT 268</b>	<b>Phone: 16230</b>

**Degree Program: Bachelor of Science – Mathematics  
(Mathematics Option)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 160, Intro to Computer Science	4	MA 175, Intro Discrete Math	3
ENG W131, Elementary Composition	3	Approved Lab Science Elective	4
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivar & Vector Calc	4	MA 351, Elementary Linear Algebra	3
Approved Lab Science Elective	4	MA 305, Found of Higher Math	3
ENG W233, Inter Expository Writing	3	Approved Science Elective	3
COM 114, Fundamentals of Speech	3	Approved Gen Ed Elective	3
		Approved Gen Ed Area V Elective	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

- Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

**Prerequisites:**

- MA 165 MA 154 or 159 with a grade of C or above or placement at MA 165
- MA 166 MA 165 with a grade of C or above
- MA 175 MA 165 or MA 153 and CS 160, both with a grade of C or above
- MA 263 MA 166 with a grade of C or above
- MA 305 MA 166 and MA 175; spring only course
- MA 351 Two semesters of calculus

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact:</b>	<b>Office: KT 268</b>	<b>Phone: 16230</b>

**Degree Program: Bachelor of Science – Mathematics  
(Statistics Option)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 160, Intro to Computer Science	4	MA 175, Intro Discrete Math	3
ENG W131, Elementary Composition	3	Approved Lab Science Elective	4
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivariate & Vector Calc	4	MA 351, Elementary Linear Algebra	3
Approved Lab Science Elective	4	STAT 511, Statistical Methods	3
ENG W233, Inter Expository Writing	3	Approved Science Elective	3
COM 114, Fundamentals of Speech	3	Approved Gen Ed Elective	3
		Approved Gen Ed Area V Elective	3
	<b>14</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

- Students who have completed two years of a foreign language in high school should enroll in the 113 course, if they want to continue in that language to satisfy the foreign language requirement.

**Prerequisites:**

- MA 165 MA 154 or 159 with a grade of C or above or placement at MA 165
- MA 166 MA 165 with a grade of C or above
- MA 175 MA 165 or MA 153 and CS 160, both with a grade of C or above
- MA 263 MA 166 with a grade of C or above
- MA 351 Two semesters of calculus
- STAT 511 Two semesters of calculus

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact: Chand Chauhan</b>	<b>Office: KT 286</b>	<b>Phone: 16227</b>

**Degree Program: Bachelor of Science – Mathematics Teaching**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MA 165, Analytic Geo & Calc I	4	MA 166, Analytic Geo & Calc II	4
CS 114, Intro to Visual Basic <b>or</b> CS 160, Intro to Computer Science	3 4	Approved Lab Science Elective	4
ENG W131, Elementary Composition	3	MA 175, Intro Discrete Math	3
COM 114, Fundamentals of Speech	3	EDUC W200, Microcomputers in Edu	1
		EDUC M101, Lab/Field Experience	0
		EDUC K201, Schools, Soc, and Excep	1
		EDUA F300, Invitation to Teaching	2
<b>Total:</b>	<b>13/14</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA 263, Multivar & Vector Calc	4	MA 351, Elementary Linear Algebra	3
Approved Lab Science Elective	4	MA 305, Found of Higher Math	3
ENG W233, Inter Expository Writing	3	Approved Science Elective	3
EDUC P250, Gen Educational Psy	3	Approved Gen Ed Elective	3
EDUC M201, Lab/Field Experience	0	EDUC P253, Educ Psy for Sec Teachers	3
		EDUC M301, Lab/Field Experience	0
	<b>14</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

**Prerequisites:**

- |               |   |
|---------------|---|
| 45. MA 165    | MA 154 or 159 with a grade of C or above or placement at MA 165 |
| 46. MA 166    | MA 165 with a grade of C or above                               |
| 47. MA 175    | MA 165 or MA 153 and CS 160, both with a grade of C or above    |
| 48. MA 263    | MA 166 with a grade of C or above                               |
| 49. MA 305    | MA 166 and MA 175; spring course only                           |
| 50. MA 351    | Two semesters of calculus                                       |
| 51. EDUC P250 | EDUC W200   |
| 52. EDUC P253 | EDUC P250   |

<b>College/School: AS</b>	<b>Dept: Math</b>	
<b>Contact: James Hersberger</b>	<b>Office: KT 204U</b>	<b>Phone: 16234</b>

**Degree Program: Medical Imaging Technology**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

**A.R.R.T. Certification in Radiography is a prerequisite for entry to this program.**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
*ENG W131	3	*COM 114 or 212	3
*PSY 120	3	ENG W233	3
*MA 153 or 229	3	*CS 106	3
*BIOL 203 or 215	4	*BIOL 204 or 216	4
<i>CHM 111 &amp; 112 or 115 (See NOTE)</i>	<i>3-4</i>	<i>PHYS 218 or 220 or 201 (See NOTE)</i>	<i>4-5</i>
<b>Total:</b>	<b>13-17</b>	<b>Total:</b>	<b>13-18</b>
<b>Semester 3 and 4 Courses</b>	<b>Cr</b>	<b>Semester 5 and 6 Courses</b>	<b>Cr</b>
Professional Radiography Program (separate application process – contact College of Health and Human Services)		Professional Radiography Program (separate application process – contact College of Health and Human Services)	
See NOTE		See NOTE	
<b>Total:</b>		<b>Total:</b>	

\*These courses are prerequisites for IPFW's Associate Degree in Radiography.

NOTE: *Chemistry* and *Physics* are prerequisites and may be taken before or during the Radiography A.S. program. PHYS 220 is the recommended physics course for Health and Human Services majors. PHYS 220 is offered fall. PHYS 218 is offered fall, spring. PHYS 201 is offered summer.

*Humanities* and *Social/Behavioral Sciences Electives* are graduation requirements and may be taken before (recommended) or during the Medical Imaging Technology Program.

**Suggested Electives:**

A total of **82** credit hours are needed before entering the B.S. in Medical Imaging Technology Program. All course work for the Radiography A.S. are included in the 82 credit hours. Additional electives may be needed in order to meet this requirement.

<b>College/School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Bachelor Music Education (BMusEd)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MUS T113 Music Theory I	3	MUS T114 Music Theory II	3
MUS T115 Aural Skills I	1	MUS T116 Aural Skills II	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS U109 Computer Skills	2	Instrumental Techniques Class	1
General Education Class	3	General Education Class	3
Instrumental Techniques Class	1	General Education Class	3
<b>Total:</b>	<b>14 - 15</b>	<b>Total:</b>	<b>15 - 16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MUS T213 Music Theory III	3	MUS T214 Music Theory IV	3
MUS T215 Aural Skills III	1	MUS T216 Aural Skills IV	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS M201 Music Literature I	2	MUS M202 Music Literature II	2
MUS M236/216	2/0	Instrumental Techniques Class	1
Instrumental Techniques Class	1	MUS X296 Performance Exam	0
General Education Class	3	MUS X297 Music Education Exam	0
		MUS X299 Piano Exam	0
		General Education Class	3
<b>Total:</b>	<b>16 - 17</b>	<b>Total:</b>	<b>14 - 15</b>

*\*Keyboard majors or concentrations take two credit-hours of secondary per semester for four semesters.*

*Non-keyboard majors and concentrations take four semesters of piano class, (P111, P121, P131, P141) one credit-hour per semester.*

**Courses in the major sequencing with pre/co requisites noted:**

**Performance Primary:** successful audition required.

**MUS T113:** MUS T109 or department placement by screening exam.

**MUS T115:** concurrent enrollment or previous credit in T113 required.

**MUS T114:** MUS T113.

**MUS T116:** MUS T115; concurrent enrollment or previous credit in T114.

**MUS P111:** required piano class for non-keyboard majors or concentrations; concurrent enrollment or previous credit in T113.

**MUS T213:** MUS T114; concurrent enrollment or previous credit in T115.

**MUS T215:** concurrent enrollment or previous credit in T213.

**MUS T214:** MUS T213; concurrent enrollment or previous credit in T116.

**MUS M201:** MUS T114.

**MUS M202:** MUS M201.

**MUS X296:** Concurrent enrollment in fourth semester of performance primary study.

<b>College/School: VP</b>	<b>Dept: Music</b>	
<b>Contact: Barbara Resch</b>	<b>Office: CM 35E</b>	<b>Phone: 1-6726</b>

**Degree Program: Bachelor of Science - Music and an Outside Field**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MUS T113 Music Theory I	3	MUS T114 Music Theory II	3
MUS T115 Aural Skills I	1	MUS T116 Aural Skills II	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
General Education Class	3	MUS U109 Computer Skills	2
Outside Field Course	3	General Education Class	3
		General Education Class	3
<b>Total:</b>	<b>14 - 15</b>	<b>Total:</b>	<b>16 - 17</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MUS T213 Music Theory III	3	MUS T214 Music Theory IV	3
MUS T215 Aural Skills III	1	MUS T216 Aural Skills IV	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS M201 Music Literature I	2	MUS M202 Music Literature II	2
General Education Class	3	MUS X296 Performance Exam	0
Outside Field Class	3	MUS X299 Piano Proficiency	0
		General Education Class	3
		General Education Class	3
<b>Total:</b>	<b>16 - 17</b>	<b>Total:</b>	<b>16 - 17</b>

**Courses in the major sequencing with pre/corequisites noted:**

*\*Keyboard majors or concentrations take two credit-hours of secondary per semester for four semesters.*

*Non-keyboard majors and concentrations take four semesters of piano class, (P111, P121, P131, P141) one credit-hour per semester.*

**Courses in the major sequencing with pre/co requisites noted:**

**Performance Primary:** successful audition required.

**MUS T113:** MUS T109 or department placement by screening exam.

**MUS T115:** concurrent enrollment or previous credit in T113 required.

**MUS T114:** MUS T113.

**MUS T116:** MUS T115; concurrent enrollment or previous credit in T114.

**MUS P111:** required piano class for non-keyboard majors or concentrations; concurrent enrollment or previous credit in T113.

**MUS T213:** MUS T114; concurrent enrollment or previous credit in T115.

**MUS T215:** concurrent enrollment or previous credit in T213.

**MUS T214:** MUS T213; concurrent enrollment or previous credit in T116.

**MUS M201:** MUS T114.

**MUS M202:** MUS M201.

**MUS X296:** Concurrent enrollment in fourth semester of performance primary study, T214, T216.

<b>College/School: VP</b>	<b>Dept: Music</b>	
<b>Contact: Melanie Bookout</b>	<b>Office: CM 11</b>	<b>Phone: 1-6725</b>

**Degree Program: Bachelor Music Performance (BMus) - Piano or Instrumental Performance**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MUS T113 Music Theory I	3	MUS T114 Music Theory II	3
MUS T115 Aural Skills I	1	MUS T116 Aural Skills II	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS U109 Computer Skills	2	General Education Class	3
General Education Class	3	General Education Class	3
<b>Total:</b>	<b>13 - 14</b>	<b>Total:</b>	<b>14 - 15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MUS T213 Music Theory III	3	MUS T214 Music Theory IV	3
MUS T215 Aural Skills III	1	MUS T216 Aural Skills IV	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS M201 Music Literature I	2	MUS M202 Music Literature II	2
MUS P211 Functional Piano	1	MUS X296 Performance Exam	0
MUS X299 Piano Proficiency Exam	0	General Education Class	3
General Education Class	3	General Education Class	3
<b>Total:</b>	<b>14 - 15</b>	<b>Total:</b>	<b>16 - 17</b>

**Courses in the major sequencing with pre/corequisites noted:**

*\*Keyboard majors or concentrations take two credit-hours of secondary per semester for four semesters.*

*Non-keyboard majors and concentrations take four semesters of piano class, (P111, P121, P131, P141) one credit-hour per semester.*

**Courses in the major sequencing with pre/co requisites noted:**

**Performance Primary:** successful audition required.

**MUS T113:** MUS T109 or department placement by screening exam.

**MUS T115:** concurrent enrollment or previous credit in T113 required.

**MUS T114:** MUS T113.

**MUS T116:** MUS T115; concurrent enrollment or previous credit in T114.

**MUS P111:** required piano class for non-keyboard majors or concentrations; concurrent enrollment or previous credit in T113.

**MUS T213:** MUS T114; concurrent enrollment or previous credit in T115.

**MUS T215:** concurrent enrollment or previous credit in T213.

**MUS T214:** MUS T213; concurrent enrollment or previous credit in T116.

**MUS M201:** MUS T114.

**MUS M202:** MUS M201.

**MUS X296:** Concurrent enrollment in fourth semester of performance primary study, T214, T216.

<b>College/School: VP</b>	<b>Dept: Music</b>	
<b>Contact: Robert Bean</b>	<b>Office: CM 23</b>	<b>Phone: 1-6714</b>

**Degree Program: Bachelor Music Performance (BMus) - Vocal Performance**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MUS T113 Music Theory I	3	MUS T114 Music Theory II	3
MUS T115 Aural Skills I	1	MUS T116 Aural Skills II	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
Diction for Singers	1	Diction for Singers	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
General Education Class	3	General Education Class	3
		General Education Class	3
<b>Total:</b>	<b>12 - 13</b>	<b>Total:</b>	<b>15 - 16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MUS T213 Music Theory III	3	MUS T214 Music Theory IV	3
MUS T215 Aural Skills III	1	MUS T216 Aural Skills IV	1
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
Diction for Singers	1	Diction for Singers	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS P211 Functional Piano	1	MUS X296 Performance Exam	0
MUS X299 Piano Proficiency Exam	0	General Education Class	3
General Education Class	3	General Education Class	3
General Education Class	3		
<b>Total:</b>	<b>16 - 17</b>	<b>Total:</b>	<b>15 - 16</b>

**Courses in the major sequencing with pre/corequisites noted:**

*\*Keyboard majors or concentrations take two credit-hours of secondary per semester for four semesters.*

*Non-keyboard majors and concentrations take four semesters of piano class, (P111, P121, P131, P141) one credit-hour per semester.*

**Courses in the major sequencing with pre/co requisites noted:**

**Performance Primary:** successful audition required.

**MUS T113:** MUS T109 or department placement by screening exam.

**MUS T115:** concurrent enrollment or previous credit in T113 required.

**MUS T114:** MUS T113.

**MUS T116:** MUS T115; concurrent enrollment or previous credit in T114.

**MUS P111:** required piano class for non-keyboard majors or concentrations; concurrent enrollment or previous credit in T113.

**MUS T213:** MUS T114; concurrent enrollment or previous credit in T115.

**MUS T215:** concurrent enrollment or previous credit in T213.

**MUS T214:** MUS T213; concurrent enrollment or previous credit in T116.

**MUS M201:** MUS T114.

**MUS M202:** MUS M201.

**MUS X296:** Concurrent enrollment in fourth semester of performance primary study T214, T216.

<b>College/School: VP</b>	<b>Dept: Music</b>	
<b>Contact: Robert Bean</b>	<b>Office: CM 23</b>	<b>Phone: 1-6714</b>

**Degree Program: Bachelor of Science in Music Therapy (BSMT)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
MUS T113 Music Theory I	3	MUS T114 Music Theory II	3
MUS T115 Aural Skills I	1	MUS T116 Aural Skills II	1
MUS U109 Computer Skills	2	Performance, Primary Instrument	2
Performance, Primary Instrument	2	Performance, Secondary Instrument	1 or 2*
Performance, Secondary Instrument	1 or 2*	Major Ensemble	1
Major Ensemble	1	MUS X095 Performance Class	0
MUS X095 Performance Class	0	General Education Class	3
MUS L153 Intro to Music Therapy	3	General Education Class	3
General Education Class	3	MUS E253 Functional Music Skills	2
<b>Total:</b>	<b>16 - 17</b>	<b>Total:</b>	<b>16 - 17</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MUS T213 Music Theory III	3	MUS T214 Music Theory IV	3
MUS T215 Aural Skills III	1	MUS T216 Aural Skills IV	1
MUS M201 Music Literature I	2	MUS M202 Music Literature II	2
Performance, Primary Instrument	2	Performance, Primary Instrument	2
Performance, Secondary Instrument	1 or 2*	Performance, Secondary Instrument	1 or 2*
Major Ensemble	1	Major Ensemble	1
MUS X095 Performance Class	0	MUS X095 Performance Class	0
MUS U355 Special Education	4	MUS X296 Performance Exam	0
MUS L253 Observation Practicum	1	MUS X299 Piano Proficiency Exam	0
		General Education Class	3
		MUS L254 Practicum I	1
		MUS L410 Admin/Professional Issues	3
<b>Total:</b>	<b>15 - 16</b>	<b>Total:</b>	<b>17 - 18</b>

\*Keyboard majors or concentrations take two credit-hours of secondary per semester for four semesters.

Non-keyboard majors and concentrations take four semesters of piano class, (P111, P121, P131, P141) one credit-hour per semester.

**Courses in the major sequencing with pre/co requisites noted:**

**Performance Primary:** successful audition required.

**MUS T113:** MUS T109 or department placement by screening exam.

**MUS T115:** concurrent enrollment or previous credit in T113 required.

**MUS T114:** MUS T113.

**MUS T116:** MUS T115; concurrent enrollment or previous credit in T114.

**MUS P111:** required piano class for non-keyboard majors or concentrations; concurrent enrollment or previous credit in T113.

**MUS T213:** MUS T114; concurrent enrollment or previous credit in T115.

**MUS T215:** concurrent enrollment or previous credit in T213.

**MUS T214:** MUS T213; concurrent enrollment or previous credit in T116.

**MUS M201:** MUS T114.

**MUS M202:** MUS M201.

**MUS X296:** Concurrent enrollment in fourth semester of performance primary study, T214, T216.

<b>College School: VP</b>	<b>Dept: Music</b>	
<b>Contact: Nancy Jackson</b>	<b>Office: CM 15</b>	<b>Phone: 1-6716</b>

**Degree Program: Nuclear Medicine Technology**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	ENG W233	3
CHM 115 (See NOTE)	4	CHM 116 (See NOTE)	4
MA 153 (See NOTE)	3	MA 154 (See NOTE)	3
COM 114 or 212	3	PSY 120	3
CS 106	3	+BIOL 105	1
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>14</b>
<b>Semester 3 Courses (IUPUI application by Nov. 15 of year before application entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
BIOL 203 or 215	4	BIOL 204 or 216	4
PHYS 218 or 220 or 201	4-5	*Math/Science elective	3
+Social/Behavioral Sci. elective	3	+Electives	8-9
+Humanities elective	3		
<b>Total:</b>	<b>14-15</b>	<b>Total:</b>	<b>15-16</b>

PHYS 220 is the recommended physics course for Health and Human Services majors. PHYS 220 is offered fall. PHYS 218 is offered fall, spring. PHYS 201 is offered summer.

NOTE: Students may take either CHM 115 and 116 or CHM 111, 112 and an additional Physical and Biological Science course for the Elementary Chemistry I and II prerequisite requirements. Students may take MA 159 in lieu of MA 153 and MA 154. Check with IUPUI to verify if another math course is required.

+Social/Behavioral Science electives (6 cr.), Humanities elective (3 cr.), and Medical Terminology (1 cr.) can be completed either prior to or during the professional program. If these courses are not completed prior to entry, **other electives must be completed to bring the total credit hours to 60 credits.**

\*\*Must have taken a minimum of 20 total credit hours from Physical and Biological Sciences, which includes physics, biology and chemistry course work..

**Suggested Electives**

\*Math/Science elective: Any natural, mathematical or computer science, first aid, nature of cancer, or nutrition course. This could include biology, chemistry, physics, math, statistics, computer science, computer technology, first aid (HPER), or human nutrition.

<b>College/School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Bachelor of Science – Organizational Leadership & Supervision**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131, Elementary Composition	3	MA 153, Algebra & Trigonometry	
COM 114, Fundamentals of Speech	3	or	
CS 106, Introduction to Computers	3	MA 168, Math for Liberal Arts Students	3
ECON E200, Fund. of Economics	3	OLS 280, Computer Applications	3
Unrestricted Elective	3	OLS 252, Human Behavior in Org.	3
		OLS 268, Elements of Law	3
		PSY 120, Elementary Psychology	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
OLS 274, Applied Leadership	3	OLS Elective	3
OLS 375, Training Methods	3	OLS Elective	3
OLS 376, Human Resource Issues	3	Approved Gen Ed Area IV Elective	3
ENG W233, Inter. Expository Writing	3	BUS A201, Fund. Of Accounting	3
SOC S161, Principles of Sociology	3	Unrestricted Elective	3
Approved Gen Ed Area II Elective	3		
<b>Total:</b>	<b>18</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. ENG W131, P: ENG W130 or placement by exam
2. MA 153 or 168, P: MA 113 or equivalent with a grade of ‘C’ or better, or placement by exam
3. OLS 280, P: CS 106
4. OLS 375, P: OLS 252
5. OLS 376, P: OLS 252
6. ENG W233, P: ENG W131, ENG W135, or ENG W140 with a grade of ‘C’ or better
7. PSY 120, P: successful completion of ENG W130 and ENG R150
8. BUS A201, P: sophomore class standing or permission of the department

<b>College/School: OL</b>	<b>Dept: OLS</b>	
<b>Contact: Dave Clevenger</b>	<b>Office: NF 288</b>	<b>Phone: 16492</b>

**Degree Program: Paramedic Science**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses (IUPUI application by Oct. 1<sup>st</sup> for spring entry or Feb. 1<sup>st</sup> for fall entry)</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
EMT Basic Training (See below)	7.5	BIOL 216 or 204	4
BIOL 215 or 203	4	COM 114	3
ENG W131	3	MA 109 or higher	3
		PSY 120	3
<b>Total:</b>	<b>14.5</b>	<b>Total:</b>	<b>13</b>
<b>Summer Courses (if necessary)</b>			
*SOC S161	3		
*See bulletin or speak with advisor for alternative plans if EMT-Basic Certification is already completed.			
<b>*Total:</b>	<b>3</b>		

**Applicants to the program must be Indiana or nationally certified as an emergency medical technician.**

**Applicants must have 20 documented hours of patient contact in an ambulance.**

**Applicants must complete a minimum of 29 credit hours including all stated program prerequisites prior to the program start date.**

**To Become an Emergency Medical Technician**

Take the EMT Basic Training (7 ½ cr.) course through Ivy Tech and pass EMT credentialing, or complete an EMT course through one of the many local hospitals or township fire departments and pass the EMT credentialing exam. For questions regarding Ivy Tech's EMT course, contact the Program Chair at 480-2087.

<b>College/School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Bachelor of Arts - Philosophy**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131 Elementary Composition	3	3 PHIL 150 Logic	3
COM 114 Fundamentals of Speech	3	3 Approved Gen Ed – NPS Elective	3
PHIL 110 Intro to Philosophy	3	3 PHIL 111 Ethics	3
MFL xxx Foreign Language	4	3 ENG W233 Inter Expository Writing	3
		4 MFL xxx Foreign Language	4
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>16</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
PHIL 301 Ancient Philosophy	3	3 Approved Gen Ed – ICS Elective	3
PHIL 450 Symbolic Logic	3	3 PHIL 303 Modern Philosophy	3
Approved Gen Ed – Creative & Art Exp	3	3 Approved Gen Ed – HT Elective	3
Approved Lab Science Course	3-4	3 Approved Social Science Elective	3
MFL xxx Foreign Language	3	3 MFL xxx Foreign Language	3
<b>Total:</b>	<b>15-16</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. Students who have completed two years of a foreign language in high school should enroll in the 113 course if they want to continue in that language to satisfy the foreign language requirement.

2. IPFW General Education Requirements:

Area II\* Six credits in Natural and Physical Science (NPS) courses (one science course which includes a laboratory).

Area III\* Six credits in The Individual, Culture, and Society (ICS) courses.

Area IV\* Six credits in Humanistic Thought (HT) courses.

3. MA 101 may not be used to meet the Quantitative Reasoning requirement in Area I.

**Prerequisites:**

4. PHIL 301 ( PHIL 110 is the prerequisite).

5. PHIL 302 ( PHIL 110 is the prerequisite with PHIL 301 recommended).

6. PHIL 303 ( PHIL 110 is the prerequisite with PHIL 302 recommended).

7. PHIL 450 ( PHIL 150 is the prerequisite).

<b>College/School: AS</b>	<b>Dept: Philosophy</b>	
<b>Contact: Duston Moore</b>	<b>Office: Neff 130</b>	<b>Phone: 16366</b>

## Degree Program: Bachelor of Science – Physics

Semester 1 Courses	Cr	Semester 2 Courses	Cr
MA 165 Analytic Geo & Calc I	4	MA 166 Analytic Geo & Calc II	4
CHM 115 General Chemistry	4	CHM 116 General Chemistry	4
ENG W131 Elementary Composition I	3	PHYS 152 Mechanics	5
Foreign Language	4	Foreign Language	4
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>17</b>
Semester 3 Courses	Cr	Semester 4 Courses	Cr
PHYS 251 Heat, Elect & Optics	5	PHYS 342 Modern Physics	3
MA 261 Multivariate Calculus	4	PHYS 343 Modern Physics Lab	1
COM 114 Fundamentals of Speech	3	MA 351 Elementary Linear Algebra	3
ENG W233 Intermed Expository Writing	3	PHYS 322 Optics or Gen Ed Elective	3
		Approved Gen Ed Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>13</b>

### IPFW Required General Education:

Area II\* Six credits of Natural & Physical Science courses. Major requirements satisfy this requirement.

Area III\* Six credits of The Individual, Culture, and Society courses. See [Bulletin](#) for details.

Area IV\* Six credits in Humanistic Thought courses. See [Bulletin](#) for details.

\*Referred to as G2, G3, and G4, in the [Schedule of Classes](#).

### Courses in the major sequencing with pre/corequisites noted:

1. Students who have completed two years of a foreign language in high school should enroll in the 113 course if they want to continue in that language to satisfy the foreign language requirement.

#### Prerequisites:

2. PHYS 152: none (MA 166 is corequisite)
3. PHYS 251: PHYS 152 (MA 261 is corequisite)
4. PHYS 342: PHYS 251 or 261 (not offered in fall)
5. PHYS 343: none (PHYS 342 is corequisite) (not offered in fall)
6. PHYS 322: PHYS 251 (not offered in fall)
7. CHM 115: One year of high school chemistry in last four years or CHM 111 with a grade of C or higher and MA 113 with a grade of C or higher or placement at MA 153 or above
8. CHM 116: CHM 115 with a grade of C or higher (MA 154 or above is corequisite)
9. MA 165: MA 151 or 154 with a grade of C or higher or placement at MA 165 or above
10. MA 166: MA 151 or 154 with a grade of C or higher or placement at MA 165 or above
11. MA 261: MA 166 with a grade of C or higher
12. MA 351: MA 166 with a grade of C or higher

<b>College/School: AS</b>	<b>Dept: Physics</b>	
<b>Contact: John M. Robinson</b>	<b>Office: KT 126A</b>	<b>Phone: 16306</b>

**Degree Program: Bachelor of Science in Public Affairs**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	ENG W232 or W233	3
MA selection (each semester until MA 153 or 168 completed)	3	MA selection (if needed)	3
HIST H105	3	COM 114	3
CS 106 or BUS K200+	3	HIST H106	3
SPEA core course for major	3	SPEA core course	3
		SPEA core course (if no math needed)	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
MA selection (if needed)	3	SPEA major selection**	3
SPEA core course	3	SPEA K300	3
SPEA major selection**	3	Arts & Humanities (Area IV)	3
Arts & Humanities elective (Area IV)	3	Natural Science elective (Area II)	3
Natural science elective (Area II)	3	Social & Behavioral Science elective	3
Social & Behavioral Science elective (if no math needed)	3		
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>

**Courses in the major sequencing with pre/corequisites noted:**

1. MA 153 or 168, P: MA 113 or equivalent with a grade of 'C' or better, or placement at 153 or 168 level.
2. SPEA K300, P: high school algebra or MA 113.
3. ECON E201, P: MA 153 or equivalent and sophomore class standing.
4. ECON E202, P: ECON E200 or E201.
5. SPEA V371, P: ECON E201 and SPEA K300 or equivalent.
6. SPEA V348, P: MA 153 or 168 and SPEA K300.
7. SPEA J101 is a prerequisite for all other criminal justice courses.

**Majors**

\*\* Criminal Justice: SPEA J201, J202, J301, J306, J321, J331, J439, and three additional approved SPEA electives.

\*\* Environmental Policy: SPEA E272, H316, H416, E400, V376, and 12 credits of electives from the specified course list.

\*\* Health Services Administration: SPEA H320, H322, H352, H402, H411, and one of the following: H371, V366, or V373; and three additional approved SPEA electives.

\*\* Legal Studies: SPEA V376, V377, V405, POLS Y211, Y304, Y305, and 12 credits of electives from the approved course lists.

\*\* Public Management: SPEA V263, V264, V348, V366, V372, V376, and three additional approved SPEA electives.

\*\* Specialized Major: Nine approved courses at the 300-400 level, four of which must be SPEA courses.

**Note: All majors must take the four core courses (SPEA E162, H120, J101, and V170) and complete them with a grade of 'C' or better.**

<b>College/School: PA</b>	<b>Dept: PEA</b>	
<b>Contact: Nancy Leinbach</b>	<b>Office: NF 260B</b>	<b>Phone: 16348</b>

**Degree Program: Radiation Therapy**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 114 or 212	3
Humanities elective	3	MA 154	3
MA 153 or higher	3	PSY 120	3
BIOL 203 or BIOL 215	4	BIOL 204 or BIOL 216	4
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>13</b>
<b>Semester 3 Courses (apply by Dec 1 before following summer or fall entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ENG W233	3	Business elective (See note)	3
PHYS 218 or 220 or 201 (See 220 *note)	4	Social/Behavioral Sci. elective	3
CS 106 or K211, K212, and K213	3	NURS 106	3
Business elective (See note)	3	Electives	3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>12</b>

Students accepted into the program must have completed a minimum of 50 credit hours including all stated program prerequisites. .

PHYS 220 is the recommended physics course for Health and Human Services majors. PHYS 220 is offered fall. PHYS 218 is offered fall, spring. PHYS 201 is offered summer.

**Business Electives**

Any business course is acceptable, including but not limited to, BUS W100, BUS F260, BUS K211, BUS K212, BUS K213, and OLS 252. Please check with advisor for other options.

BUS K211, P: K200 or successful completion of SBMS computer literacy placement test.

BUS K212 and BUS K213, P: K211.

<b>College/School: HS</b>	<b>Dept: AHLT</b>	
<b>Contact: Stephanie Kromer</b>	<b>Office: NF 138</b>	<b>Phone: 10144</b>

**Degree Program: Associate of Science - Radiography**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
BIOL 203 Anat & Physio w/ lab	4	BIOL 204 Anat & Physio w/ lab	4
CS 106 Intro to Computers	3	COM 114 Speech OR	3
ENG W131 English Comp	3	COM 212 Interpersonal Comm	
MA 153 Algebra & Trig I	3	PSY 120 Psychology	3
		NURS 106 Medical Term (recommended)	3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>13</b>
<b>Semester 3 Courses</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
<b>Total:</b>		<b>Total:</b>	

**Please note, the student needs 23 hours of prerequisite course work, but may complete 26 hours if Medical Terminology is taken. Medical Terminology is recommended, not mandatory.**

<b>College/School: HS</b>	<b>Dept: Health Sciences</b>	
<b>Contact: Christa Van De Weg</b>	<b>Office: NF 136</b>	<b>Phone: 481-0145</b>

**Degree Program: Respiratory Therapy**  
**(IUPUI Health Professions Transfer Program <http://msa.iusm.iu.edu/hpp/>)**

<b>Semester 1 Courses</b>	<b>Cr</b>	<b>Semester 2 Courses</b>	<b>Cr</b>
ENG W131	3	COM 212 or 114	3
MA 153 or higher	3	MA 154	3
BIOL 203 or BIOL 215	4	BIOL 204 or BIOL 216	4
PSY 120	3	CHM 115	4
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>14</b>
<b>Semester 3 Courses (IUPUI application by Jan. 1 before fall semester entry)</b>	<b>Cr</b>	<b>Semester 4 Courses</b>	<b>Cr</b>
ENG W233	3	PSY 201 or STAT 301 or equivalent	3
PHYS 218 or 220 or 201 (See note)	4	BIOL 220	4
PHIL 111 or 312	3	PSY 369 (See other options below)	3
CS 106 or K211, 212, and 213	3	Elective	3
<b>Total:</b>	<b>13</b>	<b>Total:</b>	<b>13</b>

PHYS 220 is the recommended physics course for Health and Human Services majors.

PHYS 220 is offered fall. PHYS 218 is offered fall, spring. PHYS 201 is offered summer.

PSY 369 or 235 or 362 or 367 or EDUC P249.

PSY 201 or STAT 301 or ECON 270 or SOC S351 or SPEA K300.

**Applicants must complete enough credit hours of prerequisites and electives to total 55 hours before the start of the professional program.**

**Suggested Electives**

The following courses, while not inclusive or mandatory, are suggested: cellular biology, nutrition, health care administration, exercise physiology, medical terminology, epidemiology, personal health, and psychology.

**Cardiopulmonary Resuscitation**

In addition to the above courses, all students are required to complete instruction for adult, child, and infant CPR before entry into the program. This must be the Healthcare Provider CPR or CPR for the Professional Rescuer. These courses are offered for a fee through the American heart Association and American Red Cross.

**College/School: HHS**  
**Contact: Stephanie Kromer**

**Dept: AHLT**  
**Office: NF 138**

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