Indiana University Fort Wayne Bulletin

IU Fort Wayne

Indiana University has been a part of the Fort Wayne community for more than 50 years—and we're not going anywhere. We're committed to providing students with an excellent, affordable health sciences education close to where they live and work.

At IU Fort Wayne, IU's School of Medicine, School of Nursing, School of Dentistry, School of Social Work, Fairbanks School of Public Health, and School of Health and Human Sciences will work together to create a unique health sciences environment based right here in one of the largest medical communities in the region.

IU Fort Wayne is an extension of IUPUI and therefore programs and offices have a close connection or oversight by an administrative office or School in Indianapolis.

Administration

Indiana University Fort Wayne Administration

- Fen-Lei Chang, Chair, IU Fort Wayne Executive Committee
- Ann M. Obergfell, Associate Vice Chancellor of Academic Affairs and Operations

IUPUI Administration

Indiana University Administration

Policies & Procedures

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Attendance Policies

- Dismissal
- Dropping/Adding Classes
- Full-Time, Half-Time, Part-Time Student Status
- Military Withdrawal
- Official Enrollment for Class Attendance
- Readmission
- Religious Holidays
- Transfer

Dismissal

Students may be dismissed from their school or program if they fail to meet academic or professional standards. The student will be informed of the dismissal in writing by the school's dean or the dean's campus representative.

Some factors considered when students are dismissed are failure to maintain a minimum GPA of 2.0 or the school's GPA of good standing after being placed on probation, a lack of progress toward the degree requirements in the judgment of the faculty, or a lack of acceptable ethical or professional behavior. Dismissed students are required to sit out for at least one semester following their first

dismissal, and at least one full year following their second dismissal in most schools. See individual programs for more information about dismissal and readmission. Individual departments/schools may refuse to readmit students on the basis of their academic records.

Students already enrolled in and even attending classes will be administratively dropped from those classes and their money returned if they are dismissed.

Dropping or Adding Classes

Students can make changes in their schedule (commonly known as drop and add) from the time of their initial registration up through the last day of the first week of the semester online via One.IU. Drops after the first week of class require a student's advisor's approval, and adds require that both the advisor and the instructor of the class approve the late add. Students receiving financial aid should be aware that dropping a course may change the amount of aid for which a student is eligible and may require that the student repay some of the money already received.

Students must drop classes officially; stopping attendance in a class, or never attending the class or simply not paying for the class do not cause the student to be dropped from the class(es). After the middle of the semester, students need both the advisor's and instructor's approvals in order to drop a class. In the final quarter of the semester, classes can be dropped only with the approval of the dean of the student's school. Such late withdrawals are usually approved only if illness or emergencies are involved.

Dropping and Adding classes is done using an electronic form (eDrop/eAdd), which are routed for appropriate approval through IU workflow.

While withdrawals do not change a student's GPA, more than 10 withdrawals without well-documented medical or other serious reasons will trigger the federal government's definition of "not making academic progress" and may result in the loss of eligibility for certain types of aid.

Refunds for Dropped Courses

The official first day of classes for each semester is used to determine the refund period. Refunds are determined by the date of the drop activity. For electronic drop/add processing which begins as of the second week of classes, the date the student initiates the request is used as the drop date if all approvals are secured.

Refunds are based on the following schedule:
Courses Scheduled for 9–16 Weeks
For withdrawal during:
1st week of classes—100% of course fees
2nd week of classes—75% of course fees
3rd week of classes—50% of course fees
4th week of classes—25% of course fees
5th week of classes and after—No refund

For courses scheduled for fewer than nine weeks, see the refund chart at Student Central.

Check the Student Central website for exact refund dates. After the fourth week, if you decide not to attend a class, don't just walk away from the class without officially withdrawing from the class or from the university; you will

receive an F in any classes not dropped. The university does not withdraw students from classes simply for failure to pay fees.

Every student must officially withdraw from a class before a refund may be considered. If students do not withdraw, they will be awarded a grade of F, and they will be required to pay for the course before they can register for additional courses in future semesters.

Full-Time, Half-Time, Part-Time Student Enrollment Status for Loan Deferment, Medical Insurance, etc.

Certification of full, half or less than half-time enrollment status for loan deferment, medical insurance, etc. is based on hours of enrollment in a term (Fall, Spring, Summer). Listed below are the requirements that constitute full-time student status for official enrollment certification purposes by the Office of the Registrar and for financial assistance.

Full time enrollment as defined below, is often required in order for students to be covered for health/medical insurance or to defer repayment of student loans. For example, a dependent student may be covered under their parent's medical insurance plan as long as that student remains enrolled as a full time student. If that student were to drop below full time status, they may not be covered. This should be considered when dropping from full time to half/part time status.

	Fall, Spring, Summer Term Enrollment Status Requirements		
	Full time	Half time	Less than Half time
* Undergraduate	12 hrs.	6 hrs.	1-5 hrs.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session.

Any student called to active duty, specialized training or as part of disaster relief efforts may withdraw from all courses and receive a 100% refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in some or all of the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W will be assigned. Students receiving financial aid will be subject to the refund policies as provided for by the agencies sponsoring the aid. The request to withdraw needs to be made within one week of official notification by the military service and

may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty, specialized training, or disaster relief efforts must provide a copy of their orders to the campus Veterans support services office (if applicable) or campus Registrar's office along with a signed note asking to be withdrawn. Either office provides a one-point-of-contact process for withdrawals so students won't need to visit various offices. Students or other responsible parties may wish to contact the appropriate campus office first to begin the withdrawal process based on some official military documentation, with the understanding that a copy of the orders would need to be forthcoming. Students who must withdraw for the reasons specified above will receive a notation on the transcript for that term that reads "Withdrew due to military obligation."

Students who cannot enroll for a future term or who need to withdraw from a current term due to military commitments can also be placed on a military leave of absence that will extend access to their IU computer and email accounts while they are gone. A copy of orders provided to the campus Veterans support services office (if applicable) or campus Registrar's office will initiate this action.

Approved, Registrar Council, 12/11/2008 Approved, IUB Provost & IUPUI Chancellor, 12/20/2008

In the spirit of this policy, faculty should also make every effort to allow students who are members of the U.S. armed forces to make up exams and exercises that may be missed during the semester if it can be documented that the student was called up for specialized, short-term training.

Please visit the Office for Veterans & Military Personnel website for any updated policy information on military withdrawals.

Official Enrollment Class Attendance
No Class Attendance without Official Enrollment

- After the conclusion of the 100% refund period for the relevant term or session, all individuals attending classes on a regular basis MUST be officially enrolled in the class, attending the class based on formal arrangements to make up a prior grade of Incomplete, or enrolled as an auditor.
    - Students making up an Incomplete from a prior term should be added to the Learning Management system roster as well as the SER - Student Engagement Roster.
    - Students who are officially auditing a course must follow the course attendance and work expectations agreed to by the course instructor.
- One time visitors to classes may be allowed only on an exception basis with prior permission of the instructor.
- Individual academic units may have stricter policies based on the types of instruction occurring within the unit.
- Note: This policy does not apply to individuals who provide assistance to a student with a documented disability, such as Adaptive Educational Services

sign language interpreters, individuals who are involved in the course in an instructional role, or administrative personnel.

Adopted by APPC 10/3/2014

Readmission

Any student who has been dismissed from an IU Fort Wayne school or its equivalent on another IU campus must petition for readmission. Some schools also require students dismissed from other institutions to petition for admission. Each petition is considered individually, and a decision is made based on the student's academic history and personal circumstances. Students must explain why they were dismissed and how they expect to deal with potential problems. A Petition for Readmission form may be obtained in school offices.

Schools will notify students of their readmission status. Students may be approved for readmission, approved for a conditional readmission (e.g., for part-time but not full-time study), or denied readmission.

Students who have been dismissed but can show compelling evidence that they have corrected the problem may be allowed to return to school without delay. Petitioning for readmission between the fall and spring semesters may not be possible, however, if the school requires that the petition goes to a faculty committee. Check with the recorder of individual schools to determine the school's policy.

Religious Holidays

IUFW respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. On occasion conflicts may occur between a student's obligations in a course and the student's obligations in observing major religious holidays.

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the course instructor and should use the Request for Course Accommodation Due to Religious Observance Form available at Student Central. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

It should be noted that while campus policy requires instructors to make reasonable accommodations when a student must miss an examination, assignment, or other academic exercise because of a required religious observance, it is not campus policy to require accommodations when students wish to travel to share a holiday with their families. Most religions are represented in the Indianapolis area and can provide appropriate observances. However, it is appropriate to grant accommodations for a few hours after the holiday if the observance includes fasting.

Recommended Accommodations

The instructor and the student should discuss what a reasonable accommodation would represent. In general, the student must be given the opportunity to do appropriate make-up work that is equivalent to and intrinsically no more difficult than the original examination, assignment, or other academic exercise. This could be the same work with a different due date, or a substantially similar exercise at another time. However, any accommodation that is mutually agreeable to both student and faculty member is acceptable.

For example, if a student asks to be absent from an examination that falls during a religious holiday, it is the responsibility of the instructor to provide the student with an opportunity to take the examination or an alternate examination at another time. Some instructors have a policy of dropping the lowest examination score before calculating the course grade, but it would be inappropriate to require the student to drop an examination held on a religious holiday, since the student does not have an opportunity equal to all other students in the class to take all the examinations and drop the lowest grade. Similarly, an offer to substitute for the examination grade an average of the grades on the other examinations may not be fair if the student would do better on this examination than on the others.

If after discussion the instructor and student cannot agree on an accommodation, either or both should seek the advice of the Associate Vice Chancellor of Academic Affairs and Operations.

Transfer Credit
Transfers from Other Universities
A student from any other college or university must complete an official undergraduate application through the IU Fort Wayne Office of Recruitment and Admissions. Applicants are required to provide official transcripts from all post-secondary institutions they have attended.

IU Fort Wayne has increasing numbers of articulation agreements with Ivy Tech Community College that permit credits to transfer to IU Fort Wayne. No courses completed before the fall 1990 semester will transfer.

Degree-Seeking Students
If you wish to enter an undergraduate certificate, associates, or bachelor's degree program, you will apply as a degree-seeking student (even if you are unsure of which degree program).

Admission Standards General Policy
If you have fewer than 26 hours of transferable work, you must provide a high school transcript as well as transcripts of your college work. If you were not admissible from high school, you must complete 26 semester credit hours of transferable courses with grades of C or higher and have a cumulative GPA of 2.0 at another school or university before being able to transfer to IU Fort Wayne.

If you were admissible from high school or you have more than 26 hours of transferable work, you must have a cumulative grade point average of at least 2.0 on a 4.0 scale and be eligible to return to your previous college. If you do not have a 2.0 or you are not eligible to return to your former school, you must sit out for one regular semester (fall or spring term).

Admission on Probation
Assuming you were admissible from high school but your GPA is below a 2.0, you will be considered for admission on probation provided you have met or are meeting the required length of time out of school. If you were not admissible from high school, you must complete 26 semester credit hours of transferable courses with grades of C or higher and have a cumulative GPA of 2.0 at another school or university before being able to transfer to IU Fort Wayne. In some cases, students with GPA's below a 2.0 will be required to file a petition and perhaps schedule an interview. After reviewing your application, the Office of Undergraduate Admissions will advise you if you must take these steps.

Credentials Needed
- Official college transcript from every college attended.

An official copy is one that has the embossed or raised seal of the school. Fax copies, photocopies, and grade reports are not considered official.

- High school transcript or GED results if you have fewer than 26 credit hours of transferable work. (IU Fort Wayne will accept a faxed high school transcript provided it is sent directly from the high school with the school fax number on the faxed pages.)

Please note that you are responsible for mailing the request to your former colleges and paying whatever fee is charged.

Transfer Credit
Acceptance of credit from other accredited institutions is performed by the IU Fort Wayne Office of Recruitment and Admissions, Neff Hall 110, Fort Wayne, IN 46805, (844) 634-0005.

Only courses with grades of C (2.0) or higher are transferred for possible use toward an IU degree. No courses with grades of C- or lower will transfer to IU Fort Wayne unless the coursework was taken at Purdue University in which grades of C- are transferred for credit. None of the grades transferred from other colleges or universities count in the IU grade point average. Some schools, however, may consider such grades for admission purposes and other academic matters.

Course work taken at another institution for which there is an equivalent Indiana University course (in terms of course description, level, and prerequisites) will generally be transferred as credit in the equivalent courses. Other course work will be transferred as undistributed and reviewed by the appropriate department or school to determine how it will be counted toward degree requirements. In addition, the university does not accept the transference of special credit by examination awarded by another college or university.

Courses taken at another institution on a quarter system rather than a semester system will be evaluated as carrying fewer credit hours (e.g., a 3 credit hour course taken on a quarter system will transfer as 2 credit hours).

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

The decision about which courses are counted in a student's IU GPA depends on where the courses were taken. Course work taken at another Indiana University campus will be counted in a student's IU GPA. How accepted credit is applied to program requirements is determined by the school and/or department that offer the course(s). Courses that were completed 10 years ago (or even more recently) may not be accepted in some programs and must be approved by the individual school and department awarding the degree.

Academic Policy
- Academic Calendar Guidelines
- Academic Level
- Academic Probation
- Auditing a Course
- Grade Change
- Grade Point Average
- Grade Replacement
- Grading System - (I, R, Pass/Fail, Satisfactory/Fail)
- Graduation with Academic Distinction
- Final Exam Scheduling
- Pass / Fail Option
- Special Topics/Variable Title Course
- Submitting Final Grades

Academic Calendar Guidelines
1. Calendars on all campuses of the University are to be constructed according to these guidelines:

    1. In order that students may transfer from one to another campus of Indiana University without loss of time in the pursuit of their educational goals, the beginning and ending dates for semesters and major summer sessions will be approximately the same on all campuses to minimize overlap between two sessions at the various campuses.

2. The usual 3-credit lecture class shall meet for a minimum of approximately 2,000 minutes, excluding the final examination period.

3. A standard semester shall contain at least 15 weeks of instruction, including final examinations.

4. A campus calendar committee, with the approval of its respective faculty, will determine the number and arrangement of days needed for student orientation, counseling, registration, and final examinations.

5. Thanksgiving Recess, consisting of at least Thanksgiving Day and the following Friday, will be observed on each campus.

6. Following the ending of classes, an appropriate number of days may be reserved each semester for final examinations. At no time should the examination period for the first semester end later than December 23.

7. The Spring Recess should be no more than one week in length.

8. The University's Founders Day ceremony will be observed on the third Wednesday of April. *[NOTE: Current practice is that the date of Founders Day is set by the President's Office and that it usually is observed in March. (Administrative Practice)]*

9. The University Commencement Committee will coordinate the dates for commencement ceremonies so that the President and other key officials will be able to attend these ceremonies on each campus.

10. Independence Day and Martin Luther King, Jr. Day are to be recognized as recess days on each campus. *(See the* Indiana University Board of Trustees' Resolution regarding Martin Luther King, Jr. Day.*)*

11. In order to facilitate the coordination of calendars within the Indiana University system, the calendar committee for a specific campus will inform and consult with the University Calendar Committee and obtain its approval for any exceptions to these guidelines, prior to recommending a calendar to its Faculty Council (or equivalent approving body)

(University Faculty Council, April 29, 1976, and April 27, 1982)

Academic Level
Undergraduate Class Standing
- Freshmen 0 - 29 hours
- Sophomore 30 - 59 hours
- Junior 60 - 89 hours
- Senior 90+ hours

In some cases, a student's class standing is determined by where the student is in his or her program and not by the simple total of all credit hours. This is especially true if a student has changed majors and moved into a program where a significant number of hours previously taken will not apply toward the new major. While this isn't usually a real issue at the freshman and sophomore levels, it is more likely to occur when a student changes schools while a junior or senior.

NOTE: 30 CREDIT HOURS EACH YEAR is expected for on-time completion of an undergraduate degree.

Academic Probation
Academic Probation

1. All students in a pre-major (not enrolled in a School of IU Fort Wayne) whose cumulative IU GPA falls below 2.0 will be placed on academic probation. Students will be informed of their probationary status by letter or email. All non-pre-majors enrolled in a School should refer to the polices of theSchool.

2. Pre-major students on academic probation will be required for the next semester of enrollment to participate in active advising and prescribed intervention activities.

3. Students may be continued on probation when their semester GPA is 2.0 or above, but their cumulative IU GPA is below 2.0.

4. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

Dismissal Policy

1. All students in a pre-major (not enrolled in a School of IU Fort Wayne) on probation who have completed a minimum of 12 IU GPA hours are subject to dismissal if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and their cumulative IU GPA is below 2.0. All non-pre-majors enrolled in a School should refer to the polices of that School.

2. Students who are dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement. Reinstatement is not automatic.

3. Students dismissed two or more times must remain out of school for two regular (fall and spring) semesters and petition by the established deadlines to be eligible for reinstatement.

Appeals Process

When a student wishes to appeal a decision made by IUFW faculty, administrators, or staff regarding academic probation or dismissal, the student should first attempt to resolve the issue by discussing his or her concerns with the member of the university involved in the dispute. If the matter is not resolved to the complainant's satisfaction by contacting the person(s) involved, the University formal appeals process should be invoked.

This appeals process does not generally apply in cases of grade change appeals based on quality of work for which the final decision rests with the faculty member and/or course coordinator. It can only be used for grade appeals when there is a procedural or policy issue involved.

All appeals are subject to relevant campus policies and procedures as well as the University appeals process outlined below. Thus, the appeals process for academic

misconduct outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed in all University academic appeals. The items below clarify implementation of the stated university process.

1. The student meets with the Associate Vice Chancellor of Academic Affairs to discuss options for resolution of the problem.
2. If the problem is not resolved following the meeting with the Associate Vice Chancellor of Academic Affairs, the student may submit a letter of appeal to the Associate Vice Chancellor of Academic Affairs within seven calendar days of the meeting (excluding university recognized holidays and breaks) requesting that the matter be reviewed by the IUFW Academic Appeals Committee.
3. The Associate Vice Chancellor for Academic Affairs shall forward the students appeal letter and supporting documentation to the Appeals committee. The committee shall be comprised of three members of the IUFW faculty. The IUFW AVCAAO will appoint a faculty member to serve as the presiding officer and convene the Appeals Committee. Procedures for convening and holding the Appeals Board hearing will follow the process for academic misconduct as stated in the *Code of Student Rights, Responsibilities, and Conduct*.
4. The IUFW Appeals Committee is the final decision-making body for all University academic appeals unless a documentable procedural error occurred during the appeal process in which case a final appeal may be made to the Executive Vice Chancellor of Academic Affairs. In such a case, the procedures outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed.

Students in IUFW Programs

Students are placed on probation any time their IU cumulative GPA falls below their school's or program's GPA of good standing. Individual schools and programs vary in their policies. See the sections in individual programs for further information on probation.

Auditing a Course

Courses may be taken on an official audit basis. No credit will be given for the course; the audited course will be indicated on the student's transcript with a grade of NC. The student must discuss course work expectations with the instructor and it is up to the instructor to approve or not approve the student's request.

- Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full-time or part-time course load for purposes of financial aid or for loan deferments.
- The tuition for an audited course is the same as that as for a credit course.
- Students considering this option should discuss it carefully with their academic advisor to see if this is the best choice or if another grading option, such as pass/fail, may be more appropriate.
- Schools in some cases do not allow students to register for a class for credit after taking it on an audit basis. Consult your school recorder with any questions.

- Students must pick up the audit forms from their school or division (or obtain one from Student Central), secure the appropriate signatures, and turn the form into Student Central by the deadline specified in the academic calendar.
- Once invoked, the student may not later change back to credit status for the course.

Grade Change Policy

NOTE: This policy applies to Undergraduate Students Only. Petitions for changes of grades from concluded courses older than 5 years will not be considered!

On occasion, students inquire about the possibility of changing a grade. This may be because the student believes there was an error in the calculation or assigning of the grade or the student failed to officially withdraw in a timely fashion.

These policies apply to undergraduate students only. Any requests by graduate students for change of grade after the conclusion of a course are subject to the policies of the academic unit offering the course.

This policy refers to requests for change of grade, grade discrepancies or grade disputes following the conclusion of the course and not requests for withdrawals after the conclusion of the course.

Undergraduate units will not consider petitions for change of grade from concluded courses older than 5 years. Academic units may choose to use a shorter time period than the campus limit. Academic units may make an exception only if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevents the student from filing the petition within the 5-year period.

Other options, such as grade forgiveness, grade replacement and probationary readmission are possible alternate methods that students can use to continue their education.

For the situation where a student believes there was an error in the calculation or assigning of a course grade it is the responsibility of the student to contact the course instructor to discuss the grade and make his or her case to have the grade changed. If the course instructor declines to support the student's request for a change of grade or in situations where the instructor cannot be contacted, the student may appeal the course grade following the procedures established by awarding academic unit.

Requests for change of grade after the conclusion of a course will be honored only to correct a mistake or error in calculating or assigning the course grade. To facilitate this process, the Office of the Registrar shall maintain a Change of Grade Petition document. The Change of Grade Petition shall require course information, a provision for the student to make a personal statement explaining why she or he believes the grade should be changed and a provision to include supporting documentation.

Decisions on grade changes are made within the schools. If the request is supported, the school will notify the Office of the Registrar of the new grade. Students are encouraged to check on line (One.IU) to verify the new

grade. If the request is denied, students will be so notified by the school.

Approved by IUPUI Faculty Council December 5, 2002

Policy on Consideration of Requests for Withdrawal after Conclusion of the Course
These policies apply to undergraduate students only.
Any requests by graduate students for withdrawal after course conclusion are subject to the policies of the specific school offering the course.

This policy refers to requests for withdrawals following the conclusion of the course and not issues of grade discrepancies or disputes that would be addressed under the policies of the academic units.

Undergraduate units will not consider grade change petitions for withdrawal from concluded courses older than 5 years. Units may choose to use a shorter time period than the campus limit. Units may make an exception only if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevents the student from filing the petition within the 5-year period.

Other options, such as forgiveness, grade replacement and probationary readmission are possible alternate methods that students can use to continue their education.

Schools will not consider requests for withdrawal when the student has completed the course.

The deletion of a course from the academic record at the request of an undergraduate student is done only when the university has made an error. The student's failure to withdraw from a course, even if the student never attended the course, is not sufficient reason for the course to be deleted from the record. This also holds for grades of W, whether the result of a student-initiated withdrawal or an administrative withdrawal.

Approved by IUPUI Faculty Council December 5, 2002

Process
The student may appeal the grade following the process established by each school. This usually includes completion of a Change of Grade Petition. The form should be completed online, printed, and returned to the Office of the Registrar.   The Office of the Registrar facilitates the distribution of the form(s) to the appropriate academic unit(s) for their review and final action.

The Change of Grade Petition requires course information (course title, semester taken) as well as provides the student the chance to make a personal statement explaining why she or he believes the grade should be changed. Please note that individual schools may impose a deadline beyond which they will not consider requests for changes of grade for a particular semester.

If the student's performance or withdrawal was medically related, the student should provide appropriate supporting documentation. Only persons with a need to know will see any confidential materials you may submit.

Decisions on grade changes are made within the schools. Please allow 3-4 weeks for the review process and somewhat longer in the summer and during semester breaks. The academic unit will notify the student in writing

with the decision. Please be sure your mailing address is current.

Grade Point Average

In addition to completing all the required course work, students must have a specific overall grade point average and a specific GPA in their major to graduate. Most schools also require grades of C or higher in major courses. Students should familiarize themselves with the policies of their program.

Semester and Cumulative Grade Point Average (GPA)
Only courses with grades of A+ through D– and F are used in calculating grade point averages (GPA). P and S grades are passing grades in completed courses, but they are not used in the calculation of a GPA. I and R grades have no GPA value.

To calculate a semester GPA, take the value (or quality points) for each grade and multiply it by the number of credits. For example, a 3 credit course (3.0 hours) with the grade of A (4.0 quality points) equals 12 GPA points. (The grade of A equals 4 quality points multiplied by 3 credit hours.) Add all GPA points together and then divide by the total number of GPA credit hours completed.

Example:
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3 credit - A    3 credits x 4.0 pts.   = 12.0 pts.
3 credit - B    3 credits x 2.7 pts.   =  8.1 pts.
2 credit - C    2 credits x 2.0 pts.   =  4.0 pts.
2 credit - F    2 credits x 0.0 pts.   =  0.0 pts.
2 credit - S    not used in calculation
2 credit - I    not used in calculation
3 credit - W    not used in calculation
_____
10 credits      = 24.1 pts.
24.1 points ÷ 10 cr. = 2.41 GPA
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Cumulative GPA is calculated by combining the credits for all the semesters taken at IUPUI or an IU campus and dividing that number into the total number of credits earned in courses with grades of A+ through F. Courses taken at other non–IU institutions are not used in calculating the IU GPA.

Credit hours passed is the number of IU course credit hours completed with a passing grade (A+ through D–, S, P) at the level indicated (undergraduate, graduate, or cumulative). Any credit hours earned as a transfer student from outside the IU system are recorded on the transcript as transfer credit hours. IU credit hours passed and transfer credit hours are added together to determine a student's class level.

Up to three sets of GPA statistics may appear on a student transcript:

IU GPA reflects the student's GPA according to standard university-wide rules and includes an evaluation of all coursework completed, respective of student's major. The semester IU GPA and cumulative-to-date IU GPA are calculated at the end of each semester. The overall IU GPA summary statistics are reflected at the end of each student career level.

Student program GPA is calculated according to the rules determined by the student's academic program at the time. This GPA is subject to change whenever the student changes program (major). The cumulative Program GPA

statistics are based on the student's last active program at that career level.

In some cases, schools calculate a degree GPA, which may vary slightly from the IU or program GPA as it appears in the summary portion of a student's transcript or degree progress report. This variation is due to differences in program requirements.

Grade Replacement Policy

This policy allows approved undergraduate students seeking their first degree to repeat courses—a maximum of 15 credit hours, subject to school/division approval—in order to improve poor grades, including grades of F. If a student earns the same or a higher grade after repeating the course, only the second grade will be counted in the cumulative GPA. Replacement does not happen automatically, so students must notify the school recorder that the course has been taken a second time and that they wish to exercise this option. Certain restrictions apply, and the grade replacement policy may not be honored by some schools when considering admission to the school or in computing graduation honors. For more information, students should contact their school/division.

The 15 credit hour limit includes any course(s) previously replaced using the FX policy. A student may exercise the Grade Replacement Policy no more than two times for a single course, and once invoked, a student may not reverse the grade replacement granted in a particular course. The replaced grade will be excluded from the IU cumulative GPA, but the course and the replaced grade will remain on the student's academic record with a notation indicating that the grade exists but is excluded from the cumulative GPA. The use of the forgiveness policy does not preclude a student from using grade replacement for course work taken subsequent to re-enrollment as defined by the forgiveness policy.

To use the grade replacement procedure for a course originally taken on another IU campus, that campus must be willing to place the replacement flag on the course at IUPUI's request.

Not all units accept the general policy as stated above. If a student changes programs, schools, or campuses to a program that does not recognize the Grade Replacement Policy, the original grades will once again be averaged into the student's GPA.

This policy is not available for graduate students or students seeking any second undergraduate degree.

Last updated 05/2014

Grading System

Faculty members have the responsibility for evaluating a student's performance and assigning a grade for the course. The grading values below reflect the Indiana University official grading system. Faculty have the discretion of using plus and minus grades. The registrar will use the following associated numerical equivalencies in computing a grade point average (GPA):

Grade		Points
A+	=	4.0 (highest passing grade)
A	=	4.0

A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7 (Lowest passing grade)
F	=	0.0 (Failing grade)
FN	=	Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on the transcript as F.
FNN	=	Given to those students who never attended the class; will appear on transcript as F.
P	=	Pass
S	=	Satisfactory
I	=	Incomplete
R	=	Deferred Grade
NC	=	Course taken as Audit (No Credit)
NR	=	Grade not yet submitted by the instructor.
NY	=	Signifies enrollment in a special program for which credit earned will be recorded when completed. Typically used for courses taken under Study Abroad program
W	=	Withdrew after the first week of classes. Grade will appear on transcript

Grades of I and IX (incompletes)

A grade of I (Incomplete) may be assigned by an instructor when exceptional circumstances, such as illness, prevent students from finishing all work required in a course within the term. The grade of I will be awarded only if the work is mostly complete, and of passing quality. The student has a year to complete all coursework and receive a grade before the I will be automatically changed to an F.

If students have to retake the course in order to remove the Incomplete, they should not re-enroll in the course. Instead, they should make arrangements with the original instructor and any new instructor to sit in on a portion of or the entire course as required by the instructor(s). In all cases, the original instructor is responsible for assigning the final grade. If he or she is unavailable or no longer with the university, the student should consult with the chair of the department in which the course is offered. If after receiving an Incomplete, students wish to withdraw from

the course, they must follow the official IUFW procedures for withdrawal.

Students should understand that sitting in on a course or otherwise making up the Incomplete does not count as part of the full- or part-time course load for financial aid purposes or for loan deferments.

Grades of P/F (Pass/Fail) at the Undergraduate Level

During an undergraduate program, a student in good standing (not on probation) may enroll in up to a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). Each school's regulations vary on the Pass/Fail option. Most schools restrict students to two Pass/Fail courses during an academic year. In some schools, Pass/Fail courses cannot be used to satisfy general-education requirements or requirements in the major or minor. In rare cases, a student may be able to use the Pass/Fail option for part of the general-education requirement. Other programs may permit some limited use of the Pass/Fail option for departmental electives required for the major. The school recorders can explain the Pass/Fail procedure for each school/program.

Grades of S/F (Satisfactory/Fail)

Certain courses are taught on a S (Satisfactory) or F (Fail) basis. Everyone in the course receives either S or F grades, and individuals do not have the option of receiving A+ through D- grades.

A grade of S does not affect the GPA; a grade of F does. Most other universities do not accept S grades for credit should a student transfer.

Grades of R (Deferred)

The grade of R (Deferred Grade) will be applied when the student's work can only be evaluated after two or more semesters. The grade of R is appropriate in thesis and research courses in which the student's work is evaluated only when the thesis or research is done. It may also be used at the end of the first of a two-term course or a course that overlaps two terms if the course is approved as a Deferred Grade course.

Grade Appeal

Each degree-granting unit has policies and procedures for handling student appeals regarding academic decisions such as grades. If students believe they were given an incorrect grade, they are encouraged to complete the Change of Grade Petition available through Student Central. NOTE that grade change appeals for courses taken over 5 years ago will be denied unless there are extremely serious conditions that prevented the student from applying sooner.

Repeating Courses

If a student repeats a course, it will only be counted once toward graduation or electives in the major, though the grades will be calculated in the GPA. Exceptions are variable topics courses, internships, or some other courses that can be taken more than once for credit. Courses repeated under the grade replacement policy may be excluded from the GPA. See the individual school's section of this bulletin to determine any restrictions on use of grade replacement.

Graduation with Academic Distinction

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

Policies Regarding Final Examinations

Final examinations are given in all courses except those in which the instructor decides an examination is not necessary.

Students should consult the final exam schedule early in the semester to discover problems such as more than three exams in one   day or insufficient time to cover the distance between successive exams. Final examination conflicts should be resolved with the   course instructors.

Except for laboratory, clinical, studio, and other activity-based sections, final exams - whether comprehensive or not - are to be given at the appropriate scheduled time during the formal final examination week. Tests or major writing assignments may not be   required during the week before the formal final exam week. However, papers, projects, or oral presentations may be due during the last week of class when assigned on the syllabus or announced at the beginning of the semester. Exceptions must be approved in advance by the dean of the particular school involved.

The final exam schedule is established to limit potential conflicts in a   student's final exam schedule. If an exam is given, it must be held on the day and time published. If the instructor changes the exam time, and that change creates conflicts for a student, he/she should first consult with the instructor. If the problem is not resolved he/she should report the change to the instructor's department chairperson. If the problem is not resolved at that level, the student should contact the chairperson's dean or director. If the conflict is not resolved at that level the student may contact the Associate Vice Chancellor for Academic Affairs. An instructor giving a final examination before the final exam period should be reported in the same way.

Pass/Fail Option

During an undergraduate program, a student may enroll in up to a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). Some schools have a lower maximum and the pass/fail option may not be taken when otherwise restricted by school/division regulations. The Pass/Fail option requires the signature of the student's advisor and dean. Contact your school recorder for the Pass/Fail form and more information.

- Instructors of undergraduate students are not involved in the selection of the pass/fail option and are not informed the student is taking a course on a pass/fail basis
- All instructors report the traditional letter grades to the Office of the Registrar which will convert any grades of D- or above to a grade of P.
- A grade of P does not affect the grade point average. A grade of F will count like any other failing grade.
- Courses taken on a pass/fail basis count toward full-time or part-time standing for purposes of financial aid or loan deferments.
- The Pass/Fail option requires the signature of the student's advisor and dean.
- Additionally, should they support the student's request, instructors of graduate students sign the pass/fail form as part of the approval process.
- The signed forms must be turned into Student Central by the deadline specified in the academic calendar.
- Once invoked and applied to the student's record, the student may not later change back to graded status for the course.

Special Topics/Variable Title Course Policy

CAMPUS PRACTICE
Undergraduate Courses

- Academic units may from time to time offer undergraduate courses that address a special topic, relate to a current event, or that allow an academic unit to evaluate demand for a new area of study.   Development of experimental courses to introduce new, relevant content should always be encouraged.   The special topic/variable title option is available in class scheduling to accommodate these "temporary" needs.
- The designation of these courses as a special topic/variable title course is not intended to allow academic units to avoid the course remonstrance process.
- The following practice has been implemented effective Fall 2014 and applied to all academic units offering undergraduate, special topics/variable title courses.
- <u>Same Topic Offered Multiple Times Official Practice</u> Special topics courses with the same variable title should not be offered more than four times. Once the course has been offered four times, permanent action is required.   Either:
- The course content AND title should be discontinued OR
- The course should be submitted through the formal course approval process.
- Compliance will be monitored by the academic unit. If a unit has a concern about variable topics classes offered in another unit, the issue should be resolved between the two. Issues unable to be resolved will be forwarded to the Chief Academic Officer.
- **Exception:** Courses (like those in Social Work listed below) which have been approved by course remonstrance have a specific purpose within the

program and are exempt from the practice noted above.
- S442: Practice/Policy Seminar: Public Child Welfare (Section: 27840)
- S442: Practice/Policy Seminar: Children and Families (Section: 28324)
- S442: Practice/Policy Seminar: Addictions (Section: 28325)
- S442: Practice/Policy Seminar: Mental Health (Section: 28488)
- S442: Practice/Policy Seminar: Aging (Section: 32912)
- Note that the policy is monitored by the academic unit which can decide that there is a curricular need for the continued use of a variable title course.

Submitting Final Grades

- **POLICIES**
- According to IUPUI Faculty Council guidelines, grades are due 48 hours after the examination.
- In compliance with University Faculty Council Policy (FN Non-Attendance, March 1999), **faculty members are required to differentiate students who fail a class because they quit attending from those who failed the class on merit.**
  - FN should be assigned if student failed because they quit attending
  - FNN should be assigned if a student failed because they NEVER attended

- **PROCESS**
- Final grades are submitted by faculty through an on-line process.
- Canvas: Grades submitted via Canvas may be uploaded directly from your Canvas gradebook and then submitted to the Registrar. Grades submitted by **8:00 p.m.** will be posted overnight and available to students in SIS from One.IU the following morning.
- One.IU/Faculty Center: Grades must be submitted to the Registrar no later than **8:00 p.m.** to be posted overnight and available to students in SIS from One.IU the following morning.

Note: Once grades have been posted, grade changes may be made via eGrade Change.

Related Policies

- Confidentiality and Access to Student Records
- Disabilities
- E-mail as Official Communication
- Equal Opportunity and Affirmative Action
- Family Educational Rights and Privacy Act (FERPA)
- Posthumous Degrees
- Residency
- Technology Access, Security, and Use
- Tobacco Free Policy
- Veterans Benefits and Transition Act of 2018
- Zachary's Law

Confidentiality and Access to Student Records (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), provides that, with the exception of

directory information, all student records are confidential and available only to the student.

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. These rights include:

Access

Students have the right to inspect and review their education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students also have the right to request amendment of contents of their education records that they believe are inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Right to File a Complaint

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.

Confidentiality and Disclosure

Students have the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a student intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available through Student Central.

Public information at IUFW is limited to:

- Name
- School or Division
- University E-mail Address
- Class Standing
- Major Field of Study
- Degrees and Awards
- Dates of Attendance
- Activities
- Admission or Enrollment Status
- Sports and Athletic Information
- Campus

Parental Access to Student Records

Under the Family Educational Rights and Privacy Act, parental access to student records may be granted if the student is under 21 years of age and the parent certifies in writing that the student is a dependent as defined by the Internal Revenue Service (IRS). In the case of divorce, either parent (custodial or noncustodial) has access to the record of a dependent student. This exception is rarely used, but is available if deemed necessary. Instead, students are encouraged to use the third party access service available to them.

Third Party Access

In compliance with the Federal Family Education Rights and Privacy Act of 1974 and the University Policy on Access to and Release of Student Education Records, the University is prohibited from providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees assessments, financial aid (including scholarships, grants, work-study, or loan amounts) and other student record information. This restriction applies, but is not limited to your parents, your spouse, a sponsor, etc. While University officials are prohibited from releasing your confidential information, you may, at your discretion, grant permission to a third party to portions of your record via One.IU/Third Party Access. Please visit the third party access web site for more information https://www.iufw.edu/personal-information/give-access.html.

Availability of Public Information

Certain student information maintained in Student Central is considered public. The university maintains an online address book that allows a user to find a limited set of information for an individual student by searching on a student's name or university network ID. The address book displays the student's school, major, class standing, and, if available, the student's e-mail address.

IUFW uses a course management system called Canvas. Through Canvas, all students enrolled in a class will see the names of their classmates unless a student has filed a Restraint of Release of Student Information form in Student Central. The list of names is available only to the instructor and those enrolled in the specific class and does not provide a student's complete course schedule. In Canvas, only the student's name is available to classmates and will not be available to anyone outside of the university. Only the name will appear unless the individual student releases additional information to fellow

classmates through use of the Canvasprofile system. See the Canvas Student Guide for additional information.

Restraint of Release of Student Information Form

If you do not want any or some information about you released to any person other than faculty or staff, complete a Restraint of Release of Student Information form and return it to Student Central. A confidentiality flag will be added to your record. This restrainer will also block all information from appearing in the online address book or to classmates in Canvas.

To remove the restraint, complete a Removal of the Restraint of Release of Student Information form and return it to Student Central.

Disclosures

From time to time, IUFW is served with a subpoena for portions of a student's record. In these cases, IUFW writes to the student or the student's attorney (if known) to inform them that unless the student provides IUFW with notification that the student will attempt to quash the subpoena, IUFW will provide the information requested, even if the student has placed a restriction on his or her record.

Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry of University Police.

For additional questions regarding the policy on the release of student information, contact Student Central. For a full copy of the university policy on student records, see Appendix 4 in the *Code of Student Rights, Responsibilities, and Conduct*.

IUFW does not provide lists of students or an individual student's address or phone number to outside businesses, agencies, students, or other parties. IUFW does provide phone numbers in emergency situations and only following consultation with University Police. However, because IUFW participates in federal programs, we are required by federal law to make available to military recruiters the name, address, age, and prior military service status of all students at IUFW.

The university sponsors an Affinity credit card to IU students and alumni. A small portion of each charge is paid to the university, giving students and alumni the opportunity to demonstrate their support of the university. A list of students is provided to the vendor each year for purposes of solicitation for this credit card only. Under the terms of the contract, the vendor may not share the list of students or alumni with other vendors. Names of students who have filed a Restraint of Release of Student Information form will not appear on this list.

Services for Students with Disabilities - Policies & Procedures

Service Animals

IUFW does not have a formal policy regarding service animals. Guide dogs, companion animals, or any animal that serves a medical function is permitted on campus. However, the campus expects that the animal will be under control and on a leash at all times. Furthermore, it is expected that the owner will be responsible for cleaning up after the animal, feeding and providing water for the animal. Such animals shall not be left in closed vehicles unattended on campus. If others in a class have medical problems because of the presence of an animal, bring this matter to the attention of Services for Students with Disabilities immediately so that the matter can be addressed.

Bad Weather Policy

IUFW's Associate Vice Chancellor fr Academic affairs in conjunction with the Chancellor of Purdue Fort Wayne, determines whether the campus will close due to bad weather; however, individual instructors may also cancel classes. Students with disabilities

that travel in bad weather should discuss this with their instructors and rely on information provided by their instructors via e-mail, phone, web, Blackboard or Canvas to determine whether the instructor plans to hold classes. Then the student must carefully weigh the weather conditions in their area and on campus to determine whether it is safe to travel. Students on crutches, wheelchairs or with poor vision may find icy conditions especially problematic. Ultimately, the decision regarding safety must be made by the student.

E-mail as Official Communication

E-mail is considered an appropriate mechanism for official communication by Indiana University with IU students. The University reserves the right to send official communications to students by e-mail with expectation that students will receive e-mail and read these messages in a timely fashion.

Official university e-mail accounts are available for all registered students. The domains for the addresses vary according to campus (e.g., indiana.edu for IU Bloomington, iupui.edu for IUPUI Indianapolis, iun.edu for IU Northwest). Official university communication will be sent to students' official university e-mail addresses.

Students are expected to check their IU e-mail frequently and consistently in order to stay current with university-related communications. Students must ensure that there is sufficient space in their accounts to allow for e-mail to be delivered. Students have the responsibility to recognize that certain communications may be time-critical. Students will not be held responsible for an interruption in their ability to access a message if system malfunctions or other system-related problems (e.g. power outages or e-mail system viruses) prevent timely delivery of, or access to, that message.

Students who choose to have their e-mail forwarded to a private (unofficial) e-mail address outside the official university address do so at their own risk. The university is not responsible for any difficulties that may occur in the proper or timely transmission or access of e-mail forwarded to any unofficial e-mail address, and any such problems will not absolve students from responsibility to know and comply with the content of official communications sent to students' official IU e-mail address.

Faculty may assume that a student's official university e-mail account is a valid mechanism for communication with a student, although faculty should exercise caution about including sensitive data, such as grades, in an e-mail. This policy will ensure that all students will be able to comply

with course requirements communicated to them by e-mail from their course instructors.

Equal Opportunity/Affirmative Action

Indiana University–Fort Wayne pledges to continue its commitment to achieving equal opportunity within the university and throughout American society. Specifically, our policy at IUFW prohibits discrimination based on arbitrary considerations such as race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status. IUFW will make every effort to recruit, hire, promote, educate, and provide services to persons based solely on their individual qualifications. Further, we will take affirmative action to overcome the discriminatory effects of traditional practices with regard to people with disabilities, minorities, women, and Vietnam-era veterans.

Our institutional ethic demands that we foster the best possible environment for doing our work as educators, learners, and supporters of the educational process. Therefore, IUFW does not tolerate discriminatory harassment or intimidation of students, employees, or guests of the university, and responds to complaints of such treatment, providing proper remediation when harassment is determined to have occurred.

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or denied the benefits of university services, programs, or activities. Reasonable accommodations shall be afforded to the known physical or mental limitations of otherwise qualified individuals.

Questions, concerns, or complaints regarding IUFW policy and practice with respect to discrimination or harassment may be directed to Kim Kirkland, Affirmative Action Officer, Administration Building 127. Voice: (317) 274-2306, TDD: (317) 278-2200, e-mail: kirkland@iupui.edu.

Access, Confidentiality and Disclosure of Student Records

IUFW, in compliance with the Family Educational Rights and Privacy Act, provides that with the exception of directory information, all student records are confidential and available only to the student.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

Access

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. After the hearing, if the University decision is not to amend the record, the student has the right to place a statement with the record outlining his or her view on the contested information.

Right to file a complaint

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.

Public/Directory Information

This is the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available from Student Central.

Public information at IUFW is limited to:

• Name	• Class standing
• University E-mail address	• Degrees and awards
• Dates of attendance	• Activities
• Admission or enrollment status	• Athletic information
• Campus, school, college, division, major	

Parental access to student records

Under the Family Educational Rights and Privacy Act, when a student turns 18 years of age or attends a post secondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records. Students who wish to authorize access to their confidential student record information

may use the Third Party Access feature available in Self Service. In rare circumstances, the University may invoke the FERPA exception which allows the institution to provide information to parents if the parent can prove their student is dependent by IRS standards.

Release information from your student records to a third party

In compliance with the Federal Family Education Rights and Privacy Act of 1974 and the University Policy on Access to and Release of Student Education Records, the University is prohibited from providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees assessments, financial aid (including scholarships, grants, work-study, or loan amounts) and other student record information. This restriction applies, but is not limited to your parents, your spouse, a sponsor, etc.

While University officials are prohibited from releasing your confidential information, you may, at your discretion, grant permission to a third party to portions of your record via Self Service in One.IU.

To pursue granting of Third Party Access:

- You must set up a separate record for each third party to whom you grant access to information from your student records.
- The information you designate will only be made available through the third party Access link in One.IU.
- This authorization does not authorize the third party guest to receive information from the University by any other methods, such as phone, email, or in-person visit. University officials continue to be prohibited from discussing your record with third parties.

  When you click the "I Accept" button as part of the process, you are indicating that:
  - You understand that any and all personally identifiable information is protected under FERPA.
  - You further understand that you may waive that protection and give access to your records to individuals of your choice.
  - You agree to waive your rights under FERPA and allow the individual(s) you name to access designated financial and academic records as they are available through the self service Third Party Access application.
  - You understand that you are responsible for changing, amending or rescinding this authorization at any time.
  - You understand that this access will be revoked when your access to self service expires.
  - You are responsible for making clear to the third parties to whom you grant access that this does not allow for University officials to release any information. This access is strictly limited to the self service application.

Please note that your authorization to release information will expire when your access to self service Self Service

expires. At that time your third party guest's access will also expire. However, you may revoke your authorization at any time by removing access permission from a third party guest viewer through One.IU. Access can be revoked by deleting the record assigning access to your third party guest.

Availability of Public Information

Certain student information is considered public. The complete list appears above. The university maintains a directory which allows a user to find a limited set of information for an individual student by searching on a student's name or university network id. The address book displays the student's school, and, if available, the student's e-mail address.

IU uses a course management system called Canvas. Through use of Canvas, all students enrolled in a course section will see the names of their classmates unless a student has filed a restraint of information in Student Central. The list of names is only available to the instructor and those enrolled in the specific class and does not provide a student's complete course schedule. A student's course enrollment is available only to students enrolled in that course section and not to anyone outside of the university. Only the name will appear unless the individual student releases additional information to fellow classmates through use of the system.

Restraint of Release of Student Information

If you do not want all or some of the information released to any person other than IU faculty or staff, contact Student Central to discuss how to complete a restraint form. A confidentiality flag will be added to your record. The restrainer will also block all information from appearing in the on-line address book or to classmates in Canvas.

To remove the restraint, contact Student Central to discuss removal.

Release without Student Written Consent

- University officials carrying out their specifically assigned educational or administrative responsibilities. This includes contractors, consultants, volunteers and other vended service providers used in the capacity as an official including the IU Foundation and the National Student Clearinghouse. They are required to comply with university security standards.
- Appropriate officials in connection with a health or safety emergency
- Federal officers as prescribed by law
- As required by state law
- Officials of other institutions at which a student seeks to enroll
- Persons or organizations providing financial aid to students
- Accrediting agencies carrying out their functions
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1954, Section 152. While permitted under FERPA, IU generally does not use this exception and in most cases will refer the parents to the Third Party Pin tool for access

- Parents of a student regarding the student's violation of any Federal, State or local law or policy of the school, governing the use or possession of alcohol or controlled substance if the school determines the student committed a disciplinary violation and is under the age of 21
- Research projects on behalf of educational agencies for test norms, improving instruction, etc. (provided that the agencies guarantee no personal identification of students)
- An alleged victim of a crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator. Information may be given only in respect to the crime committed
- Information the school has designated as "directory information," or public, may be released if the student has not filed a FERPA restriction
- In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been made)
- Other law enforcement agencies in the investigation of a specific criminal case
- Attorney General of the United States or his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes, under the US Patriot Act
- Veteran's Administration officials
- Representatives of the Department of Homeland Security or Immigration and Customs Enforcement, for purposes of the coordinated interagency partnership regulating the Student and Exchange Visitor Information System (SEVIS)

Posthumous Degrees

Sadly, students sometimes die prior to completing requirements for their degrees. In some cases, schools are interested in conferring the degree posthumously in recognition of the student's work and as a source of solace to the student's family.

Should a posthumous degree be conferred, a diploma is made available to the student's family. A transcript is not produced.

Indiana University Posthumous Degrees

- A candidate must have completed 85% of credit hour requirements and most of the requirements for the major.
- Requests to award a posthumous degree should emanate from the dean's office and must receive the approval of the campus vice chancellor for academic affairs, and the campus chancellor or provost.
- Copies of the written request, plus the requisite approvals, should be sent to the student's school recorder, the registrar, the campus alumni director and University Ceremonies.
- Generally, posthumous degrees are conferred during Commencement season, but not at the main graduation ceremonies. The intent is to honor the student and to celebrate his or her accomplishments

in a meaningful way while avoiding an awkward public event that may not be of comfort to the family.
- Usually campuses have found that a small and dignified conferral in a private room before or after the main ceremony provides the right mix of celebration and condolence. In one example, the degree was presented to the family in a private room before the start of Commencement. The President spoke and presented the diploma while the chancellor greeted the family. The family then attended the main ceremony. Their student was listed in the program and, in this case, was mentioned by the chancellor in remarks during the ceremony.
- Posthumous degree conferrals vary case by case. Thus, each campus will be responsible for working with the family to determine the time and place for the conferral and for providing pertinent information about the candidate to University Ceremonies. An official in the University Ceremonies office will write a brief script. Generally, the president will preside, with the chancellor and appropriate dean in attendance.
- The president, chancellor and dean should robe.
- There may be occasions when the president is not able to attend. In those cases the chancellor or provost may confer the degree with advance approval of the president.

Source: IU Board of Trustee Policy

COMMENDATION FOR ATTENDANCE

If requested by the family, in cases where a student does not reach the milestone to be awarded a Posthumous Degree approved by the Board of Trustee policies, a Certificate of Attendance may be produced.

The certificate should be written on IUFW letterhead or produced with official IUFW logo with the following language, signed by the Dean of the student's school and the IUPUI Chancellor. The certificate will be produced by the Office of the Registrar upon request from the academic unit and will read as follows:

- Upon the recommendation of the Dean of *<enter student's school here>* and approval of the Chancellor of Indiana University Purdue University Indianapolis, a posthumous commendation is hereby conferred on *<STUDENT NAME HERE>* based on *his/her* attendance at Indiana University Fort Wayne. This commendation is effective *<enter date here.>*

The Certificate will be provided by the Registrar to the Dean of the School for appropriate delivery to the family.

Certificate of Attendance Added 10/6/2014

- Approved by IFC Executive Committee Approved by APPC

Residency
Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These Rules establish the policy under which students shall be classified as residents or nonresidents upon

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

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
    a. A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c), such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
    b. Physical presence in Indiana *for the predominant purpose* of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.

2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceeding the first scheduled day of classes of the term in which th individual registers in the University, subject to the exception (c) below.
    a. The residence of an unemancipated person under 21 years of age who is lawfully present in the United States follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident. 1
    b. If an unemancipated person under 21 years of age who is lawfully present in the United States comes from another state or country for the predominant purpose of attending the University, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.
    c. An unemancipated person under 21 years of age who is lawfully present in the United States may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."

    d. When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a term next following such removal.
    e. A person once properly classified as a resident student shall be deemed to remain a resident student so long as lawfully residing in the United States and remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.2

3. The foreign citizenship of a person shall not be a factor in determining resident student status if such a person has legal capacity to remain permanently in the United States. 2

4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months without the predominant purpose of education prior to the first scheduled day of classes of the term in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

    a. The residence of a student's parents or guardians.
    b. The situs of the source of the student's income.
    c. To whom a student pays his or her taxes, including property taxes.
    d. The state in which a student's automobile is registered.
    e. The state issuing the student's driver's license.
    f. Where the student is registered to vote.
    g. The marriage of the student to a resident of Indiana.
    h. Ownership of property in Indiana and outside of Indiana.
    i. The residence claimed by the student on loan applications, federal income tax returns, and other documents.
    j. The place of the student's summer employment, attendance at summer school, or vacation.
    k. The student's future plans including committed place of future employment or future studies.
    l. Admission to a licensed profession in Indiana.
    m. Membership in civic, community, and other organizations in Indiana or elsewhere.

n. All present and intended future connections or contacts outside of Indiana.
o. The facts and documents pertaining to the person's past and existing status as a student.
p. Parents' tax returns and other information, particularly when emancipation is claimed.

5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.

6. The Registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.

7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.

8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.

9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.

10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the university, as well as to such other punishment which may be provided for by law.

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

12. A student or prospective student who fails to request resident student status within a particular term and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that term.

13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules which can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.

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

2 **Note:** Effective Fall 2007, students with immigration statuses which permit the establishment of a domicile in the United States may be eligible to pay resident fees, providing that all other conditions are met. Current eligible classifications are: A-1, A-2, A-3, E-1, E-2, E-3, G-1, G-2, G-3, G-4, H-1B, H-4, I, L-1, L-2, O-1, O-3, V-1, V-2, and V-3. Continuing eligibility to remain classified as a resident student for fee-paying purpose depends upon the continued maintenance of eligible immigration status. Contact the registrar's office for more information.

Technology Access, Security, and Use

Indiana University has a rich information technology environment, and while some personal use of computers, networks, and telecommunications systems is permitted, access to these resources is provided primarily in support of academics, research, administration, and other university activities. Access to such an environment comes with responsibilities.

Use for personal commercial gain is not permitted under any circumstances, so students may not use IU resources to support a private business.

Students are responsible for ensuring that their personal computers are secure and free from viruses and other malicious programs. Information about security and related issues can be found at the Web site of the University Information Security Office (http://protect.iu.edu/).

Illegal acts will be reported to the appropriate law enforcement agency. Such acts include but are not limited to harassment, threats, pyramid schemes, trafficking in child pornography, and computer trespass or tampering.

Many common uses of computers, photocopiers, and other technologies can result in violation of copyright law. Downloading or distributing whole copies of copyrighted material for personal use or entertainment without explicit permission from the copyright owner is most certainly illegal. Copyright law applies to materials such as music, movies, games, or other software in both digital and analog format. File sharing applications are not illegal, but many of the files being shared through such applications are illegal copies being distributed by users who do not have permission to share them.

While Indiana University does not actively search for instances of copyright violation, the university is obligated to investigate complaints of illegal activities or inappropriate use taking place on the IU network. Copyright holders regularly notify IU of infringing activity using the procedures outlined in the Digital Millennium Copyright Act (DMCA) of 1998. When IU receives such a complaint, the university is legally required to take action to remove the offending material from the IU network. More information is available in the IU Knowledge Base (kb.iu.edu).

Those who commit an infringement may be held personally liable under the law; those who commit the infringement with university-owned resources also violate university policy and could face disciplinary actions. Students must make the effort to understand the copyright law that protects books, computer software, Web sites, multimedia files such as movies and music, and other works. Remember that a work need not include any copyright notice or other indication of copyright to have automatic legal protection. Copying short excerpts of works for limited distribution and access may be "fair use" and not an infringement. Students are responsible for learning about fair use and its application to their projects. Information about copyright and fair use can be found at the Copyright Management Center site (http://copyright.iu.edu/).

If the University receives any report of violations of law or policy perpetrated by any member of the IU community using IU resources, that report will be investigated and reported to the appropriate law enforcement and/or university office for possible action. Students should visit the Web pages of the University Information Technology Policy Office (http://protect.iu.edu/) to learn more about Indiana University information technology appropriate use policies, and the services of the Policy Office.

Tobacco Free Policy

Tobacco use or sale, including, but not limited to smoking, is prohibited on university-owned, -operated, -or leased property.

Exceptions may be granted for specific auxiliary enterprises, as approved by the chancellor.

Tobacco use, including, but not limited to smoking, is not permitted in university-owned, -leased, or -operated vehicles.

Enforcement of this policy will depend upon the cooperation of all faculty, staff, and students not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a healthy environment in which to work, study, and live.

Violations of this policy should be referred to the appropriate administrative office for review and appropriate administrative action.

For additional information, please visit the following website: www.iufw.edu.

Zachary's Law

The state of Indiana maintains a registry of individuals who have been convicted of sex offenses committed against minors. As a number of degree programs and specific courses either prepare students to work with minors or place them in contact with minors as a part of the course, enrollment in those courses or programs is not available to anyone who appears on the Sex Offender Registry. Consult individual school sections to see if appearance on the registry will be a barrier to enrollment. For more information, visit https://bulletins.iu.edu/iupui/2018-2019/policies/related-policies/zachary-law.shtml.

Veterans Benefits and Transition Act of 2018

Related Policies

Veterans Benefits and Transition Act of 2018

Pursuant to the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code, effective August 1, 2019 IUPUI, IUPUC, IU McKinney School of Law, IU School of Medicine, IU School of Dentistry and Indiana University Fort Wayne will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution, when the delay is due to the delayed disbursement funding from Department of Veterans Affairs (VA) under Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31).

The University will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

Covered Individuals MUST submit the following information to the OVMP in a timely manner:

- Their Certificate of Eligibility OR Statement of Benefits (obtained from the eBenefits website),
- The GI Bill Enrollment Certification, and
- Any other information necessary to their GI Bill certification.

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

Policies & Procedures

Attendance

- Dismissal
- Dropping/Adding Classes
- Full-Time, Half-Time, Part-Time Student Status
- Military Withdrawal
- Official Enrollment for Class Attendance
- Readmission
- Religious Holidays
- Transfer

Academic Policy

- Academic Calendar Guidelines
- Academic Level
- Academic Probation
- Auditing a Course
- Grade Book retention
- Grade Change
- Grade Point Average
- Grade Replacement
- Grading System - (I, R, Pass/Fail, Satisfactory/Fail)
- Graduation with Academic Distinction
- Final Exam Scheduling

- Pass / Fail Option
- Special Topics/Variable Title Course
- Submitting Final Grades

Conduct

- Dealing with Student Academic Misconduct
- Programs Involving Children
- Student Responsibilities
- Title IX/Sexual Misconduct information

Related Policies

- Confidentiality and Access to Student Records
- Disabilities
- E-mail as Official Communication
- Equal Opportunity and Affirmative Action
- Family Educational Rights and Privacy Act (FERPA)
- Posthumous Degrees
- Residency
- Technology Access, Security, and Use
- Tobacco Free Policy
- Zachary's Law

IUFW Schools

- IU School of Dentistry
- IU School of Medicine
- IU School of Nursing
- IU School of Social Work
- School of Health and Human Sciences
- Richard M. Fairbank School of Public Health

Indiana University School of Dentistry

Allied Dental Education programs at the Fort Wayne campus:

Certified Dental Assisting (CDA)

Dental Hygiene (BSDH)

Dental Technology (BSDT)

Dental Education

The IU School of Dentistry offers the following dental programs on the Fort Wayne campus: dental assisting, dental hygiene, and dental technology.

Certified Dental Assisting

The IUFW Certified Dental Assisting Program curriculum includes didactic, laboratory, and clinical courses, as well as clinical experiences in general and specialty practices throughout northeastern Indiana. The professional curriculum is a structured, full-time program beginning each fall semester that prepares students for a career as a dental healthcare professional. Prior to graduation, students are required to successfully pass the Dental Assisting National Board (DANB) examinations to become a Certified Dental Assistant (CDA). Upon completing program requirements, graduates are eligible to apply

for a dental radiology license through the Indiana State Department of Health - Medical Radiology Services Department.

Dental Hygiene

The B.S. in Dental Hygiene program prepares students for a career as a dental health professional who specializes in educational, preventive, and therapeutic oral healthcare. The dental hygiene B.S. program involves one year of prerequisite courses and three years of dental hygiene courses, and combines didactic, laboratory, and clinical courses. The program offers a full-time curriculum that is accredited by the Commission on Dental Accreditation of the American Dental Association.

Dental Technology

The dental technician functions within the dental health team much as a pharmacist functions within the medical care team. The technician fabricates appliances to the specification of a work authorization provided by the dentist. It is recommended anyone interested in a career in dental technology spend some time at local commercial dental laboratories to evaluate the day-to-day operation of the dental technician. The program has maintained full accreditation by the American Dental Association's Commission on Dental Accreditation since its beginning in 1972.

Admissions

Admission into the IUFW Allied Dental Education programs is competitive. To be eligible for admission to the programs offered by the school, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet school and program admission requirements as stipulated in the program sections of this bulletin.

Admission for:

- Certified Dental Assisting
- Dental Hygiene
- Dental Technology

Program Admissions
Admissions Dental Assisting Certificate

Space in the CDA program is limited to 20 students per year. Admission is competitive, and the number of eligible applicants each year may exceed the number of spaces available.

-To be eligible to apply you must first be fully admitted to IU Fort Wayne (IUFW). You must apply and be accepted to IU Fort Wayne first as your IU student ID number is required on the CDA application form.

-Admission to IUFW does not confer admission to the CDA program. After accepting IUFW's offer of admission, you must then apply to the CDA program.

-All applicants must observe a dental assistant in a minimum of two different general dental offices for a minimum of 4 hours total or two hours at each dental office. Each office will need to verify observation hours. Documentation of observations is required to be submitted

with the application via the program's clinical observation form.

Application Deadline

Your acceptance into the program is based on timely completion of all requirements.

Apply to the CDA program by submitting the program application, observation forms, and official transcripts (high school and/or college).

Applications will be accepted each year through the priority application deadline of June 15th.

Applications received after the June 15th deadline will be considered on a space available basis only.

Before Admission into the program:

- A minimum cumulative **GPA of 2.0/4.0** is required to be eligible for entrance into the dental assisting program.
- Completion of all IUSD required immunizations and/ or pre-clinical requirements.

Admissions Dental Hygiene

Admission into the Dental Hygiene Program is highly competitive, and class sizes are limited. To be accepted into the program, you must:

Complete a minimum of four hours in a dental office, observing a dental hygienist providing patient-care services. Observation verification forms are provided by the IUFW Dental Hygiene Program. They are also available on the website.

Submit the following information to the IUFW Dental Hygiene Program by February 1st of the year in which you are applying for enrollment:

1. Apply to the University and be admitted as a degree seeking student prior to May 25.

2. IUFW Dental Hygiene Program application. NOTE: Copies of applications from other programs are NOT accepted.

3. IUFW Curriculum Information form.

4. IUFW Observation Verification form(s).

5. Official college transcripts from all colleges/universities attended, other than Indiana University.*

6. All applications must be received on or before the February 1st deadline.

 Prerequisite Courses

All prerequisite courses must be completed by June 1st with a grade of "C-" or better. No exceptions will be made for courses completed after June 1st. Final transcripts must be received by the Dental Hygiene Program no later than May 25th.

The prerequisite courses for the Dental Hygiene Program are as follows:

Course Number Name   Credits

ENG W13100   Reading, Writing, & Inquiry I; 3cr

COM 11400   Fundamentals of Speech Communication; 3cr

CHM 10400   Living Chemistry; 3 cr

CHM 29001   Selected Topics in Chemistry (Lab); 3 cr

PSY 12000   Elementary Psychology; 3 cr

SOC S16100   Principles of Sociology; 3 cr

BIOL 20300   Human Anatomy & Physiology I w/lab; 4 cr

BIOL 20400   Human Anatomy & Physiology II w/lab; 4 cr

BIOL 22000   Microbiology for Allied Health Professionals w/ lab; 4 cr

Optional Electives:

FWHS-H101   First Year Seminar Introduction to Health Sciences; 1 cr

DAST-A122   Introduction to Dentistry; 1 cr

Minimum Credit Hours: 28

Prior to entering the Dental Hygiene Program, other strongly recommended courses include:

 RADX-R185   Medical Terminology; 3cr

Admissions Dental Technology

Apply for admission to Indiana University through IUFW at https://www.iufw.edu/admissions/index.html

A separate application (PDF) for the dental laboratory technology program must be received by November 15, 2020.

The following are prerequisite course requirements and need to be completed with a grade of "C-" or better.

- COM 11400, Fundamentals of Speech
- ENG W13100, Reading, Writing, & Inquiry I

1. Students must have completed a minimum of 15 credit hours of college level coursework prior to being accepted into the program.
2. Students must pass all prerequisite courses with a "C-" or better.
3. Students may repeat required prerequisite courses ONE time. However, the second grade is used to calculate prerequisite GPA. Grades are not averaged.
4. All prerequisite courses must be completed by the end of the spring semester for the year in which you are applying to receive full application status.
5. Students must have a minimum prerequisite GPA of 2.0/4.0.
6. Students must also have a minimum cumulative GPA of 2.0/4.0.
7. A personal interview with the dental technology admissions committee may also be required to determine final class selection. After completion of steps 1, 2, and 3, an interview appointment (if necessary) will be made with the admissions committee.

8. Applicants accepted to the program are required to attend the program orientation. Admitted students will be notified the exact date.

- Applicants must return the acceptance form by the deadline stated in the acceptance letter.
- Applicants must demonstrate ability to meet the IU School of Dentistry Technical Standards as well as:
  - recent physical examination (the summer before the program begins)
  - recent TB test (the summer before the program begins)
  - receive the three Hepatitis B immunizations (before the program begins) and a Hepatitis B titer (blood test). The Hepatitis B vaccination series with the titer blood test is a process that takes 7-8 months to complete. The Hepatitis B lab titer (anti-HBs blood test), which proves your immunity must be received by October 1. The titer results should be Positive (to indicate positive immunity to HBV), not Negative. If the titer results are Negative, it will be necessary to repeat the vaccination series and titer test. (refer to your healthcare provider for more information.)
  - Complete a criminal background check. Students will receive on-line instructions at orientation.
- Applicants who have served in the military must submit military papers in order to receive credit for courses taken.
- Students in the professional dental programs must pass a drug screening test, if requested.

Admission Policies

Reapplying. Students who have not been accepted, but who are qualified, may reapply for admission. Students who decline admission two times will no longer be considered.

Repeat Attempts. A student may make two graded attempts at a prerequisite course, with the most recent grade calculated in the prerequisite GPA. The student's two attempts will include any graded attempt, whether or not eliminated from the student's GPA by grade replacement.

In addition to the Dental Technology classes, students must also complete required General Education courses. See Program Curriculum for requirements.

For further information and/or application, please contact:

Division of Allied Dental Education

Indiana University Fort Wayne 2101 E. Coliseum Blvd.

Fort Wayne, IN 46805-1499 Telephone: 260-481-6837

Fax: 260-481-4162

Accreditation, Memberships & Designations
All IUFW Allied Dental Education programs are accredited by the Commission on Dental Accreditation (CODA) and have been granted the accreditation status of "Approval without Reporting Requirements." The Commission on Dental Accreditation can be contacted at 312-440-4653 or 211 E. Chicago Avenue, Chicago, IL 60611.

Certified Dental Assisting:

The Dental Assisting National Board, Inc. (DANB) is the nationally recognized premier certification and credentialing agency for dental assistants. Since 1948, the DANB has played a vital role in the oral healthcare community. Recognized by the American Dental Association (ADA) as the national credentialing agency for dental assistants and accredited by the National Commission for Certifying Agencies (NCCA), DANB provides a means of identifying qualified and competent dental assistants and by measuring and promoting excellence in oral healthcare delivery. Visit the Dental Assisting National Board, Inc. for more information.

Dental Hygiene:

National Board Dental Hygiene Examination (NBDHE) Commission on Dental Competency Assessments
The dental hygiene student is responsible for finding and scheduling ALL patients needed to meet the minimum requirements for graduation, as well as finding a board patient for the CDCA clinical examination. For additional information see:

Dental Hygiene Licensure by Examination
Indiana Professional Licensing Agency
Indiana Medical Radiology Services Program

Dental Technology:

The IUFW Dental Technology program is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or 211 East Chicago Avenue, Chicago, IL 60611.

School of Dentistry Policies and Procedures

- Clinical Requirements
- Technical Requirements
- Immunizations
- Grade Appeals
- Health Insurance

Clinical Requirements
A student who has not met clinical requirements by the first day of classes will be dropped from clinical course(s) and any co-requisite course(s). Being removed from the course(s) may result in forfeit of financial aid. Neither class or clinical space will be held for any student dropped by the deadline, therefore, if the class is full you will not be able to register.

Technical Standards for Admission and Retention of Students
 1. Observation: The applicant/student must be able to participate actively in all demonstrations, laboratory exercises, and clinical experiences in the professional program component of the degree and to assess and comprehend the condition of all persons assigned to him or her for examination, diagnosis and treatment. Such

observation and information usually requires the functional use of visual, auditory, and somatic sensations.

2. Communication: The applicant/student must be able to communicate effectively and sensitively with persons in order to elicit information, describe changes in mood, activity and posture, assess nonverbal communications, and be able to effectively and efficiently receive from and transmit information to persons, fellow students, faculty and staff, and all members of the health care team. Communication skills include listening, speaking, reading and writing, as well as the observation skills described above.

3. Motor: The applicant/student must have sufficient motor function to elicit information from persons by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skills necessary to carry out diagnostic or therapeutic procedures; be able to interpret appropriate examinations and procedures, and be able to execute motor movements reasonably required to provide general care and emergency treatment to persons.

4. Intellectual/Conceptual, Integrative, and Quantitative Abilities: The applicant/student must be able to measure, calculate, reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of allied health practitioners, requires all of these intellectual abilities. In addition, the applicant/student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. The applicant/student must have the capacity to perform these problem solving skills in a timely fashion.

5. Behavioral and Social Attributes: The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to care of persons; and the development of mature, sensitive and effective relationships with persons and others. Applicants must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many persons. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each applicant/student should possess.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.pfw.edu/ssd/

Immunization Compliance

The following immunizations are required for students admitted to the Division of Allied Dental Education programs. It is recommended students begin the immunization process prior to admission to the program,

as some immunizations require six (6) months to complete the series.

Measles, Mumps, and Rubella (series of 2) - e.g. MMR

Tetanus and Diphtheria (within last 10 years - must not lapse during program) - e.g. Td, Tdap

Varicella (Chicken Pox, series of 2) - e.g. VAR OR documented History of Disease

Hepatitis B (series of 3) - e.g. HepB, HepA-HepB Polio (series of 3) - e.g. OPV, IPV

Positive titer documentation (showing immunity) may be accepted in place of immunization documentation.

TB TEST & INFLUENZA VACCINE

TB test is administered upon entry to the program. TB Test and Influenza Vaccine will be strongly encouraged for all students. More information regarding this requirement will be provided to students enrolled in the program.

Grade Appeals

Students who have evidence or believe evidence exists that a course grade, similar evaluation, or student progression decision was made as a result of prejudice, caprice, or other improper conditions, such as mechanical error, may appeal that action. Complaints concerning actions or decisions of faculty or staff of the University which are claimed to violate rights established in the Indiana University Code of Student Rights, Responsibilities and Conduct will be handled according to procedures outlined in the code. Students should confer with the Dean of Students or the Associate Vice Chancellor for Academic Affairs if they have any questions.

In the case of a grade appeal, the student should proceed as follows:

1. Faculty Member: An attempt should be made by the student to reconcile the concern or conflict with the faculty member. The student should schedule an appointment with the course faculty to discuss the grade or action and try to resolve the issue. If meeting with the faculty member does not resolve the issue, the student may seek informal mediation from the program director.

2. Program Director: The student must submit the allegation that an improper decision or action was made and specify the remedy sought, in writing, using the Student Appeals Procedure Checklist. A meeting with the student will be held to discuss the appeal. After meeting with the student, the program director will send a written recommendation with supporting documentation concerning the appeal to the student. If the appeal is not resolved, the student may proceed to Step 3.

3. School: The student shall submit the appeal in writing to the Associate Dean of the Division of Allied Dental Education.

Health Insurance

Students enrolled in an allied dental program may be exposed to possible injuries and communicable diseases. All students are required to carry their own health insurance. Costs associated with any incident on campus

or at clinical sites shall remain the responsibility of the student.

Degree Programs

- Certified Dental Assisting
- Dental Hygiene
- Dental Laboratory Technology

Certificate in Dental Assisting Overview

The program starts each year in the fall and ends with the completion of the following summer I semester. Upon successful completion of program requirements, graduates of the IU Fort Wayne Certified Dental Assisting Program receive a Certificate in Dental Assisting from Indiana University; Certified Dental Assistant (CDA) certification from the Dental Assisting National Board; Indiana State Dental Radiographer Licensure; and Certificates of Completion in Coronal Polishing and Caries Prevention.

Prior to graduation, students are required to earn the Dental Assisting National Board (DANB) Certified Dental Assistant (CDA) certification by passing three DANB examinations: Infection Control; Radiation Health and Safety; and General Chairside Assisting. After successfully earning the CDA certification, graduates are eligible to apply for and receive an Indiana State Dental Radiographer License.

Dental Assisting Certificate Curriculum

Year One (40 units)

Fall 1st Year

Course	Course Title	Credits
DAST-A211	Oral Pathology, Physiology, Anatomy	1
DAST-A212	Dental Therapeutics & Medical Emergencies	2
DAST-A221	Microbiology & Asepsis Technique	2
DAST-A214	Oral Anatomy, Histology, & Embryology	3
DAST-A231	Dental Materials Lecture I	3
DAST-A271	Clinical Science I	4
DAST-A303	Radiology Clinic I	3

Spring 1st Year

Course	Course Title	Credits
DAST-A231	Dental Materials Lecture II	1
DAST-A282	Practice management, Ethics, & Jurisprudence	2
DAST-A162	Written & Oral Communication	2
DAST-A242	Introduction to Advanced Dental Practice	2
DAST-A305	Radiology Clinic II	2
DAST-A241	Preventive Dentistry & Nutrition	3
DAST-A272	Clinical Science II	4

Summer Term

Course	Course Title	Credits
DAST-A273	Advanced Clinical Practice	6

Student Learning Outcomes
PROGRAM MISSION STATEMENT

The mission of the Indiana University Fort Wayne Certified Dental Assisting Program is to offer an exceptional and nationally renowned educational program; prepare students to be highly skilled oral healthcare professionals; and maintain and cultivate a diverse, intellectual and working partnership with the community. The program is committed to excellence in the theory and practice of dental assisting and in the development of competent, socially sensitive, and ethically responsible professionals.

PROGRAM GOALS

1. Develop and incorporate skills in critical thinking, interpretation, reasoning, questioning, and decision-making.
2. Apply principles from basic sciences, social sciences, clinical practice, and dental technology to deliver comprehensive care to their patients.
3. Practice and apply safe delivery of patient care.
4. Develop competence in assessing, evaluating, planning, and treating oral conditions and diseases.
5. Develop effective verbal and nonverbal interpersonal communication skills.
6. Interpret, evaluate, and synthesize current scientific research and apply evidence-based reasoning skills throughout the program curriculum.
7. Recognize good health practices and promote these ideals to others.
8. Promote ethical behavior required in the practice of dentistry.
9. Assume a leadership and collaborative role in the advancement of the dental assisting profession through

community activities and affiliations with professional organizations.

10. Recognize the need for life-long learning and professional development.

Dental Hygiene

The four-year program leads to a Bachelor of Science in Dental Hygiene with two specialty concentration options:

1) Community Dental Hygiene and

2) Dental Leadership and Sales.

IUFW's Dental Hygiene Program prepares students for the challenging and rapidly expanding profession. Demand for dental hygienists is expected to continue in response to an increasing awareness of dental health. The limited class size of 24 students per year offers an opportunity for individualized instruction.

Dental hygienists are licensed professionals who serve as the prevention specialists of the dental team. They require a variety of interpersonal and clinical skills to meet oral health needs of many different patients each day. They enjoy flexible job scheduling, including full- and part-time employment. Opportunities exist in dental offices, public health agencies, research, industry, hospital dentistry, and dental education.

Bachelor of Science in Dental Hygiene Curriculum
Dental Hygiene - Community Dental Hygiene
Year One (31 Units)

Fall Term

Course	Course Title	Credits
ENGL 13100	Reading, Writing, and Inquiry I	3.0
SOC 16101	Principles of Sociology	3.0
BIOL 20300	Human Anatomy and Physiology I	4.0
CHM 10400	Living Chemistry	3.0
FWHS-H101	First Year Seminar Introduction to Health Sciences (optional)	1.0

Spring Term

Course	Course Title	Credits
COM 11400	Fundamentals of Speech Communication	3.0
PSY 12000	Elementary Psychology	3.0
BIOL 20400	Human anatomy and Physiology II	4.0
CHM 29001	Special Topic in Chemistry Lab	1.0

BIOL 22000	Microbiology for Allied Health Professionals	4.0

Year Two -(30 Units)
Fall Term

Course	Course Title	Credits
DHYG-H205	Medical and Dental Emergencies	2.0
DHYG-H240	Introduction to Dental Ethics	1.0
DHYG-H214	Oral Anatomy Histology and Embryology	3.0
DHYG-H303	Radiology	2.0
General Education	Analytical Reasoning:	3.0
	MA 15300 College Algebra; or	
	MA 21300 Finite Mathematics I	
General Education	Arts and Humanities	3.0

Spring Term

Course	Course Title	Credits
DHYG-H216	Chemistry and Nutrition First Year	2.0
DHYG-H217	Preventive Dentistry Second Year	3.0
DHYG-H218	Fundamentals Dental Hygiene	5.0
DHYG-H305	Radiology Clinic	3.0
General Education	Cultural Understanding	3.0

Year Three - (30 Units)
Fall Term

Course	Course Title	Credits
DHYG-H 204	Periodontics	2.0
DHYG-H211	Head and Neck Anatomy	2.0
DHYG-H219	Clinical Practice I	4.0

DHYG-H221	Clinical Dental Hygiene Procedures	2.0
DHYG-H308	Dental Materials	2.0
DHYG-H347	Community Dental Health	3.0

Spring Term

Course	Course Title	Credits
DHYG-H215	Pharmacology and Therapeutics First Year	2.0
DHYG-H250	Local Anesthesia and Pain Control	2.0
DHYG-H301	Clinic Practice II	4.0
DHYG-H309	Practice of Community Dental Hygiene Second Year	2.0
DHYG-H321	Periodontics	2.0
Elective	Concentration Elective	3.0

Year Four - (27 Units)
Fall Term

Course	Course Title	Credits
Elective	Elective	1.0
DHYG-H302	Clinic Practice III	5.0
DHYG-H304	Oral Pathology	2.0
DHYG-H320	Practice Management, Ethics, Jurisprudence	2.0
DHYG-H403	Advanced Community Dental Hygiene	3.0

Spring Term

Course	Course Title	Credits
General Education	Analytical Reasoning	3.0
DHYG-H344	Senior Hygiene Seminar	2.0
DHYG-H420	Advanced Clinical Procedures	5.0
DHYG-H408	Practicum in Community Health	3.0

| Elective | Elective | 3.0 |

Dental Hygiene - Dental Leadership and Sales
Year One (31 units)

Fall Term

Course	Course Title	Credits
ENGL 13100	Reading, Writing, and Inquiry I	3.0
SOC 16101	Principles of Sociology	3.0
BIOL 20300	Human Anatomy and Physiology I	4.0
CHM 10400	Living Chemistry	3.0
FWHS-H101	First Year Seminar Introduction to Health Sciences (optional)	1.0

Spring Term

Course	Course Title	Credits
COM 11400	Fundamentals of Speech Communication	3.0
PSY 12000	Elementary Psychology	3.0
BIOL 20400	Human anatomy and Physiology II	4.0
CHM 29001	Special Topics in Chemistry Lab	1.0
BIOL 22000	Microbiology for Allied Health Professionals	4.0

Year Two (30 Units)

Fall Term

Course	Course Title	Credits
DHYG-H205	Medical and Dental Emergencies	2.0
DHYG-H240	Introduction to Dental Ethics	1.0
DHYG-H214	Oral Anatomy Histology and Embryology	3.0

Course	Course Title	Credits
DHYG-H303	Radiology	2.0
General Education	Analytical Reasoning:	3.0
	MA 15300 College Algebra; or	
	MA 21300 Finite Mathematics I	
General Education	Arts and Humanities	3.0

Spring Term

Course	Course Title	Credits
DHYG-H216	Chemistry and Nutrition First Year	2.0
DHYG-H217	Preventive Dentistry Second Year	3.0
DHYG-H218	Fundamentals Dental Hygiene	5.0
DHYG-H305	Radiology Clinic	3.0
General Education	Cultural Understanding	3.0

Year Three - (30 Units)
Fall Term

Course	Course Title	Credits
DHYG-H 204	Periodontics	2.0
DHYG-H211	Head and Neck Anatomy	2.0
DHYG-H219	Clinical Practice I	4.0
DHYG-H221	Clinical Dental Hygiene Procedures	2.0
DHYG-H308	Dental Materials	2.0
DHYG-H347	Community Dental Health	3.0

Spring Term

Course	Course Title	Credits
DHYG-H215	Pharmacology and Therapeutics First Year	2.0
DHYG-H250	Local Anesthesia and Pain Control	2.0
DHYG-H301	Clinic Practice II	4.0
DHYG-H309	Practice of Community Dental	2.0

	Hygiene Second Year	
DHYG-H321	Periodontics	2.0
OLS 25200	Human Relations in Organization	3.0

Year Four - (27 Units)
Fall Term

Course	Course Title	Credits
Elective	Elective	1.0
DHYG-H302	Clinic Practice III	5.0
DHYG-H304	Oral Pathology	2.0
DHYG-H320	Practice Management, Ethics, Jurisprudence	2.0
OLS 27400	Applied Leadership	3.0

Spring Term

Course	Course Title	Credits
General Education	Analytical Reasoning	3.0
DHYG-H344	Senior Hygiene Seminar	2.0
DHYG-H420	Advanced Clinical Procedures	3.0
Concentration Elective	Concentration Elective	3.0
Elective	Elective	3.0

Student Learning Outcomes

Goals and Objectives—Students will:

- apply principles from basic sciences, clinical, and social sciences to the delivery of dental hygiene services.
- develop competence in assessing, planning, treating, and evaluating oral conditions and diseases.
- develop effective communication skills. Students will promote good health practices to others.
- design, implement, and evaluate community dental health programs.
- develop skills in critical thinking, reasoning, questioning, and decision making.
- interpret and evaluate current research findings.
- promote the dental hygiene profession through service learning activities, affiliations with professional organizations, and partnerships with the community.

Dental Technology BSDT Pre-Dental Curriculum

The four-year program leads to a Bachelor of Science in Dental Technology with two specialty concentration options: 1) Pre-Dentistry and 2) Leadership and Sales.

Dental Technology BSDT Leadership and Sales Curriculum

Year One (31 Units)

Fall 1st Year

Course	General Education Category	Credits
GEC	Life and Physical Sciences	3
ENGL 13100	Core Communication: Writing	3
BUS 10001	Principles of Business Administration	3
OLS 25200	Human Behavior in Organizations	3
FWHS H101	Introduction to Health Sciences	1
Elective	General Elective	3

Spring 1st Year

Course	General Education Category	Credits
GEC	Life and Physical Science	3
	OLS Course Elective	3
GEC	Cultural Understanding	3
COM 11400	Core Communication: Speaking and Listening	3
MA 15300	College Algebra	3

Year Two (30 Units)

Fall 2nd Year

Course	Course Name	Credits
GEC	Arts and Humanities	3
Elective	OLS Course Elective (300 or 400 level)	3
OLS	OLS Course Elective	3
GEC	Analytical Reasoning (List A or B)	3
Elective	General Elective	2

Spring 2nd Year

Course	Course Name	Credits
DLTP-D112	Dental Anatomy	4
DLTP-D114	Occlusion	3
DLTP-D111	History, Ethics, Organization	1
DLTP-D113	Basic Physics, chemistry, and Dental Materials	5
Elective	General Elective	3

Year Three (33 units)

Fall 3rd Year

Course	Course Name	Credits
DLTP-D125	Crown and Bridge Prosthodontics I	3
DLTP-D126	Orthodontic-Pedodontics Appliances I	3
DLTP-D127	Complete Denture Prosthodontics I	4
DLTP-D128	Partial Denture Prosthodontics I	3
DLTP-D129	Dental Ceramics I	3

Spring 3rd Year

Course	Course Name	Credits
DLTP-D215	Crown and Bridge Prosthodontics II	4
DLTP-D216	Orthodontic-Pedodontics Appliances II	3
DLTP-D217	Complete Denture Prosthodontics II	3
DLTP-D218	Partial Denture Prosthodontics II	3
DLTP-D219	Dental Ceramics II	4

Year Four (26 units)

Fall 4th Year

Course	Course Name	Credits
DLTP-D320	Dental Implants	3
DLTP-D321	Dental Laboratory Business Procedures	3
Elective	General Elective	3
OLS	Course Elective (300 or 400 Level)	3

Spring 4th Year

Course	Course Name	Credits
DLTP-D405	Practical Laboratory Experience	6
Program Elective	Select **8 Credits** from the following courses:	8
	DLTP-D401;	
	DLTP-D402; and/or	
	DLTP-D403	

**Dental Technology BSDT Pre-Dentistry
Year One (31 Units)**

Fall 1st Year

Course	General Education Category	Credits
CHM 11500	General Chemistry	4
ENGL 13100	Core Communication: Writing	3
BIOL 20300	Human Anatomy & Physiology	4
MA 22900	Calculus for the Mangerial, Social and Biological Sciences	3

Spring 1st Year

Course	General Education Category	Credits
COM 11400	Core Communication: Speaking and Listening	3

CHM 11600	General Chemistry	4
BIOL 20400	Human Anatomy & Physioogy II	4
GEC	General Education Core: Social Science	3
GEC	General Education Core: Analytical REasoning (List A or B)	3

Summer Term

Course	Course Name	Credits
BIOL 22000	Microbiology for Health Professionals	4

Year Two (32 units)

Fall 2nd Year

Course	Course Name	Credits
BUS 10001	Principles of Business Administration	3
GEC	General Education Elective	3
BIOL 11700	Principles of Ecology and Evolution	4
CHM 25500	Organic Chemistry	3
CHM 25400	Organic Chemistry Lab	1

Spring 2nd Year

Course	Course Name	Credits
DLTP-D112	Dental Anatomy	4
DLTP-D114	Occlusion	3
DLTP-D111	History, Ethics, Organization	1
DLTP-D113	Basic Physics, chemistry, and Dental Materials	5
BIOL 11900	Principle Structure and Function	4

Year Three (33 units)

Fall 3rd Year

Course	Course Name	Credits

DLTP-D125	Crown and Bridge Prosthodontics I	3
DLTP-D126	Orthodontic-Pedodontics Appliances I	3
DLTP-D127	Complete Denture Prosthodontics I	4
DLTP-D128	Partial Denture Prosthodontics I	3
DLTP-D129	Dental Ceramics I	3

Spring 3rd Year - 17 Credits

Course	Course Name	Credits
DLTP-D215	Crown and Bridge Prosthodontics II	4
DLTP-D216	Orthodontic-Pedodontics Appliances II	3
DLTP-D217	Complete Denture Prosthodontics II	3
DLTP-D218	Partial Denture Prosthodontics II	3
DLTP-D219	Dental Ceramics II	4

Year Four (27 units)

Fall 4th Year

Course	Course Name	Credits
PHYS 22000	General Physics	4
BIOL 38100	Cell Biology	3
GEC	Arts and Humanities	3
GEC	Cultural Understanding	3

Spring 4th Year

Course	Course Name	Credits
PHYS 22100	General Physics II	4
DLTP-D 405	Practical Laboratory Experience	6
Elective	Concentration Elective (choose from):	4
	DLTP-D401; or	
	DLTP-D402; or	

DLTP-D403

Student Learning Outcomes
Students of the Dental Technology program will:

1. demonstrate the breadth of knowledge in the principals of restorative dental prosthesis and dental sciences.
2. demonstrate proficiency in the technical competency skills necessary to perform at or beyond an entry-level position in a dental laboratory.
3. comprehend and apply dental terminology, and technical advancements in the dental technology profession.
4. demonstrate ethical work habits and behavior patterns required for success and advancement in the dental profession.
5. demonstrate the need for continued learning and professional development locally, nationally and internationally in the field of dental laboratory technology.
6. demonstrate written, oral and multimedia skills necessary to communicate effectively in multicultural/diverse settings.
7. demonstrate skills in critical thinking, interpretation, reasoning, questioning, and decision making in the dental profession.
8. demonstrate proficiency in interpreting and evaluating current dental prosthetic research and apply that knowledge to demonstrate dental laboratory skills necessary for life-long learning.
9. promote the dental technology profession through service learning activities, affiliations with professional organizations, and partnerships with dental companies and the community.

Courses

These are courses for the IUFW Allied Dental Education programs. The number of credit hours is indicated in parentheses following the course title.

Dental Auxiliary Education
DAST-A 122 INTRODUCTION TO DENTISTRY (1 cr.)
An overview of the specialties of dentistry with specific lectures on cavity classification and nomenclature, instrument nomenclature, principles of cavity preparation, the space maintenance concept, management of the child patient, use of the rubber dam in direct and indirect pulp therapy.

DAE-E 351 Advanced Dental Materials Technology for Auxiliary (1-4 cr.) Lecture and laboratory course designed to teach additional concepts of dental materials and their use in intra-oral techniques. Included in instruction in DAU principles.

Dental Assisting Certificate
DAST-A 162 Written and Oral Communication (1-2 cr.)
Instruction and practice in gathering and organizing material for written and oral presentations to include individual and group projects in communication specifically in dental contexts.

DAST-A 211 Oral, Pathology, Physiology, Anatomy (1-2 cr.) A211 is an overview of the structures, functions,

and selected diseases of the human body, including basic cells, tissues, organs, and organ systems.

DAST-A 212 Dental Therapeutics and Medical Emergencies (2-3 cr.) This course will present the pharmacology of medications that are commonly used by the physician and dentist and the diseases and indications for which these drugs are prescribed. Also, the class will review the systemic diseases and adverse reactions to dental treatment that can result in a medical emergency in the dental office and the armamentarium, medications, and procedures for treating these emergencies.

DAST-A 221 Microbiology and Asepsis Technique (1-3 cr.) A study of microbial types, oral microbiology, bloodborne diseases and infection control including procedures on instrument cleaning and sterilization, surface disinfection, use of protective barriers, waste management and hazardous materials management.

DAST-A 231 Dental Materials I (2-4 cr.) Lecture and laboratory course designed to require the student to utilize critical thinking and problem solving skills while incorporating mechanical, physical and chemical properties of dental materials in the clinical and laboratory setting. The role of the assistant in selection, manipulation and biological considerations of dental materials is stressed.

DAST-A 232 Dental Materials Lecture II (1-3 cr.) Lecture and laboratory courses designed to require student to utilize critical thinking and problem solving skills while incorporating mechanical, physical, and chemical properties of dental materials in the clinical and laboratory setting. The role of the assistant in selection, manipulation, and biological considerations of dental materials is stressed.

DAST-A 241 Preventive Dentistry and Nutrition (2-3 cr.) Etiology and prevention of oral diseases. The role of the dental assistant in the different procedures comprising an office preventive program. The effects of major nutrients on physiologic body processes; applied nutrition in dental caries and periodontal disease. Clinical and laboratory experiences.

DAST-A 242 Introduction to Advanced Dental Practice (1-3 cr.) The course will provide the student with an overview of the various dental specialties and the special instruments utilized by them. The role of the specialty dental assistant will be addressed along with performance evaluations of skills that are allowed for dental assistants in the Indiana State Dental Practice Act.

DAST-A 271 Clinical Science I (4-6 cr.) A core course in dental nomenclature; historical developments in dentistry; role of assistant as member of the dental health team; dental specialties; charting the mouth; identification and utilization of instruments and equipment; principles of dental procedures and instrument transfer, isolation techniques, and asepsis procedures.

DAST-A 272 Clinical Science II (3-6 cr.) Clinical chairside experience, including an extramural assignment; allows for refining of student skills. A seminar provides students opportunities to share experiences.

DAST-A 273 Advanced Clinical Practice (4 cr.) This course provides continued performance on clinical practice experiences with patients in extramural dental offices. The students will utilize critical thinking skills and evidence-based decision making as they perform clinical treatment with their patients.

DAST-A 282 Practice Management, Ethics and Jurisprudence (2-3 cr.) A course designed to emphasize the role of the dental assistant in the management of a dental office through reception procedures, appointment control, record keeping, purchasing, third party reimbursement, financial systems, telephone techniques, and inventory control. Also the legal and ethical aspects of dentistry are discussed as well as interviewing techniques and resumes.

DAST-A 303 Radiology Clinic I (2-3 cr.) The principles of radiation production, theories and techniques of radiographic imaging, film processing and mounting, radiation safety and radiographic interpretation are studied in this didactic and preclinical course.

DAST-A 305 Radiology Clinic II (1-3 cr.) Clinical application of intra-oral and extra-oral radiographs. A continuation of the students' experience in intraoral and extraoral radiographic techniques on patients.

Bachelor of Science in Dental Hygiene

DHYG-D 401 Clinical Supervision 1 (3 cr.) Supervisory experience in clinics and laboratories involved in teaching students enrolled in Dental Hygiene curriculum; problems incident to patient-student and instructor-student relationships.

DHYG-D 402 Practicum in Dental Sciences Education (3 cr.) Experience in teaching in the Department of Dental Education under the direction of a supervising instructor. Students will learn strategies in curriculum development, effective evaluation methods, teaching-learning styles, student-faculty relationships, and problem-solving strategies in a didactic setting.

DHYG-H 204 Periodontics (1-2 cr.) This course introduces students to the interpretation of tissue changes, the role dental hygienists process of care. An emphasis will be placed on the structures of the periodontium, etiology and manifestations of periodontal diseases.

DHYG-H 205 Medical and Dental Emergencies (1-2 cr.)

DHYG-H 211 Head & Neck Anatomy (1-3 cr.) A detailed study of the anatomy of the head and neck. Some attention is given to oral embryology and the growth of tooth structure.

DHYG-H 214 Oral Anatomy Histology & Embryology (2-4 cr.) A study of the morphology, structure, function, and histology and embryology of human and surrounding tissues, including osteology of the maxilla and mandible and nerve and vascular supply of teeth and muscles of mastication.

DHYG-H 215 Pharmacology and Therapeutics: First Year (1-3 cr.)

DHYG-H 216 Chemistry and Nutrition: First Year (2-3 cr.)

DHYG-H 217 Preventive Dentistry: Second Year (1-3 cr.)

DHYG-H 218 Fundamentals of Dental Hygiene (3-6 cr.) An introduction to the dental and dental hygiene

professions including the basic didactic and laboratory/ clinic practice for the performance of dental hygiene services.

DHYG-H 219 Clinical Practice I (3-5 cr.) Performance of dental services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene procedures for providing patient care and an introduction to oral diagnosis.

DHYG-H 221 Clinical Dental Hygiene Procedures (1-3 cr.)

DHYG-H 240 Introduction to Dental Ethics (1-2 cr.) This course provides background in ethical issues that impact dental healthcare providers and their patients. Emphasis will be on developing critical thinking skills and evidence-based decision making. Case studies providing examples of legal and ethical issues relevant to dental patient care will be explored.

DHYG-H 242 Introduction to Dentistry (1-3 cr.) An overview of the field of dentistry with emphasis on the specialties in dentistry, an introduction to common dental procedures with information a hygienist needs in patient education, as well as issues related to access to dental care and the dental workforce.

DHYG-H 250 Local Anesthesia and Pain (1-2 cr.) This course addresses coverage management for conscious dental clients. The indications, contraindications, and pharmacology of topical anesthesia, local anesthesia, and nitrous oxide and oxygen sedation used in dentistry will be discussed. Local anesthesia techniques and the administration of nitrous oxygen sedation will be studied.

DHYG-H 301 Clinical Practice II (3-5 cr.) Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care.

DHYG-H 302 Clinical Practice III (3-5 cr.) H302 Clinical Practice III is a combination of clinical experiences, professional organization activities and community health education. The didactic information obtained through the curriculum is designed to complement student's advanced clinical work and experiences. These experiences will include evaluating patient's nutritional status and identifying treatment modifications necessary for patients with special needs.

DHYG-H 303 Radiology (1-3 cr.)

DHYG-H 304 Oral Pathology: Second Year (1-3 cr.)

DHYG-H 305 Radiology Clinic (1-3 cr.) Clinical application of intra-oral and extra-oral radiographs.

DHYG-H 306 Radiology Clinic II (1 cr.) Continuation of DHYG-H305 - clinical application of intra-oral and extra-oral radiographs.

DHYG-H 308 Dental Materials (1-3 cr.)

DHYG-H 309 Practice of Community Dental Hygiene - 2nd Year (1-3 cr.) A supervised field experience in various community settings, including dental health instruction and treatment in schools, and dental health education to community organizations. This course is designed to cover didactic information in the first half of the course to prepare students for the National Board Examination. During this time students are orientated to community fieldwork experiences, with the majority of service hours completed in the latter half of this course.

DHYG-H 320 Practice Management, Ethics and Jurisprudence (1-2 cr.) The study of the organization, administration and prudent operation of professional and financial resources for a successful dental practice in a community.

DHYG-H 321 Periodontics (1-2 cr.) A study of periodontal disease including the anatomy, classification, etiology, treatment, and relationship to systemic condition.

DHYG-H 344 Senior Hygiene Seminar (1-3 cr.) Ethics, jurisprudence, and practice management concepts including a study of state practice acts, dental hygiene employment opportunities, recall systems, and current trends in the dental hygiene profession.

DHYG-H 347 Community Dental Health (2-5 cr.) A study of public health principles as they relate to dentistry. The students will be introduced to those aspects of public health which enable them to plan, administer and evaluate a dental health program.

DHYG-H 400 Evidence-Based Decision Making (3 cr.) Evidence-based decision making (EBDM) based on scientific evidence, clinical skill and judgment, and individual patient case studies. This approach to evidence-based decision making in oral healthcare will include judicious integration of systematic assessments of scientific evidence. Foundational knowledge to implement future clinical strategies will be discussed.

DHYG-H 403 Advanced Community Dental Hygiene (3-4 cr.) Public health principles including care delivery system and preventive public health care at the community level.

DHYG-H 405 Dental Healthcare Research (3 cr.) Review of current literature related to periodontics, oral pathology, preventive dentistry and the current practices of dental hygiene.

DHYG-H 406 Educational Methodology in Health Sciences (1-3 cr.) The purpose of this course is to assist potential educators in the health sciences to understand current theories, concepts and methodologies in professional health science education. Students will learn to apply effective educational strategies to match learners' needs in didactic, laboratory and clinical settings. This course will use a variety of delivery systems including an on-line component.

DHYG-H 408 Practicum in Community Health (3-4 cr.) Structured practical experience in planning, supervising, coordinating and evaluating instruction in an educational setting and/or assessing, planning, implementation, and evaluation of public health programs.

DHYG-H 420 Advanced Clinical Procedures (4-5 cr.) Clinical Practice 4 is a course designed for instruction and experience in performing dental hygiene services.

Bachelor of Science Degree in Dental Technology
DLTP-D 300 Specialty in Orthodontic Prosthesis (4-8 cr.) This course will give students advanced knowledge in the fabrication of orthodontic prosthesis.

It will allow students to test and develop their problem solving skills by providing them with theoretical information and challenge them to convert it into practical application through construction of orthodontic appliances.

DLTP-D 111 History Ethics Organization (1 cr.) History and background of dental laboratory technology, including dental practice acts, work authorization, dental ethics as applicable to dental auxiliaries.

DLTP-D 112 Dental Anatomy (4 cr.) A study of individual tooth morphology and associated oral structures, their relationship, alignment, and function.

DLTP-D 113 Basic Physics, Chemistry and Dental Materials (5 cr.) The chemical and physical properties and requirements of restorative and prosthetic materials will be taught. Manipulative procedures are performed in the laboratory.

DLTP-D 114 Occlusion (3 cr.) The interdigitation of teeth and their relation to function, phonetics, and esthetics will be introduced. Waxing techniques to obtain these desired results will be utilized in the laboratory.

DLTP-D 125 Crown and Bridge Prosthodontics I (3 cr.) An introduction to the types and uses of fixed restorations and techniques of fabrication. The theories and concepts for the use of different types of restorations will be included.

DLTP-D 126 Orthodontic Pedodontic Appliances I (3 cr.) An introduction to the basic laboratory skills pertinent to fabrication of orthodontic and pedodontic appliances. Special emphasis will be placed on various wire bending techniques and designs. Students will also be introduced to the pouring and trimming of diagnostic casts.

DLTP-D 127 Complete Denture Prosthodontics I (4 cr.) An introduction to the setup and arrangement of artificial teeth. Waxing, investing, processing, and finishing procedures will also be taught. The basics of denture repair will be introduced.

DLTP-D 128 Partial Denture Prosthodontics I (3 cr.) An introduction to the theories and procedures of partial framework fabrication. The procedures of design, duplicating, waxing, investing, casting, and finishing will be introduced.

DLTP-D 129 Dental Ceramics I (3 cr.) An introduction to the types and uses of fixed restorations and techniques of fabrication of porcelain to metal restorations.

DLTP-D 215 Crown and Bridge Prosthodontics II (4 cr.) Fixed procedures are continued with emphasis on multiple unit castings. Theory and techniques to be included are pontic design, acrylic veneer design, and soldering.

DLTP-D 216 Ortho-Pedo Appliance II (3 cr.) The skills introduced in the basic course will be amplified. More intricate wire bending exercises will be used. Acrylic placement, basic soldering, and welding techniques will be introduced.

DLTP-D 217 Complete Denture Prosth II (3 cr.)

DLTP-D 218 Partial Denture Prosthodontics II (3 cr.) The fabrication of various designed frameworks will be utilized. The arrangement and processing of artificial teeth and the repairing of frameworks will be introduced.

DLTP-D 219 Dental Ceramics II (4 cr.) Porcelain to metal procedures are continued with emphasis on multiple unit restorations. An introduction to soldering techniques and porcelain jacket crowns will be included.

DLTP-D 320 Dental Implants (3 cr.) Dental Implant Concepts and Procedures for Fixed and Removable Prostheses will be taught. Computer-aided design of dental prosthetic restorations will be emphasized.

DLTP-D 321 Dental Laboratory Business Procedures (3 cr.) Practical laboratory management procedures and theories will be taught.

DLTP-D 400 Advance Dental Science in Dental Laboratory Technology (3 cr.) This course will highlight competencies and achievements learned during preceding laboratory practices. Students will be required to construct an e-portfolio along with a project portfolio. This portfolio will include projects, journal article critique of new dental technology practices and procedures, reflection papers, externship journals, and a dental research project.

DLTP-D 401 Specialty in Fixed Prosthodontics (4-8 cr.) The course will give students advanced knowledge in the fabrication of fixed prosthesis. It will allow students to test and develop their problem solving skills by providing them with theoretical information and challenge them to covert it into practical application through construction of fixed prosthesis. Computer-aided design of dental prosthetic restorations will be emphasized.

DLTP-D 402 Specialty in Removable Prosthodontics (4-8 cr.) This course will give students advanced knowledge in the fabrication of removable prosthesis. It will allow students to test and develop their problem solving skills by providing them with theoretical information and challenge them to convert it into practical application through construction of partial and complete dentures. Computer-aided design of dental prosthetic restorations will be emphasized.

DLTP-D 403 Specialty in Orthodontic Prosthesis (4-8 cr.) This course will give students advanced knowledge in the fabrication of orthodontic prosthesis. It will allow students to test and develop their problem solving skills by providing them with theoretical information and challenge them to convert it into practical application through construction of orthodontic appliances.

DLTP-D 405 Practical Laboratory Experience (4-6 cr.) A practicum in dental laboratory procedures in one of the five specialty areas. This practicum may be given on campus or at an extramural site.

IU School of Medicine

Medical Imaging and Radiologic Sciences

IU Fort Wayne offers a Bachelor of Science in Medical Imaging with two concentration options, Radiography (or Radiologic Technology) or Sonography (or Ultrasound Technology).

The Medical Imaging Program concentrations include general education and professional education courses. Students are designated as pre-medical imaging – radiography or pre-medical imaging – sonography majors

as they complete required general education prerequisite courses and prior to admission to the professional program. Admission to the professional portion of either program is competitive and is based on a composite score derived from the prerequisite GPA, submitted recommendation forms, medical imaging preadmission testing, and a personal interview. Completion of course work alone does not ensure admission. Students must apply for admission to the professional program of choice directly to the Office of Medical Imaging and Radiologic Sciences by the first business day of March.

The professional education curriculum is a structured, full-time, 33-month program beginning Fall semester each year. Professional education is a combination

of classroom and laboratory instruction and clinical experience. In clinical practice, students utilize the theories and concepts that are presented in the professional curriculum. Under the supervision of physicians and registered technologists, students will progress from observing to assisting, and subsequently to completing the imaging examinations.

All students in the process of completing prerequisite course work are strongly encouraged to seek academic advisement from the Pre-Medical Imaging advisor.

Radiography

Radiographers (or Radiologic Technologists) use radiation to produce images of the human body for the purpose of medical diagnosis. In addition to completing coursework and clinical rotations focused in Radiography, students in the Medical Imaging Radiography Track at IUFW have the opportunity to explore and study several advanced imaging modalities and career pathways such as CT, MRI and Mammography.

Upon program completion, students will be awarded a Bachelor of Science in Medical Imaging. Graduates are eligible to apply to sit for the American Registry

of Radiologic Technologists (ARRT) Examination in Radiography. Each graduate must pass the national exam and become certified as a Radiologic Technologist in Radiography before applying for certification examination in another modality.

Sonography

Sonographers (or Ultrasound Technologists) use sound waves to produce images of the human body for the purpose of medical diagnosis. Students in the Medical Imaging Sonography Track at IUFW will complete coursework and clinical rotations in abdomen, obstetrics and gynecology, and vascular sonography.

Upon program completion, students will be awarded a Bachelor of Science in Medical Imaging. Graduates are eligible to apply to sit for the American Registry

of Radiologic Technologists (ARRT) Examination in Sonography and/or the American Registry for Diagnostic Medical Sonography (ARDMS) Examinations.

Admission Standards and Procedures

Admission Criteria

Admission to the Medical Imaging program from Pre-Medical Imaging is limited and competitive, based on a total composite score of the following:
- Prerequisite curriculum GPA (Must be 2.5 minimum in order to qualify for preadmission testing)
- Applicant Recommendation Forms (COMPLETED BY NON-FAMILY MEMBERS)
- Preadmission testing
- Personal interview *

* If the number of qualified applicants far exceeds the number of positions available, the program's Admission Committee reserves the right to limit the number of applicants to be interviewed to one and a half times the number of positions available in the class.

Completion of the prerequisite coursework and meeting the minimum requirements does not guarantee admission.

Application Requirements
Applicants seeking admission to the Medical Imaging program must meet the following requirements to sit for the preadmission test:

1. Be admitted to IUFW as a degree seeking student (active status is required prior to submitting admission materials).
2. Complete and submit all admission materials, including:
   - Application Forms (available on the program website) https://www.iufw.edu/medical-imaging/program-admissions/index.html
   - Official College Transcript from each post-secondary institution attended (unofficial transcript from IUFW Registrar acceptable)
   - For any high school dual credit and/or advanced placement (AP) courses, a high school transcript.
3. Complete at least 13 credit hours of the prerequisite curriculum with a minimum 2.5 prerequisite curriculum grade point average. The prerequisite curriculum grade point average (GPA) is a calculation used only for the Medical Imaging admission process.
4. Earn a grade of C- or better in all prerequisite curriculum coursework.
5. Complete Biol 20300, Biol 20400 and a math course within 5 years of admission to the professional program.
6. Applications and other required application materials may be submitted between the first business day of November and the first business day of March each year. Submit complete admission packet directly to Medical Imaging and Radiologic Sciences, or postmarked by the first business day of March to be considered for admission into the professional program.

Special Considerations:

1. Applicants may complete the equivalents of these courses at other colleges and universities. A student may make multiple attempts at a prerequisite course, with the most recent grade calculated in the Prerequisite curriculum GPA.
2. Students may petition to fulfill some requirements with courses taken at a higher level than the

specified course provided that the prerequisite course requirement has been fulfilled. This petition must be indicated by using the SUBSTITUTE COURSE COMPLETION portion of the Prerequisite Checklist Form. Students must earn a C- or better in the substitute course. If approved, the substitution grade will be calculated into the prerequisite curriculum GPA provided it is higher than the grade for the course being replaced. Prerequisite curriculum coursework and grades from all post-secondary institutions attended will be reviewed and evaluated. Equivalents to pre-admission testing requirements will be evaluated on an individual basis.

Admittance to the Program
In order to be admitted to the Medical Imaging program, applicants must complete all Prerequisite curriculum course work by the end of spring semester with a grade of C- or better in each course and maintain a minimum 2.5 Prerequisite curriculum grade point average.

Upon acceptance to the program, final admission is contingent upon an applicant meeting the following requirements:
- Possess skills and abilities required under the MIRS Technical Standards and Physical Demands and Environmental Conditions or request accommodation through Services for Students with Disabilities
- Complete a background check that meets the requirement for clinical site placement
- Pass a drug screening test
- Complete a physical examination and submit a health record with documentation of required immunizations
- Obtain an Indiana State Board of Health Radiology Permit (Radiography Track)
- Have personal health insurance

Upon acceptance into the Medical Imaging Program, students will be provided with the forms and information necessary to complete the above listed additional requirements. Expenses incurred in meeting these requirements are the responsibility of the applicant.

Prerequisite Requirement
The Prerequisite curriculum is:

- **BIOL 20300** - Human Anatomy & Physiology I
- **BIOL 20400** - Human Anatomy & Physiology II
- **CHM 10400** - Living Chemistry
- **COM 11400** - Fundamentals of Speech Communication
- **ENGL 13100** - Elementary Composition
- Choose **two** of the following courses:
    - **COM 21200** - Approaches to the Study of Interpersonal Communication (recommended) **OR**
    - **PSY 12000** - Elementary Psychology **OR**
    - **SOC 16101** - Principles of Sociology

- Choose **one** of the following courses:
    - **CS 11200** - Survey of Computer Science **OR**
    - **NURS-H 355** - Data Analysis for Practice and Research **OR**
    - **PSY 20100** - Introduction to Statistics in Psychology **OR**
    - **STAT 30100** - Elementary Statistical Methods I

- Choose **one** of the following courses:
    - **MA 15300** - College Algebra **OR**
    - **MA 21300** - Finite Mathematics I

Course descriptions may be found in the IUFW Bulletin. Note: All Prerequisite courses must be completed by the end of spring semester of the application year. Two additional general education courses must be completed prior to the final academic year of the professional program; however, students are encouraged to complete these courses prior to program entry if possible.

Accreditation
Radiography

The Medical Imaging Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT):

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: (312) 704-5300
Fax: (312) 704-5304
www.jrcert.org

Student Learning Outcomes
Mission Statement

IUFW Medical Imaging and Radiologic Sciences is committed to preparing highly qualified medical imaging technologists by integrating an outstanding baccalaureate academic education with a comprehensive clinical experience.

Radiography Program Goals for Student Learning

1. Students will communicate effectively in the health care setting.
2. Students will utilize critical thinking and problem solving skills.
3. Students will model professionalism.
4. Students will demonstrate clinical competence.

Student Outcomes

A graduate of the program will be able to:
- Exercise effective interpersonal communication skills with patients.
- Apply effective interdisciplinary communication skills.
- Execute logical procedural variations for non-routine situations.
- Evaluate radiographic image quality.
- Exhibit the professional responsibilities of medical imaging technologists.
- Engage in self-development related to professional practice.
- Demonstrate clinical procedural proficiency.

Sonography

Pending

Academic Regulations

Students enrolled in the IU School of Medicine professional Medical Imaging Program are governed by the following academic standards:

- Grading System
- Program Cumulative GPA
- Good Academic Standing

Grading System

Final achievement in a particular RADX course is indicated by a letter grade that is translated into the 4.0 grading system below

	Grade	Scale	Grade Points
Exceptional Achievement	A+	99-100	4.0
	A	96-98	4.0
	A-	94-95	3.7
Above Average	B+	92-93	3.3
	B	89-91	3.0
	B-	87-88	2.7
Average	C+	85-86	2.3
	C	82-84	2.0
	C-	80-81	1.7
Below Average	D+	78-79.9	1.3
	D	75-77	1.0
	D-	73-74	0.7
Failure	F	72 & below	0.0

Program Cumulative GPA

Program Cumulative GPA is the average for all RADX courses taken by the student and will be verified at the end of each grading period to establish academic standing.

Good Academic Standing

To be in good standing in MIRS, the following two requirements must be maintained throughout the three years in the Program:

- Students must achieve a grade of C- or better in all RADX courses.
- Students are also required to maintain a Program Cumulative GPA of 3.00.

Students who fail to meet the requirements for Good Academic Standing are subject to dismissal from MIRS

Immunizations and Insurance
Required Immunizations

The following immunizations are required for students admitted to Medical Imaging and Radiologic Sciences. It is recommended that students begin the immunization process prior to admission to the program, as some immunizations require six (6) months to complete the series.

- Measles, Mumps, and Rubella (series of 2) - e.g. MMR
- Tetanus and Diphtheria (within last 10 years - must not lapse during program) - e.g. Td, Tdap
- Varicella (Chicken Pox, series of 2) - e.g. VAR **OR** documented History of Disease
- Hepatitis B (series of 3) - e.g. HepB, HepA-HepB
- Polio (series of 3) - e.g. OPV, IPV

Positive titer documentation (showing immunity) may be accepted in place of immunization documentation.

Tuberculosis (TB) Test and Influenza Vaccine

An annual TB test and influenza vaccine will be required for all students enrolled in the professional medical imaging program. More information regarding this requirement will be provided to students enrolled in the program.

Health Insurance

Students enrolled in a program in the health sciences may be exposed to possible injuries and communicable diseases. All students are required to carry their own health insurance. Costs associated with any incident on campus or at clinical sites shall remain the responsibility of the student.

Medical Imaging BS Degree Requirements

1. General Education/Prerequisites (35 Credits)
2. Professional Curriculum - Required Courses (85 credits)

General Education and Prerequisites

GENERAL EDUCATION/PREREQUISITES 35 Credits

1. CORE COMMUNICATION - TWO CONTENT AREAS (2 courses, 6.0 Cr Hrs)

Dept	Course	Title	Cr Hrs
*ENGL	13100	Writing	3
*COM	11400	Speaking & Listening	3

2. SOCIAL SCIENCES -2 Courses (6.0 Hrs)

Dept	Course	Title	Cr Hrs
		Choose two of the following courses	6

*COM	21200	Approaches to the Study of Interpersonal Communication (recommended) OR
*PSY	12000	Elementary Psychology OR
*SOC	16101	Principles of Sociology

3. ARTS and Humanities - 1 Course (3.0 Hrs)

Option	Course	Cr Hrs
CHOOSE 1 ELECTIVE	Choose 1 Elective that meets the General Education requirement for Arts and Humanities	3

4. CULTURAL UNDERSTANDING - 1 course (3.0 Cr Hrs)

Option	Course	Cr Hrs
CHOOSE 1 ELECTIVE	Choose 1 Elective that meets the General Education requirement for Cultural Understanding	3

5. ANALYTICAL REASONING - TWO CONTENT AREAS - 1 course from each list (6.0 Cr Hrs). At least one course must be from List A. Second course can be from List A or B

Options	Course	Title	Cr Hrs
+LIST A – choose 1			3
	*MA 15300	Algebra and Trigonometry I (Preferred) OR	
	*MA 21300	Finite Math	
+Enrollment in List A math courses requires placement or completion of prerequisite course			
++LIST B – choose 1			3
	*CS 11200	Survey of Computer Science OR	
*PSY 20100		Introduction to Statistics in Psychology OR	

*STAT 30100	Elementary Statistical Methods
*NURS-H355	Data Analysis for Practice and Research
++Enrollment in PSY 20100 or STAT 30100 requires MA 15300 as a prerequisite	

6. LIFE AND PHYSICAL SCIENCES - 3 Courses (11.0 Cr Hrs minimum)

Dept	Course	Title	Cr Hrs
*BIOL	20300	Human Anatomy and Physiology	4
*BIOL	20400	Human Anatomy and Physiology	4
*CHM	10400	Living Chemistry	3

- Courses marked with an asterisks (*) must be completed by spring semester prior to the planned start date of the professional program, and will be used to calculate the cumulative prerequisite coursework GPA.
- Additional general education courses must be completed prior to the final academic year of the professional program; however, students are encouraged to complete these courses prior to program entry if possible.
- Biology courses and a college math course must be completed within 5 years of anticipated program start date.

Radiography Track Professional Curriculum
Professional Curriculum Information

Radiography Track

Second Year - 29 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R105	Orientation to Radiography and Medical Imaging	3
RADX	R106	Fundamentals of Patient Care for Medical Imaging	3
RADX	R111	Radiography I	3
RADX	R270	Radiologic Physics	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R190	Introduction to Clinical Education	3
RADX	R211	Radiography II	3
RADX	R215	Medical Imaging Modalities	3
RADX	R271	Foundations of Image Acquisition	3

Summer

Dept	Course	Title	Cr Hrs
RADX	R191	Medical Imaging Clinical Education I	2
RADX	R185	Medical Terminology	3

Third Year - 29 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R192	Medical Imaging Clinical Education II	3
RADX	R255	Radiation Biology and Protection in Radiography	3
RADX	R304	Medical Imaging Anatomy	3
RADX	R371	Advanced Image Acquisition	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R291	Medical Imaging Clinical Education III	3
RADX	R206	Advanced Patient Care for Medical Imaging	3

RADX	R305	Radiographic Image Critique	3
RADX	R307	Pharmacology for Medical Imaging	3

Summer

Dept	Course	Title	Cr Hrs
RADX	R292	Medical Imaging Clinical Education IV	2
RADX	R315	Exploring Modalities	3

Fourth Year - 27 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R293	Medical Imaging Clinical Education V	3
RADX	R306	Radiographic Pathology	3
RADX	R400	Leadership	3
RADX	R401	Legal and Ethical Issues in Medical Imaging	3
RADX	R410	Imaging Informatics and Acquisition Technology	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R391	Clinical Education VI	3
RADX	R310	Seminar in Radiography	3
RADX	R450	Quality Management	3
RADX	R481	Medical Imaging Internship Capstone	3

Sonography Track Professional Curriculum
Second Year - 29 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R105	Orientation to Radiography and Medical Imaging	3
RADX	R106	Fundamentals of Patient Care for Medical Imaging	3
RADX	R111	Radiography I	3
RADX	S271	Sonography Physics and Instrumentation I	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R190	Introduction to Clinical Education	3
RADX	S112	Abdominal Sonography II	3
RADX	S211	Obstetric & Gynecologic Sonography I	3
RADX	S371	Sonography Physics and Instrumentation II	3

Summer

Dept	Course	Title	Cr Hrs
RADX	R191	Medical Imaging Clinical Education I	2
RADX	R185	Medical Terminology	3

Third Year - 29 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R192	Medical Imaging Clinical Education II	3

RADX	S212	Obstetric & Gynecologic Sonography II	3
RADX	R304	Medical Imaging Anatomy	3
RADX	S215	Vascular Sonography I	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R291	Medical Imaging Clinical Education III	3
RADX	R206	Advanced Patient Care for Medical Imaging	3
RADX	S216	Vascular Sonography II	3
RADX	R307	Pharmacology for Medical Imaging	3

Summer

Dept	Course	Title	Cr Hrs
RADX	R292	Medical Imaging Clinical Education IV	2

Fourth Year - 27 Cr Hrs

Fall

Dept	Course	Title	Cr Hrs
RADX	R293	Medical Imaging Clinical Education V	3
RADX	R306	Radiographic Pathology	3
RADX	R400	Leadership	3
RADX	R401	Legal and Ethical Issues in Medical Imaging	3
RADX	R410	Imaging Informatics and Acquisition Technology	3

Spring

Dept	Course	Title	Cr Hrs
RADX	R391	Clinical Education VI	3
RADX	R310	Seminar in Radiography	3
RADX	R450	Quality Management	3
RADX	R481	Medical Imaging Internship Capstone	3

Courses

RADX-R 105 Orientation to Radiography and Medical Imaging (3 cr.) Introduction to the field of radiology and its history. Ethical and professional Practice Standards are introduced. Professional organizations, accrediting and credentialing agencies will be explored. Basic radiation protection practices for the patient, personnel and general public will be addressed.

RADX-R 106 Fundamentals of Patient Care for Medical Imaging (3 cr.) Concepts in patient care including the physical and psychological needs of the patient and the radiographer's role in patient assessment and education. Infection control, sterile techniques, body mechanics, immobilization and vital signs will be incorporated through lecture and practice exercises.

RADX-R 111 Radiography I (3 cr.) The knowledge, skills and application of aligning body parts, image receptors and radiographic tube in routine radiographic examinations. Emphasis given to skeletal, chest and abdominal procedures. Correlation will be made between anatomy, physiology, principles of radiography and radiographic image critique.

RADX-R 185 Understanding Med Terminology (1-3 cr.) Introduction to the origin and derivation of medical language with focus on building terms, spelling, abbreviations and pronunciation. Students will become acquainted with combination of the various terms, abbreviations and symbols as they relate to the specific structure and function of the human body. Orientation is made to the interpretation of radiology reports, clinical diagnosis and imaging orders.

RADX-R 190 Introduction to Clinical Education (2-4 cr.) An introduction to clinical education as applied to medical imaging. Issues such as patient confidentiality including but not limited to HIPAA, teamwork, self-assessment, communication and interaction with healthcare providers, patients and caregivers will be addressed. Observational rotations in the clinical setting.

RADX-R 191 Medical Imaging Clinical Education I (2-4 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 192 Medical Imaging Clinical Education II (2-4 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 206 Advanced Patient Care (3 cr.) Advanced concepts in patient care including the identification of physical and psychological needs of the patients through assessment, patient education, and emergency care procedures and pharmacology. Contrast media, indication, contraindications and adverse reactions will be explored. Response to medical emergency will be simulated in lab setting.

RADX-R 211 Radiography II (3 cr.) This course is a continuation of Radiography I. Additional anatomy, physiology, and positioning will be covered for required routine radiography exams, as well as, surgical and trauma considerations. Correlation will be made between anatomy, physiology, principles of radiography and radiographic critique.

RADX-R 215 Medical Imaging Modalities (3 cr.) Introduction to current and emerging advanced imaging and therapeutic modalities in the radiologic sciences. Diagnostic and therapeutic modalities utilizing contrast media will be explored. Analysis of indications and contraindications for specific procedures based on pathology and patient condition.

RADX-R 255 Radiation Biology and Protection in Radiography (3 cr.) Radiation safety issues critical to medical imaging practice will be analyzed. A study of the effects of ionizing radiation on cells, organs and the whole body. Organizations and regulations which influence radiation exposure will be discussed.

RADX-R 270 Radiologic Physics (3 cr.) Radiologic Physics includes the fundamental principles of radiation physics, x-ray generating equipment and equipment quality control.

RADX-R 271 Foundations of Image Acquisition (3 cr.) Foundation of image acquisition introduces the principles of radiographic image production, image capturing devices and image characteristics and quality.

RADX-R 291 Medical Imaging Clinical Education III (2-4 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 292 Medical Imaging Clinical Education IV (2-4 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 293 Medical Imaging Clinical Education V (2-4 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 304 Medical Imaging Anatomy (3 cr.) An analysis of human anatomy and physiology relating to multiplanar and standard radiographic imaging. Relationships between adjacent anatomical structures will be analyzed in multiple dimensions including axial, coronal, and sagittal planes. Computed Tomography (CT) Magnetic Resonance (MR) and radiographic images will be incorporated in lecture and case study.

RADX-R 305 Radiographic Image Critique (3 cr.) Overview of assessment factors utilized to determine diagnostic quality of radiographic images. Analysis of images using clinical assessment techniques to identify anatomy for all body systems and to ascertain proper and improper positioning, image quality and acceptability based on established professional protocol.

RADX-R 306 Radiographic Pathology (3 cr.) A study of diseases including causes, symptoms, and methods of diagnosis and treatment. Emphasis is given to the various diagnostic modes in Radiology and the identification of pathologic variances on radiographs.

RADX-R 307 Pharmacology for Medical Imaging (3 cr.) An exploration of pharmacology discussing the impact of drugs and the utilization in medical imaging. Classification and types of drugs, administration routes and possible adverse effects will be analyzed. Discussions will integrate the selection of drugs with their appropriate use and possible effects. Pharmaceutical regulation will be reviewed.

RADX-R 310 Seminar in Radiography (3 cr.) Analysis of current trends in medical imaging and comprehensive overview of Radiography including ethical and professional performance standards assessed through a series of projects, examinations and clinical competency performance activities.

RADX-R 315 Exploration of Imaging Modalities (3 cr.) Designed to give medical imaging students the opportunity to study an advanced imaging modality. Lecture and guided independent study in a selected modality support the potential pursuit of advanced certification in areas such as bone densitometry, computed tomography, magnetic resonance imaging, mammography, and vascular interventional.

RADX-R 320 PROFESSIONAL DEVELOPMENT IN MEDICAL IMAGING (3 cr.) Personal and Professional development methods and career pathways for medical imaging professionals will be analyzed. discussion of opportunites for professional development including professional organizations, community service and personal growth. Professional networking opportunities.

RADX-R 371 Advanced Image Acquisition (3 cr.) Advanced Image Acquisition is the continuation of RADX-R271. Foundations of Image Acquisition, with emphasis on the application of radiologic principles applied to image formation, imaging equipment and image quality.

RADX-R 391 Clinical Education VI (2-5 cr.) Clinical application of medical imaging techniques including patient assessment, positioning, technical exposure selection, patient education and documentation. Procedures observed or performed under applicable level of supervision. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-R 400 Leadership in Medical Imaging (3 cr.) This course provides an opportunity to explore and analyze leadership in medical imaging. Leadership theory, team-building, and change management will be discussed. The leader-follower relationship and leader behaviors and attributes will be investigated.

RADX-R 401 Legal and Ethical Issues in Medical Imaging (3 cr.) An overview of legal and ethical issues affecting the medical imaging environment. Sources and types of law including constitutional, statutory, regulatory, administrative, contract, criminal and common law and associated legal theories will be discussed. Ethical issues related to professional ethical standards will be discussed as applied to actual clinical scenarios.

RADX-R 410 Imaging Informatics and Acquisition Technology (3 cr.) This course will provide students with a course of study of medical imaging acquisition equipment and technology. The role medical imaging data plays and its use in healthcare will be analyzed.

RADX-R 450 Quality Management in Medical Imaging (3 cr.) Principles of quality management as related to medical imaging will be analyzed. Data collection and analysis will be discussed. Students will develop a quality management project for application in imaging facility.

RADX-R 481 Medical Imaging Internship Capstone (3 cr.) Opportunity for students to develop a project in either clinical or leadership concentration focused on an appropriate area of study in conjunction with a mentor in the field. Aspects of the professional coursework and bachelor's degree framework will be included in project assessment.

RADX-S 111 ABDOMINAL SONOGRAPHY I WITH LAB (3 cr.) This course provides a study of the structure, function, pathology, and relational anatomy of the abdominal organs. The material focuses on sonographic visualization of normal and abnormal abdominal organs to include the pancreas, liver, biliary system, spleen, and urinary system, as well as the adrenal glands and vascular structures.

RADX-S 112 ABDOMINAL SONOGRAPHY II (3 cr.) This course is a continuation of Abdominal Sonography I, with continued focus on the structure, function, pathology, and relational anatomy of the abdomen and superficial organs. Includes normal and abnormal conditions and correlation of ultrasound diagnosis with the patient history and lab findings.

RADX-S 190 INTRODUCTION TO CLINICAL EDUCATION (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives.

Demonstrate mastery of clinical objectives appropriate to the student's didactic and clinical experience.

RADX-S 191 SONOGRAPHY CLINICAL EDUCATION I (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-S 192 SONOGRAPHY CLINICAL EDUCATION II (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-S 211 OBSTETRIC AND GYNECOLOGIC SONOGRAPHY I (3 cr.) This course provides a study of gynecologic and obstetric/fetal anatomy, physiology, patient care, and imaging/interventional techniques. Emphasis will be placed on normal and abnormal gynecologic anatomy, fetal embryology, normal anatomy, gestational age assessment, uteroplacental anatomy, and maternal and fetal complications associated with pregnancy.

RADX-S 212 OBSTETRICS & GYNECOLOGIC SONOGRAPHY II (3 cr.) This course is a continuation of Obstetrical and Gynecologic Sonography I, with continued focus on gynecologic and obstetric/fetal sonography techniques. Emphasis will be placed on normal and abnormal fetal anatomy, physiology, sonographic patterns, clinical history, and correlation of laboratory values.

RADX-S 215 VASCULAR SONOGRAPHY I (3 cr.) This course provides a study of vascular anatomy, physiology, hemodynamics, wave form analysis, and treatment of vascular disease. Emphasis will be placed on carotid duplex/color flow imaging, upper and lower extremity arterial and venous duplex/color flow imaging, and ankle brachial indices. including the clinical history, physical assessment, and appropriate scanning protocol.

RADX-S 216 VASCULAR SONOGRAPHY II (3 cr.) This course is a continuation of Vascular Sonography I, with continued focus on vascular anatomy, physiology, hemodynamics, wave form analysis, and treatment of vascular disease. Emphasis will be placed on renal doppler, intracranial doppler, vein mapping, hemodialysis grafts, and venous insufficiency duplex/color flow testing, including the clinical history, physical assessment, and appropriate scanning protocol.

RADX-S 271 SONOGRAPHY PHYSICS AND INSTRUMENTATION I (3 cr.) This course provides the student with the knowledge of ultrasound physics and instrumentation with an emphasis on sound and its interaction with matter. Topics covered in this course include basic physical principles of ultrasound, Doppler principles and ultrasound equipment controls.

RADX-S 291 SONOGRAPHY CLINICAL EDUCATION III (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-S 292 SONOGRAPHY CLINICAL EDUCATION IV (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-S 293 SONOGRAPHY CLINICAL EDUCATION V (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

RADX-S 310 SEMINAR IN SONOGRAPHY (3 cr.) This course provides a comprehensive overview of sonography including ethical and professional standards, physics concepts, instrumentation, abdominal, obstetric/gynecological, and vascular. Analysis of topics and current trends in medical sonography is completed via case studies, review exercises, projects and examinations.

RADX-S 371 SONOGRAPHY PHYSICS AND INSTRUMENTATION II (3 cr.) This course is a continuation of Physics and Instrumentation I, with a focus on providing the ultrasound student with the knowledge of ultrasound physics and instrumentation with an emphasis on instrumentation. Topics include detailed ultrasound instrumentation, applied doppler effect with interpretation, imaging recording devices and quality control.

RADX-S 391 SONOGRAPHY CLINICAL EDUCATION VI (2-5 cr.) Clinical Application of sonographic imaging techniques, procedures and protocols, including patient assessment, patient education and documentation. The student is assigned to a clinical education center(s) to practice sonography skills. The students will be supervised by qualified sonographers and directed in specific experiences designed to meet the course objectives. Students demonstrate mastery of clinical objectives appropriate to didactic and clinical experience.

Indiana University School of Nursing

Mission, Vision & Values

Mission

Indiana University School of Nursing (IUSON) prepares outstanding nurses to be clinicians, educators, leaders, innovators, and scientists. We partner with students, healthcare professionals, organizations, and communities to inspire lifelong learning and create knowledge to improve the health of the people we serve.

Vision

Indiana University School of Nursing (IUSON) is a global leader in creating innovative learning environments that support excellence in education and research to advance the health of the world's citizens.

Core Values

These core values are fundamental to the success of the nursing profession and the Indiana University School of Nursing community. They serve as the foundation for our work, how we interact with one another, and help guide the strategies we employ to fulfill our vision, mission, and strategic goals. We are supportive of one another's efforts, loyal to one another, and care for one another both professionally and personally. We embrace, own, and are energized by these core values.

Respect

We create a positive environment by treating all people with mutual respect and sensitivity, recognizing the importance of their contributions and diversity.

Responsibility

We accept responsibility for our actions.

Trust

We foster trust by acting with honesty, integrity, and openness.

Dialogue

We build community through dialogue by sharing and respecting our diversity of opinions, views, and expertise.

Diversity Statement

Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University School of Nursing, faculty and staff are committed to promoting an educational environment that values, respects, and reflects a global view of diversity.

"Diversity includes consideration of socioeconomic class, gender, age, religious belief, sexual orientation, and… disabilities, as well as race and ethnicity. Diversity recognizes that individuals learn from exposure to and interaction with others who have backgrounds and characteristics different from their own. Recognizing and valuing diversity… also means acknowledgment, appreciation, and support of different learning styles, ways of interaction, and stimulating forms of discourse derived from interaction and collaboration with persons from diverse backgrounds and experiences. American Association of Colleges of Nursing's Statement on Diversity and Equal Opportunity, 1997, p. 1. To fulfill this commitment, we strive to:

- Promote curriculum content that reflects a commitment to diversity
- Develop a comprehensive academic success model
- Recruit and retain students, faculty, and staff from diverse backgrounds
- Establish and maintain links to the diverse communities of the city, the state, the nation, and the world
- Identify resources that support diversity, promote academic excellence, and enrich our academic environment
- Promote research that reflects commitment to cultural diversity
- Promote culturally competent practice among students, graduates, and faculty

Accreditation, Memberships & Designations
Accreditation

- Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; BSN, MSN, and DNP programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation Center for Professional Development and Lifelong Learning

Memberships

The School of Nursing is an agency member of the National League for Nursing's (NLN) Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Designations

We are designated an NLN Center of Excellence in Nursing Education in two categories and are the first school in the history of the National League for Nursing to carry two designations:
- Center of Excellence in Nursing Education; Creating Environments that Promote the Pedagogical Expertise of Faculty, 2006 - 2017
- Center of Excellence in Nursing Education; Creating Environments that Advance the Science of Nursing Education, 2016 - 2021

The IU School of Nursing Core

The Indiana University-designated "core school" of Indiana University School of Nursing (IUSON) is comprised of schools of nursing on three IU campuses: Indianapolis, Bloomington, and Fort Wayne. These schools operate as one administrative unit to offer baccalaureate, master's, and doctoral degrees. Administration of the core school resides primarily in Indianapolis on the Indiana University-Purdue University (IUPUI) campus.

Admission Requirements and Procedures

Find your path. Whether you are coming to a nursing program for the first time or are an RN with an associate's degree or diploma who is seeking to complete your Bachelor of Science in Nursing (BSN), we have a program to fit your needs. The BSN traditional track fits students coming right out of high school as well as adult learners. RNs can quickly and easily complete the BSN degree with our flexible online degree completion option designed for the working Registered Nurse (RN).

Bachelor of Science in Nursing Tracks for Admission

- Traditional Bachelor of Science in Nursing
- RN to BSN

Admission
RN to BSN Admission Requirements

Associate degree or diploma prepared registered nurses who graduated from an Accrediting Commission for Education in Nursing (ACEN) accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Online Degree Completion Option. Registered nurses seeking admission to the Indiana University School of Nursing must apply to a specific campus.

How to Apply

1. Apply for admission to Indiana University Fort Wayne in the fall, spring, or summer semesters. An application can be obtained at: https://www.iufw.edu/admissions/index.html

2. Transfer of credit from other colleges or universities is completed at the time of admission to the university by the Office of Undergraduate Admissions. Transfer credit will be awarded for courses with a minimum grade of C, if courses being transferred are essentially equivalent to required course work. Official transcripts, verifying previous academic background, are required to complete the transfer process and should be mailed to the Office of Undergraduate Admissions.

To be eligible to apply to the RN to BSN Degree Completion Option, students must meet the following requirements:

1. Be admitted to Indiana University as a degree-seeking student (meet IU requirements for admission).

2. Have earned an Associate in Nursing degree or a Nursing Diploma from an ACEN (formerly NLNAC) accredited school. Additionally, you must have an ASN or diploma from a college or university that has regional accreditation so that your credits can be transferable to IUFW. To determine if your school is regionally accredited, contact IUFW Admissions at 260-481-4136.

3. Have a current, unencumbered RN license in the state in which you are practicing and/or plan to meet practicum requirements.

4. Achieve a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses attempted.

5. Complete required general education courses with a grade of C or above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may repeat a required course one time only.

6. Comply with immunization requirements. Failure to meet immunization requirements will prevent participation in practicum experiences. Lack of participation could constitute a practicum course failure.

7. Provide proof of current CPR certification and health insurance coverage.

8. Purchase a national criminal background report.

BSN Admission Requirements: Traditional Pre-Licensure Track
Application deadlines and due dates for the IUSON are found below:

August Entry
- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00 p.m. on March 15th

January Entry
- Applications available online: September 15th
- Deadline to apply: November 15th
- Application closes at 5:00 p.m. on November 15th

The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.

Students seeking admission to the nursing major must meet the following eligibility criteria (*IUSON Policy AFS-15*):

1. Be admitted to Indiana University, Fort Wayne as a degree seeking student.
2. Earn a 3.0 GPA for the 29-31 credits of required nursing program requirements. Grades earned in transfer courses will count in the calculation of admission GPA.
3. The following application requirements must be met by courses listed on the application to the nursing major on the Core Campus: English Composition, Introductory Psychology, Introductory Sociology, Human Anatomy, and Finite Math. Additional courses to be entered on the application: These are to be selected from an approved list which may be campus specific. The total number of credit hours used to meet the application requirements is typically 29-31 credits. Of the general education courses specifically required for application, no more than three may be repeated to achieve a minimum grade of C (2.0). Over the course of the BSN degree

program, no more than two of the science/math courses (Anatomy & Physiology, Microbiology and Finite Math) may be repeated in order to achieve an acceptable grade. In the case of courses with a laboratory component, the didactic and lab are considered one course. The grade earned on the most recent attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible for admission consideration.

4. The applicant must achieve a grade of C (2.0) or higher for each course and an application overall GPA of 3.00 or higher in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University. Applicants may use up to a maximum of 7 credits of Special Departmental (S) or Test (T) credit (e.g. Advanced Placement or departmental examination credit). The Anatomy & Physiology and Microbiology requirements must be met with graded college coursework, not by S or T credits.

5. The applicant must complete all required course work by established deadline. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.

As part of the application process, the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check.

Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression and Graduation (APG) Committee to which admission is requested. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times. *IUSON Policy AFS-15*

Student Learning Outcomes

As a graduate of the BSN program, you will be able to:

- Validate professionalism through awareness, assertiveness, accountability, and advocacy.

- Critique leadership skills in directing healthcare activities: influencing and adapting to change.
- Evaluate complex issues/problems in the healthcare arena using critical thinking skills.
- Integrate the delivery of culturally competent nursing care in a variety of settings through the utilization of theories and research.
- Justify effective, therapeutic, culturally sensitive communication techniques that are appropriate for the situation and audience.
- Evaluate the impact of generated information on healthcare outcomes.

Degree Programs
The baccalaureate program offers a cutting edge, concept and competency-based curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function across a continuum of health care environments, using evidence-based interventions in the practice of nursing.

BSN Degree Requirements

Bachelor of Science in Nursing (BSN)

Students in the BSN program are responsible for meeting degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, the students are accountable for complying with all published academic policies related to the BSN program. There are two program options for completion of BSN degree requirements. To be eligible for graduation from the Bachelor of Science in Nursing program, students must complete a minimum overall number of credit hours required for the degree, as well as a minimum number of credit hours which must reflect nursing major courses, dependent upon program option which they are pursuing. Credits earned in remedial learning skill courses do not count towards the credit hour requirement. Credits from successfully repeated courses can only be used once toward the overall credit hours needed for the BSN degree.

BSN Traditional Track
Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 75 credit hours must reflect nursing major courses.

RN to BSN Online Degree Completion Option
Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 36-39 credit hours must reflect nursing major courses, 34-37 credit hours will be via special credit, and 50-53 or greater credit hours will be general education.

Additionally, all students in the BSN program are responsible for meeting the following degree requirements: *IUSON Policy AFS-26*

1. Achieve an IU cumulative grade point average of at least a C (2.0). This includes all transfer course work applied to degree.

2. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.

3. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.

4. Apply for degree candidacy the semester prior to completing all degree requirements following the published procedures on campus awarding degree.

BSN School Requirements
BSN School Curriculum

Undergraduate Programs

120 Credit Hours

1. General Education Requirements
2. Prerequisite Courses
3. Professional Education

IUFW BS General Education Requirements

Category	Course	Course Title	Credits
Core Communication Writing	ENGL 13100	Reading, Writing & Inquiry I	3
Core Communication Speaking and Listening	COM 11400	Fundamentals of Speech Communication	3
Analytical Reasoning - A	MA 21300	Finite Mathematics	3
Analytical Reasoning - B	NURS-H355	Data Analysis Practice and Research	3
Life and Physical Sciences	BIOL 20300	Human Anatomy & Physiology	4
Life and Physical Sciences	BIOL 20400	Human Anatomy & Physiology	4
Cultural Understanding	See list *		3
Arts/ Humanities	See list **		3
Social Sciences	SOC 16101	Principles of Sociology	3
Psychology	PSY 12000	Elementary Psychology	3
		TOTAL	**32**

IUFW Nursing BSN Prerequisite Courses

Year 1

Term	Course	Course Title	Credits
Sem 1	BIOL 20300	Human Anatomy & Physiology	4
	ENGL 13100	Reading, Writing, & Inquiry	3
	PSY 12000	Elementary Psychology	3
	MA 21300	Finite Mathematics I	3
	FWHS-H101	Introduction to Health Sciences	1
	Elective	Open Elective	2
Sem 1 Total Credits			**16**
Sem 2	BIOL 20400	Human Anatomy & Physiology	4
	SOC 16101	Principles of Sociology	3
	CHM 10400	Living Chemistry	3
	GEC	Arts and Humanities	3
	COM 11400	Fundamentals of Speech Communication	3
Sem 1 Total Credits			**16**

IUFW Nursing BSN- Required Courses

Year 2

Term	Course	Course Name	Credits
Sem 1	NUTR 30300	Essentials of Nutrition	3
	NURS-B244	Comprehensive Health Assessment	2
	NURS-B245	Health Assessment: Practicum	2

	NURS-B234	Promoting Healthy Populations	4
	NURS-B235	Promoting Health Populations Practicum	1
	NURS-B253	Professionalism in Collaborative Practice	3
Sem 1 Total Credits			**15**
Sem 2	BIOL 22000	Microbiology for Allied Health Professionals	4
	NURS-B260	Fundamentals of Nursing Practice	5
	NURS-B261	Pathophysiology and Pharmacology for Nursing Practice	4
	NURS-L230	Health Care Delivery Systems	3
Sem 2 Total Credits			**16**

IUFW Nursing BSN- Required Courses

Year 3

Sem 1	NURS-H355	Data Analysis for Practice and Research	3
	NURS-H356	Clinical Nursing Care 1: Biophysical Processes	5
	NURS-B334	Transitional Care of Families and Populations	5
	GEC	Cultural Understanding	3
Sem 1 Total Credits			**16**

Sem 2	NURS-H360	Clinical Nursing Care	5

		2: Interactive Processes	
	NURS-H371	Clinical Nursing Care 3: Adaptive Processes	5
	NURS-R375	Nursing Research and Evidence Based Practice	3
Sem 2 Total Credits			**13**

IUFW Nursing BSN- Required Courses

Year 4

Sem 1	NURS-H476	Clinical Nursing Care 4: Complex Processes	5
	NURS-L430	Leadership in Health Care Delivery	5
	NURS-H303	Pediatric Clinical Immersion	1
	NURS-S474	Applied Health Care Ethics	3
Sem 1 Total Credits			**14**

Sem 2	NURS-S488	Synthesis for Professional Nursing Practice	3
	NURS-S483	Clinical Nursing Practice Capstone	3
	NURS-B444	Nursing Intensive: Managing Health and Illness Across Care Environments	5
	Elective	Open Elective	3
Sem 2 Total Credits			**14**

Academic Standing & Progression

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of C (2.0) or better in all required general education and didactic courses and a grade of S in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part-time study in tracks in which a dictated full-time progression plan is in place is considered out of sequence. (Not applicable to RN to BSN students whose plan of study is flexible.) This includes:

- Students transferring in to IUSON are out of sequence:
  - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.

- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses from which he/she has withdrawn.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full time study (and after one initial successful semester following the interruption or transfer), he/she is no longer out of sequence and is in good standing. Part-time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSON core school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry. Transfer students should refer to the student transfer policies for details (H_21 Student Permanent Transfer; H_22 Student Temporary Transfer; H_23 Student Permanent Transfer from Other University). *IUSON Policy AFS-21*

Progression in coursework in the nursing major

Nursing courses must be taken in the sequence indicated in the curriculum plan. A student must complete the entire semester of nursing courses before progressing to the next semester. Exceptions to this may be granted by the APG committee or may be in place by agreement for particular tracks or courses in the BSN plan of study (students should confer with a nursing advisor).

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below C (2.0)

2. The semester GPA falls below C (2.0)

3. A grade below C (2.0) has been received in a required didactic course, or a grade of U has been earned in a required practicum/clinical course. This includes required general education courses, as well as nursing major courses.

4. A failing grade may be given for the following:

- - failure to meet course objectives;
  - academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
  - unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the appropriate Academic Advisor or designee on campus at least three times per semester to plan for academic success;

2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the appropriate Academic Advisor or designee on the campus. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to C (2.0) or higher.

2. The semester GPA is C (2.0) or higher.

3. A minimum grade of C (2.0) has been received in the required didactic courses completed and a grade of S has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.

4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program. *IUSON Policy AFS-21*

RN to BSN Online Degree Completion Option

RN to BSN Online Degree Completion Option

The RN to BSN Online Degree Completion Option is designed for the working RN who has earned an associate degree or diploma in nursing and is busy with career

and family responsibilities but wants to be prepared to meet the future challenges of health care by completing a Bachelor of Science in Nursing (BSN) degree.

All nine Indiana University School of Nursing campuses across the state of Indiana collaboratively created the RN to BSN Online Degree Completion Option. Following are highlights of the program:

- Nursing courses are distance accessible, using web-based and video technologies so that you do not have to come to campus.
- Earn your BSN where you live, in the midst of a busy schedule.
- The program is flexible: once you complete general education coursework, you can complete nursing courses in 12 months of full-time study or 18–24 months of part-time study.
- Nursing courses are delivered in condensed, six- or eight-week learning modules.
- Tailored clinical experiences where you work.

Because this program builds on the courses you have already completed, you will also receive credit for many of the general education courses completed as part of your ASN or diploma program.

- RN to BSN Degree Completion Option: Advanced Placement
- RN to BSN Degree Completion Option: Program Requirements
- RN to BSN Degree Completion Option: Residency Requirements

Special Credit Courses

Following the successful completion of the first semester of nursing classes, special credit is awarded for the courses listed below. In order to receive a BSN degree, your official transcript must reflect fulfillment of all requirements, including 34 hours of special credit for these courses:

NURS-B261: Pathophysiology & Pharmacology, 4 cr.
NURS-B260: Fundamentals of Nursing Practice, 5 cr.
NURS-H356: Biophysical Processes, 5 cr.
NURS-B334: Transitional Care of Families, 5 cr.
NURS-H360: Interactive Processes, 5 cr.
NURS-H371: Adaptive Processes, 5 cr.
NURS-H476: Complex Processes, 5 cr.

Requirements & Sample Curriculum Plan
RN to BSN Online Degree Requirements

The minimum requirement for RN to BSN students pursuing the BSN degree is 120 credit hours. Students beginning the required nursing courses must complete all coursework in six years. Failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in the program. Students who reenter must adhere to the policies and curriculum in effect at the time of reentry. Students who interrupt their program of study jeopardize their chances of completing nursing courses in six years.

Required Coursework

RN to BSN coursework consists of general education and nursing courses. All courses must be completed

with a grade of C or above by the second attempt. General education courses completed at other universities may be applicable toward your degree program if credits are accepted by the Office of Admissions or determined to be equivalent by the IUSON. All general education requirements must be completed before enrolling in nursing courses.

Plans of Study

Designed to be flexible with your work schedule and busy lifestyle, the RN to BSN Online Degree Completion Option can be pursued by following a full- or part-time plan of study, outlined below. To obtain a program planning sheet tailored to your educational goals, first be admitted to IUFW then contact an IUSON Fort Wayne Academic Advisor: 260-481-6189 or 260-481-6282.

Sample Curriculum Plans
Full time study (12 months, or 3 semesters)

Semester 1	
1st 8 weeks	NURS-B331 Transition to BSN Nursing
	NURS-B304 Nursing Seminar 1: Health Policy
2nd 8 weeks	NURS-S475 Health of the Community
	H355 Data Analysis
	Total Credits 12
Semester 2	
1st 8 weeks	NURS-S474 Health Care Ethics
	R375 Nursing Research & Evidence-Based Practice
2nd 8 weeks	Nursing Practice Elective
	NURS-S487 Nursing Management
	Total Credits 12
Semester 3	
1st 8 weeks	NURS-B404 Nursing Seminar 2: Informatics
	Nursing Practice Elective
2nd 8 weeks	NURS-R470 Clinical Nursing Practice Capstone
	Nursing Practice Elective
	Total Credits 12

Part-time study (18 months, or 4 semesters)

Semester 1	
1st 8 weeks	NURS-B331 Transition to BSN Nursing
2nd 8 weeks	NURS-R375 Nursing Research & Evidence-Based Practice
	NURS-H355 Data Analysis
	Total Credits 9
Semester 2	
1st 8 weeks	NURS-S474 Healthcare Ethics

	Nursing Practice Elective
2nd 8 weeks	NURS-S475 Health of the Community
	Total Credits 9
Semester 3	
1st 8 weeks	NURS-B304 Nursing Seminar 1: Health Policy
	Nursing Practice Elective
2nd 8 weeks	NURS-S487 Nursing Management
	Total Credits 9
Semester 4	
1st 8 weeks	NURS-B404 Nursing Seminar 2: Informatics
	Nursing Practice Elective
2nd 8 weeks	NURS-R470 Clinical Nursing Practice Capstone
	Total Credits 9

Part-time study (24 months, or 6 semesters)

Semester 1	
1st 8 weeks	NURS-B331 Transition to BSN Nursing
2nd 8 weeks	Nursing Practice Elective
	Total Credits 6
Semester 2	
1st 8 weeks	NURS-B304 Nursing Seminar 1: Health Policy
2nd 8 weeks	NURS-H355 Data Analysis
	Total Credits 6
Semester 3	
1st 8 weeks	NURS-S474 Healthcare Ethics
2nd 8 weeks	NURS-S475 Health of the Community
	Total Credits 6
Semester 4	
1st 8 weeks	NURS-B404 Nursing Seminar 2: Informatics
2nd 8 weeks	NURS-S487 Nursing Management
	Total Credits 6
Semester 5	
1st 8 weeks	Nursing Practice Elective
2nd 8 weeks	NURS-R375 Nursing Research & Evidence-Based Practice
	Total Credits 6
Semester 6	
1st 8 weeks	Nursing Practice Elective
2nd 8 weeks	NURS-R470 Clinical Nursing Practice Capstone
	Total Credits 6

Residency Requirements

Thirty hours of residency credit is required for the BSN degree.   This requirement is met by completing 30 hours of nursing courses through Indiana University. Independent study via correspondence courses will not count towards the residency requirement.

Undergraduate Programs

Philosophy Statement

Faculty members in the BSN program believe that a BSN education prepares students to meet the current and future health needs of society through a comprehensive academic foundation in the sciences and humanities coupled with exceptional professional preparation, preparing students for current and future roles across the continuum of settings for health care delivery. Faculty in the BSN program understand that our students bring a wide range of educational and other experience to the educational setting and believe that the educational plan should be tailored to the needs of our learners.

Faculty in the BSN program also recognize that learning encompasses knowledge, skills, and affective domains. Each track of the BSN coursework focuses on mastery of conceptual knowledge; demonstration of competencies in nine program outcome areas; and embodiment of exemplary professionalism that includes the values inherent in the profession. Recognizing that BSN graduates will practice in an ever-changing health care environment, students are prepared to understand health care policies and their rapidly-changing impact on care delivery.

Faculty have planned each track of the BSN to offer a cutting edge and evidence-based curriculum to prepare students for careers as professional nurses who are competent care providers, prepared to practice to the full capacity of the professional nurse role in diverse settings and situations. We value diversity and prepare students to provide ethical, holistic, culturally sensitive, patient-centered care. This may focus on and include acute and chronic care and wellness and illness situations, in consideration of those diverse patients and clients we serve: individuals across the lifespan; families in different developmental stages; and communities, aggregates, and populations.

As part of professional nursing in today's complex care environments, nurses must be accountable leaders and managers, as well as knowledgeable care coordinators, engaging as full partners with interprofessional team members. Furthermore, the faculty believes that as professional nurses, BSN graduates must be exceptional communicators, collaborate effectively, and be able to use and embrace technology and information management systems to achieve high quality, safe patient care outcomes.

Purpose

The baccalaureate program offers a curriculum plan designed to meet learner needs while preparing professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in a variety of settings including acute care, primary care, and community focused care, to name a few. The BSN

program provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a BSN graduate, the nurse applies well-developed problem-solving skills in caring for individuals, families, and communities.

Program Learning Outcomes

As a graduate of the BSN program you will be:
- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

Academic Procedures & Requirements

Below is a select list of key student processes and requirements.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Professional Liability Insurance

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided that the student is enrolled in clinical course work. Students not enrolled in clinical courses are not covered by liability insurance and will not be allowed into the clinical setting. Students who are employed in a health care facility should check with their employers regarding liability insurance requirements. IU School of Nursing does not cover students beyond the classroom and/or clinical settings.

Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage upon entrance to the program and continued coverage throughout the program. *IUPUI Policy F_06*

Criminal Background Checks

Students currently enrolled in the IU School of Nursing will be required to submit a national criminal background check upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to Castle Branch-Certified Profile. Each year, students will be required to submit their requests for an updated national criminal background check report. *IUPUI Policy H_03*

Deadlines for renewal of background checks are as follows:

- Spring admits will be required to submit annually an updated criminal background recheck by November 15th of the following year.

- Fall admits will be required to submit annually an updated criminal background recheck by August 1st of the following year.

- Summer admits will be required to submit annually an updated criminal background recheck by April 15th of the following year.

An updated national criminal background check will also be required for any student being readmitted or transferring to the program.

CPR Requirements

Current certification in cardiopulmonary resuscitation (CPR) is required. Students must be certified through an approved course or instructor. The approved courses are American Red Cross Professional Rescuer, American Heart Association Health Care Provider, and BLS Provider Certification. The School of Nursing Office may offer a CPR course. CPR training must include:

- Infant

- Child

- Adult

- Individual rescue

- Two-person rescue

- Automated external defibrillation

Current CPR certification must be maintained throughout the student's entire nursing program. Evidence of certification must be filed with your campus' School of Nursing prior to beginning the clinical experiences. Students must also file evidence of re-certification prior to entering the second year of the major. Students must have current CPR certification on file in order to participate in clinical settings.

Immunizations and Other Health Requirements

Immunizations, training, and/or screenings are required by the School of Nursing and the clinical agencies. Evidence of receipt of all immunization requirements should be in the form of a signed statement from the healthcare provider or copy of titer results from an approved provider. Students who do not have proof of all required immunizations will be administratively withdrawn from all nursing classes. Please contact the Nursing Advisors for a complete and current list of the required immunizations (all immunizations, trainings, and screenings are at the student's expense). *IUPUI Policy F_06*

Drug Screening

Students currently enrolled in the IU School of Nursing will be required to complete a drug screen upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to the IUSON approved vendor. Please contact the Nursing Advisors for detailed information about scheduling a screening.

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Students with Disabilities

To facilitate the success and adaptation of undergraduate students in the School of Nursing with disabilities, the School of Nursing conforms to the applicable federal, state, and university policies, regulations, and definitions regarding students with disabilities. These include providing services that comply with external and internal policies and laws to qualified students, providing reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student; upholding academic standards in the context of these policies and services; assisting qualified students with disabilities by providing auxiliary aids and obtaining reasonable accommodations including modifications of programs and courses that do not fundamentally alter the essential nature of the program, through collaborative efforts with academic and service units of IUFW; and maintaining legally appropriate confidentiality for students with disabilities except where permitted by law. *IUPUI Policy H_10*

Students with physical, mental, or learning impairments are encouraged to consult with advisors for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses.

Special Expenses

Students at the School of Nursing can expect to have special expenses as they progress through the BSN program. Please see the Nursing Advisors for more details. Expenses can include but are not limited to:

- Clinical and/or lab supplies

- Clinical fees; certain courses at the School of Nursing are assessed clinical fees in addition to credit hour charges

- Uniform; All undergraduate nursing students must purchase designated uniform/IUSON polo/scrubs and wear it, along with appropriate identification, while in clinical settings as required. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be dismissed from the clinical area by the clinical instructor or their instructor.

- Assessment Test fees associated with BSN application, and as required at any time during the program

- Integrated testing fees

- Programmatic expenses, such as annual criminal background check fees, computing expenses, and immunization costs

Technology and Information

School of Nursing students must be able to send and receive email and send and receive attachments. They should be comfortable using a Web browser to access Canvas, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the University Information Technology (UITS) IT Training.

Students participating in Web-based courses and/or those using video web-conferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see https://kb.iu.edu/d/bboi for specific information). The University officially supports both Mac and Windows based computers, but some software is not available for Mac computers. Students can download applications by logging in with their IU Network ID and password to https://iuanyware.iu.edu/vpn/index.html. Students are expected to install and maintain up-to-date virus detection software

to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Use of Social Media

IUSON faculty, staff, and students must adhere to the IU and IUSON policies and procedures and HIPAA obligations related to patient privacy, confidentiality, and code of conduct at all times when using the Internet and social media sites. IUSON policies toward the use of social media are guided by the National Council of State Boards of Nursing. In the event that a violation of the social networking policy has occurred, the student's case will be handled according to the IUSON process for dealing with academic misconduct as outlined in the IUPUI Bulletin and IU Code of Student, Ethics Rights and Responsibilities. Students who violate the policy are subject to disciplinary actions which may lead to dismissal from the program. *IUPUI Policy F_09*

Formal Communication

The School of Nursing recognizes students' Indiana University email address as the only official means of formal communication with students. All students are required to have Indiana University account.

Transportation

Clinical practice learning experiences are varied in setting and are located within the communities and counties surrounding the IU Fort Wayne campus. Students traveling to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto accidents that occur during student commutes.

Professional and Technical Standards

Both the program learning outcomes in the Baccalaureate program, and the supporting curriculum components adhere to the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. BSN students are expected to demonstrate the ability to meet the competency statements of the BSN Essentials by the completion of the BSN program. Students are also held to the following professional and technical standards:

1. **American Nurse Association** (ANA) Standards of Practice & Standards of Professional Performance

2. **American Nurse Association** (ANA) Code of Ethics

Essential Abilities

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria, and matriculating students are expected to meet all progression criteria as well as these essential abilities (technical standards) with or without reasonable accommodations:

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving patient conditions and coming to appropriate conclusions and/or prioritized courses of actions.

2. Essential physical/neurological functions to include: ability to use the senses of sight, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to safely and competently perform interventions required in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.

3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, families, and all members of the health care team. Verbal, non-verbal, electronic, and written skills will consistently demonstrate effective, professional communication.

4. Essential emotional coping skills to include: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Anger, dyscontrol, lack of self-control, disengagement, lethargy, and erratic mood are examples of behaviors indicative of ineffective coping.

5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and critically evaluate in order to engage competently in the safe practice of nursing.

6. Other essential behavioral attributes include: ability to engage in activities consistent with safe nursing practice free from the influence of any substance that may impair behavior or judgment. The student must demonstrate responsibility and accountability

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

Undergraduate Policies

The following undergraduate policies are covered in this section:
- Academic Standing and Probation
- Academic Progression
- Alternative Course Credit
- Clinical and Practicum Absences Policy
- Course Grade Appeals
- Dismissal & Reinstatement
- Eligibility for Licensure
- Orientation
- Auditing Courses
- Time Limits
- Transfer
- Withdrawal

Academic Standing and Probation
Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of C (2.0) or better in all required general education and didactic courses and a grade of S in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below C (2.0)
2. The semester GPA falls below C (2.0)
3. A grade below C (2.0) has been received in a required didactic course, or a grade of U has been earned in a required practicum/clinical course. This includes required general education courses, as well as nursing major courses.
4. A failing grade may be given for the following:

1. failure to meet course objectives;
2. academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
3. unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the appropriate Academic Advisor or designee on the campus at least three times per semester to plan for academic success;
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the appropriate Academic Advisor or designee on the campus. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to C (2.0) or higher.
2. The semester GPA is C (2.0) or higher.
3. A minimum grade of C (2.0) has been received in the required didactic courses completed, and a grade of S has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program. IUSON *Policy AFS-21*

Academic Progression
Problems related to a student's academic progression that emerge during enrollment in his/her undergraduate nursing program are handled through a committee hearing process. Students requesting an exception to policy may petition for a waiver to the BSN Admission, Progression, and Graduation (APG) Committee. Students wishing to make an appeal to APG should consult an academic advisor in the School of Nursing for information regarding this process.

Alternative Course Credit in the BSN Program
The School of Nursing has established procedures for assessing, validating, and evaluating objective evidence of prior learning (academic work or professional experience) and skill attainment related to course outcomes in order to award course credit or exemption for undergraduate nursing courses. Students may validate prior learning where applicable through the following:

Course Equivalency

This policy applies to nursing students who wish to seek equivalency related to nursing courses in order to award course credit and/or exemption for undergraduate nursing courses, with the exception of the capstone course in the BSN program. This policy does not apply for students seeking credit for graduate level nursing courses. *IUSON Policy AFS-19*

- Undergraduate nursing students may submit the syllabus/syllabi from a prior nursing course(s) to determine equivalency for a course in the student's plan of study for a BSN degree.
- The course must have been passed with a C or better as documented by transcript.
- Graduate level courses may be submitted for credit for undergraduate credit equivalency, but if accepted for undergraduate credit, are not later eligible for consideration toward a graduate degree at IUSON.
- The course will be subjected to a review process, and only courses (or combinations of courses) that demonstrate achievement of at least 75% of the learning outcomes/objectives for the course will be eligible for equivalency
- The request for equivalency review must be submitted at least 3 months prior to the time when the student would begin the course, according to the student's plan of study.
- The student will receive blinded written feedback regarding the outcome of the review, and written feedback and outcome of the review will be posted to the student record. There is no appeal process for the course equivalency request.

Portfolio

Students may validate prior learning (academic work, or professional experience) by preparing a portfolio to demonstrate acquisition of content and skills commensurate with outcomes/competencies/objectives or specific course(s). Students may also submit course syllabi and transcripts for course equivalency. The student must demonstrate satisfactory academic standing.

1. Student meets with academic advisor to review portfolio process, criteria needed for portfolio, and deadline dates (two semesters before the course is offered).
2. Student meets with instructor for a brief review of the student's work/experiences/previous courses.

3. If faculty agrees there is potential for special credit, student should meet with an advisor and register for appropriate class.
4. Academic advisor notifies instructor of student registration for appropriate class.
5. Student gathers evidence for the portfolio following the IUSON guidelines and sends the portfolio to the instructor by a specific time/date.
6. Instructor reviews the material, notifies the student, and completes the Portfolio Review Form. It is sent to the Associate Dean (or appropriate administrative designee) for a signature. Dean's office sends approved portfolio to academic advisor to initiate "special credit".
7. If all course requirements are complete, the academic advisor applies for "special credit".
8. If special credit is approved with minor changes, the student is to register for the course or for independent study and complete faculty expected course outcomes/objectives:

1. Instructor informs student of the activities needed for portfolio
2. Faculty signs this form upon the completion of the needed items and returns the form to the academic advisor.
3. Academic advisor sends the special credit form to the Registrar.

If special credit is denied, the student meets with the academic advisor and registers for the required course. *IUSON Policy AFS-20*

Clinical Absence and Practicum Policy
Students are required to participate in all regularly scheduled or substituted practicum/clinical/laboratory experiences as they strive to meet course objectives/ outcomes. Failure to complete all regularly scheduled or substituted practicum/clinical/laboratory experiences places the student at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical/laboratory experiences (up to 10 percent in some courses with a restricted number of practicum/clinical experiences) will either receive a failing grade, be allowed to withdraw according to IUSON Policy VI-A-12, or take an incomplete according to University policy as dictated by the timing and circumstances surrounding the absences. *IUSON Policy AFS-22.*

Course Grade Appeals
The purpose of the course grade appeal is to provide recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned. Faculty have the authority and responsibility to fairly judge the quality of student work in the courses they teach, including written, examination, clinical, and laboratory performance. The purpose of the policy on student grade appeals is to provide a system that affords recourse to a student who has evidence or believes evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. The grade appeals procedure is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

IU School of Nursing Policy AFS-18 outlines the Course Grade Appeal process and the appropriate procedural steps therein. A grade will not be raised because a faculty member graded tests, projects, or assignments severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited.

Appeal Protocol Levels:
1. Primary Level: Should a student have a concern about a course grade, the student should first seek an appointment to discuss the grade with the course faculty member. The student should contact the faculty member within five (5) working days of receipt of the grade. A working day includes Monday through Friday excluding university holidays or other days that the university is closed for any reason. The grade may be received through a formal notification of the grade as may occur at the end of a clinical course or through the grade posted on One.IU, which ever comes first. The faculty member shall meet with the student promptly to discuss the concern.
2. Intermediate Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Assistant Dean of Academic Programs, who will meet with the student, consider evidence in the matter, and draw a conclusion which shall be communicated to the faculty member and student.
3. Final Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Associate Dean. The Associate Dean shall meet with the student, consider the matter fully, and provide a written summary of the final findings to the student, copied to the faculty, and Assistant Dean. *IUSON Policy AFS-18*

Dismissal and Reinstatement
Dismissal

A student will be dismissed from the BSN program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the Core campus, there is either:

1. A lack of progress towards the degree, including, but not limited to any of the following:

1. Failure to achieve a 2.0 semester grade point average in any two (2) consecutive semesters;
2. Failure to achieve a grade of C (2.0) or S (Satisfactory) in any two (2) required nursing courses (didactic or practicum/clinical) on the first attempt;
3. Failure to achieve a grade of C (2.0) or S (Satisfactory) in any required nursing course

(didactic or practicum/clinical) by the second attempt;

4. Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science coursework (including both preadmission and during degree coursework). Any grade below C (2.0) is considered failing;

5. A pattern of repeated withdrawals from nursing courses (over two (2) or more semesters) constitutes a lack of progress;

6. Failure to meet IUSON Essential Abilities expectations.

OR

2. An issue pertaining to personal integrity or conduct. Issues will include, but not be limited to, the following:

1. Failure to meet Code of Student Rights, Responsibilities, and Conduct. For example: falsification of records or reports; plagiarism; or cheating on an examination, quiz, or any other assignment (see Code of Student Rights, Responsibilities, and Conduct).

2. Lack of personal integrity or conduct demonstrating unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the most recent standards of the as adopted by the American Nurses' Association.

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement only one time. A student who has been dismissed from and been denied reinstatement to any of the three tracks at the Indiana University School of Nursing (Traditional BSN, Accelerated BSN, or RN to BSN) may after a period of seven years re-apply to the School of Nursing upon the discretion of APG. *IUSON Policy AFS-31*

Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they:

1. Have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board of Nursing rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances);

2. Have completed a high school course of study or its equivalent as approved by the appropriate educational agency;

3. Have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students who wish to be licensed in another state must contact that state's board of nursing

directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so. Detailed instructions for completed the licensure process can be found at the Indiana State Board of Nursing website.

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for licensure requirements specific to them if they wish licensure in this state.

Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

Auditing Courses

Students may register for general education classes that will not apply to their BSN degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general education courses taken for NC will not apply toward completion of nursing degree requirements.

Students should check with an academic advisor as to procedures and fees for auditing classes. Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

Time Limits
Time limits placed on courses used for application to the BSN

Knowledge and competencies developed in courses that fulfill the requirements for Anatomy, Human Physiology, Finite Math, Microbiology, and Statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than **seven years prior** to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression. *IUSON Policy AFS-15*

Time limits on completion of the BSN Program

Students must complete all BSN degree requirements **within six years** of enrolling in the first nursing course in the nursing major. *IUSON Policy AFS-26*

Transfer

Students requesting a transfer of any type should meet with an academic advisor at IUSON. Students on any IU Campus must meet with and receive a letter that supports the transfer from the Assistant Dean or Director of Academic Affairs on the campus from which they are transferring. This letter must be sent directly from the Nursing Dean/Assistant Dean to the Chair of the Indiana University School of Nursing BSN Admission, Progression, and Graduation (APG) Committee. The student must also

notify an academic advisor on the campus from which they are transferring regarding their intent to transfer. The policies listed below will further outline the detailed procedures for each type of transfer request.

Student Permanent Transfer
The School of Nursing provides a mechanism for students who wish to permanently transfer from any other Indiana University Campus to the BSN Program on a Core Campus. *IUSON Policy AFS-32*

Student Permanent Transfer from Other University
IUSON provides a mechanism for nursing students from ACEN (formerly NLNAC), NLEA or CCNE Accredited BSN Programs other than Indiana University to permanently transfer to the BSN Program on a Core Campus. The Indiana University School of Nursing reserves the right to accept or deny transfer of credit based on the guidelines outlined in the policy. *IUSON Policy AFS-34*

Withdraw
Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses during designated periods in the academic term.

Students must abide by the deadline dates posted by the registrar for each campus. A grade of W will appear on student transcripts when students self-withdraw during the electronic drop (edrop) period.

Following this, students wishing to withdraw must complete the official withdrawal form for each course and obtain the appropriate signature; with the faculty assigning a grade of W or F, per university policy. If the student performance was at a C level or satisfactory in a pass/fail course, a grade of W will be assigned, whereas students not passing at the time of withdrawal will be assigned a grade of F. The instructor and campus dean/associate dean/designee will determine if the grade of W will be issued. A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from a class.

Students withdrawing from nursing course work must complete this work prior to progression in the program. Students enrolled in non-standard nursing courses may withdraw according to the following guide:

- Students may withdraw with an automatic grade of W during the first 50% of the term.
- Students may withdraw with appropriate signature any time after the first 50% of the term, up until a full 75% of the term is complete. Withdrawals during this period are assigned a W or an F, according to university policy.
- Calendar start and stop dates posted with the registrar are adhered to for non-standard terms, regardless of the proportion of work completed via self-scheduled or self-paced clinicals or courses of study.

Withdrawal from a required didactic nursing course requires withdrawal from co-requisite nursing practicum course(s) unless a full 75% of the practicum course has been completed. Withdrawal from a required practicum nursing course requires withdrawal from co-requisite

nursing didactic course(s), unless a full 75% of the didactic course has been completed.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek APG approval to retake the course(s). Students withdrawing from required nursing coursework will be considered out-of-sequence students. The date of graduation for out of sequence students is not guaranteed.

Students who withdraw from the nursing major in the first semester without beginning coursework must seek readmission to the program (i.e. students who do not show up for the program at the start of the term).

More than three (3) academic withdrawals in a semester from nursing or required science courses are considered lack of progress toward the degree. If a student withdraws from a course that requires automatic withdrawal from a co-requisite course, this withdrawal from the two courses will be counted as one withdrawal. A pattern of multiple withdrawals across more than one semester (more than four in over two semesters, or a similar pattern) may be considered lack of progress toward the degree by the Admission, Progression, and Graduation committee and may influence a request for consideration of reinstatement to the nursing program.

Students are encouraged to seek advice from advisors, faculty, or the Assistant Dean of Academic Programs when considering withdrawing from coursework, retaking coursework, and upon reinstatement to the BSN program. *IUSON Policy AFS-23*

Courses
All courses are preceded by the abbreviation "NURS." The number of credit hours is indicated in parentheses following the course title. The abbreviation P refers to the course's prerequisite(s); C refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses
NURS-B 234 Promoting Healthy Populations (3-4 cr.) C: NURS-B235 This course focuses on preventive health care and health promotion in individuals, families, and communities considering the influence of culture and lifespan development. Using biophysical, environmental, spiritual, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families and communities.

NURS-B 235 Promoting Healthy Populations Practicum (1-2 cr.) C: NURS-B234 Students assess individuals, families and communities, providing needed education, preventive services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

NURS-B 244 Comprehensive Health Assessment (2-3 cr.) P: or C: Anatomy & Physiology, or Microbiology. C: NURS-B244 This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Health Assessment: Practicum (1-2 cr.) P: or C: Anatomy & Physiology, or Microbiology.

C: NURS-B 244. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to ethics, scope and standards of nursing practice, roles of health team members, components of professional practice and leadership.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) P: Anatomy & Physiology. C: NURS-B 261. This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (1-4 cr.) P: Anatomy & Physiology. C: NURS-B 260. This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS-B 290 Transcultural Health Within a Global Context (3 cr.) Students apply a model of cultural competence to one's own and a different culture to appreciate the intercultural complexity in health and healthcare of diverse peoples. Students examine global cultures regarding economic, political, and environmental health and healthcare issues to develop a critical understanding of perspectives that support respectful communication.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) Using childbearing families as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 444 Nursing Intensive: Managing Health and Illness Across Care Environments (3-5 cr.) Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.

NURS-H 303 Pediatric Clinical Immersion (1 cr.) This clinical course addresses the specific needs of the pediatric population who are experiencing acute and chronic health problems using a patient and family centered approach. Emphasis will be placed on growth and development, family centered care, and the inter-professional approach to the care of this complex population.

NURS-H 355 Data Analysis for Practice and Research (3 cr.) Introduces nursing and other health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in client care.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 371 Clinical Care 3: Adaptive Processes (5 cr.) The primary focus is on the nursing care and management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic life span approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.) The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-L 230 Health Care Delivery Systems (3 cr.) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

NURS-L 430 Leadership in Health Care Delivery (3-5 cr.) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, study information management, and employ processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research and evidence-based practice. Students develop skills

in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-S 474 Applied Health Care Ethics (3 cr.) Building on the ANA Code of Ethics, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution are applied.

NURS-S 483 Clinical Nursing Practice Capstone (3-4 cr.) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 488 Synthesis for Professional Nursing Practice (2-3 cr.) Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

RN to BSN Online Degree Completion Option Courses

NURS-B 304 Health Policy (3 cr.) (RN-BSN) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 344 Comprehensive Nursing Health Assessment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

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

NURS-B 404 Informatics (3 cr.) (RN-BSN) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

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

NURS-K 305 New Innovations in Health and Health Care (3 cr.) (RN-BSN) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 434 Global Health Issues in Nursing (3 cr.) (RN-BSN) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and women's health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 499 Genetics and Genomics (3 cr.) (RN-BSN) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 345 Pharmacology (3 cr.) (RN-BSN) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the

clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) (RN-BSN) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Nursing Practice Capstone (3 cr.) (RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.) (RN to BSN) This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr.)
(RN to BSN) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.

IU School of Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other M.S.W. programs nationwide.

Admission Standards and Procedures

Apply to IU Fort Wayne BSW Program

Admission to the Indiana University School of Social Work (IUSSW) is competitive. We have Bachelor's programs located across the state of Indiana.

COHORT:

Fall Admission   Application Deadline: July 1

Spring Admission   Application Deadline: December 1

To apply to the BSW program, review the IUSSW BSW website and admission instructions.

Admission Standards
Admission Criteria

Enrollment in the BSW program requires formal admission to the IU School of Social Work. The following are the minimum requirements for consideration for admission to the program:

1. Regular admission to the university.
2. Completion of a minimum of 12 credit hours.
3. Satisfactory completion (grade of C or higher) of the required course SWK-S 141 Introduction to Social Work.
4. A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
5. Evidence of characteristics or potential required of competent social work practitioners as defined in the mission statement of the School. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in SWK-S 141 Introduction to Social Work.
6. It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or continuation into the BSW, MSW or Ph.D. programs.

After Submission

Once you submit your application, you will receive a number of emails regarding the application process:

- The first email includes a copy of your application.

- The second email notifies you of your application progress.
- As part of the IUSSW application process, you must provide one professional (direct supervisor) or academic reference. Once your reference provides the necessary information requested by the School, you will receive an email that confirms your application is ready for committee review.

Applications Decisions

Once the committee review is complete, you will receive an email with a decision of admission. To accept an offer of admission, you must complete an intent form within a given time frame. Failure to meet this deadline may be cause for cancellation of admission. The offer of admission provides specific details about the intent form and enrollment process.

Should you choose not to enroll in the semester for which admission was granted, the IUSSW allows deferrals of up to one year. If you defer admission, you must confirm your intent at the time of the next enrollment/admission period.

Admissions with Conditions

Full admission to the BSW Program is granted when all admission requirements are met. Conditional admission is granted upon meeting specific requirements. Conditional admission is changed to full admission once you have met the specified condition(s). Failure to fulfill these condition(s), as stated in the offer of admission, may result in cancellation of admission.

Accreditation

IU School of Social Work is accredited by the Council on Social Work Education and has been helping students acquire social work skills since 1911. The Bachelor of Social Work program is competency based.

Student Learning Outcomes
Through a rigorous course of study, students develop the ability to:

- Demonstrate ethical and professional behavior
- Engage in practice which respects diversity and difference
- Advance human rights as well as social, environmental, and economic justice
- Engage in research informed practice
- Assess, intervene and evaluate practice with individuals, families, groups, organizations and communities

In addition to top-notch faculty and classroom experiences, the BSW program offers an extensive internship opportunity where students work in agencies, learn from veteran social workers, and discover what they would like to do upon graduation.

Mission Statement and Values
Mission, Vision and Values

Mission Statement

The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

Vision

An exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

Underlying Values

SOCIAL and ECONOMIC JUSTICE

- equity
- fairness
- security
- inclusion
- access to resources
- ethics
- nurturance
- respect
- commitment
- stability
- transparency

DIVERSITY

- equal access
- commitment to diversity
- celebration of diversity
- recruitment of diversity for students, faculty and staff
- embraced and embodied diversity
- equity
- fairness security
- inclusion

EFFECTIVENESS

- continuing improvement
- leadership
- adaptability
- balance
- critical thinking
- professionalism
- joy in work

EMPOWERMENT

- maximizing on individual and collective potential
- individual and collective critical consciousness
- continuous questioning of the world around us

EXCELLENCE

- professionalism
- cooperation
- commitment
- balance
- adaptability
- continuous improvement
- critical thinking
- leadership

INTEGRITY

- honesty
- openness

- trustworthiness
- accountability
- personal and professional standards
- respect of differences
- commitment to our mission

Academic Policies

It is the responsibility of the student to be aware of all published academic regulations.

Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when a substantial portion of the course work has been satisfactorily completed, the course work is of passing quality, and the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established. A grade of Incomplete will revert to an "F" after one academic year or when the incomplete contract requirements are not fulfilled.

Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight elective courses on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

Dean's List

All undergraduate students majoring in Social Work and achieving a 3.75 grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's Honor List. These honor students will receive letters from the dean recognizing their meritorious efforts.

Graduation with Honors

Each year, graduating students who rank in the upper 10 percent of their graduating class are recognized by graduating with Distinction (Highest, High, and With Distinction). These students are awarded specially colored "cords" which they wear attached to the shoulder of their graduation gowns during the commencement ceremony.

Cheating and Plagiarism

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

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- Please check the IU Code of Conduct for further information.

Academic Probation

Students who earn less than a "C" in a required Social Work course or drop below an overall or Social Work GPA of 2.5 will be placed by the program director (or designee) on academic probation or dismissed from the program. To remain in the BSW Program, these students are required to meet with the director upon request and sign a contract that addresses a plan for their success. They must raise both the Social Work and overall GPA to 2.5 within an academic year to avoid automatic dismissal. Any student receiving below a "C" in a required core social work course must repeat the course and earn a "C" or above.

Social Work

Bachelor of Social Work Curriculum

Degree Requirements

Educational Requirements

The curriculum for the BSW degree consists of a minimum of 120 credit hours provided through required and elective courses. Of these credit hours, 42-45 credit hours are devoted to supportive liberal arts courses and 52 credit hours to social work courses.

General Education Requirements & Program Support Courses

Degree requirements are divided into four areas. General education, support courses, required courses and electives. General education course requirements vary by campus. Students are expected to meet the general education requirements specific to the campus to which they are applying. The BSW Program has basic educational requirements consistent across campuses. The BSW program support courses are listed below. Work with your BSW Academic Advisor to ensure you meet both the campus and BSW general education requirements.

Program Support Courses

- Professional Writing Skills OR a writing course approved by the student's campus
- Public Speaking
- Modern American History
- Human Biological Science
- American Government
- Introductory Psychology
- Introduction to Sociology
- A 3 credit 300 or 400 level Social Work elective, Psychology, or Sociology course

Social Work Requirements (15 courses)

- S 102 Understanding Diversity in a Pluralistic Society (3 cr.)
- S 141 Introduction to Social Work (3 cr.)
- S 221 Human Growth and Development in the Social Environment (3 cr.)
- S 251 History and Analysis of Social Welfare Policy (3 cr.)
- S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S 322 Small Group Theory and Practice (3 cr.)
- S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.)

- S 352 Social Welfare Policy and Practice (3 cr.)
- S 371 Social Work Research (3 cr.)
- S 423 Organizational Theory and Practice (3 cr.)
- S 433 Community Behavior and Practice (3 cr.)
- S 442 Integrated Practice-Policy Seminar (3 cr.)
- S 472 Social Work Practice Evaluation (3 cr.)
- S 481 Social Work Practicum 1 (6 cr.)
- S 482 Social Work Practicum II (7 cr.)

Bachelor of Social Work
Bachelor of Social Work (BSW) Curriculum

First Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
ENGL	13100	Reading, Writing, & Inquiry I	3	
		Also meets: Core Communication - Writing General Education		
PSY	12000	Elementary Psychology	3	
		Also meets: Social Science General Education		
MA	21300	Finite Mathematics I	3	
		Also meets: Analytical Reasoning List A General Education		
SWK-S	141	Introduction to Social Work	3	C
		Total Credits	15	
		Cumulative Total	15	

First Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
COM	11400	Fundamentals of Speech	3	
		Also meets: Core Communication		
		- Speaking & Listening General Education		
PHIL	11100	Ethics	3	
		Also meets: Arts & Humanities		
BIOL	10000	Introduction to the Biological World		
		Also meets; Life & Physical Science General Education		
SOC	16100	Principles of Sociology	3	
		Also meets: Social Science		
		Elective	3	
		Total Credits	15	
		Cumulative Total	30	

Second Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	221	Human Growth & Development in Social Environment	3	C
POL	10300	Introduction to American Politics	3	
		Also meets: Social Science General Education		
ENGL	23301	Intermediate Expository Writing	3	
		Elective	3	
		Elective	3	
		Total Credits	15	

Subject	Course	Title	Cr Hrs	Min Grade
		Cumulative Total	45	

Second Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	372	Statistical Reasoning in Social Work	3	
		Also meets: Analytical Reasoning List B General Education		
SWK-S	251	History and Analysis of Social Welfare Policy	3	C
HIST	10601	American History II	3	
NUTR	30300	Essentials of Nutrition	3	
		Elective	3	
		Total Credits	15	
		Cumulative Total	60	

Third Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	331	Generalist Social Work Practice I: Theory & Skills	3	C
SWK-S	322	Small Group Theory & Practice	3	C
		300-400 level Social Work, Psychology or Sociology elective	3	
		Elective	3	
		Elective	3	
		Total Credits	15	
		Cumulative Total	75	

Third Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	332	Generalist Social Work Practice II: Theory & Skills	3	C
SWK-S	352	Social Welfare Policy Practice	3	C
SWK-S	371	Social Work Research	3	C
		Elective	3	
		Elective	3	
		Total Credits	15	
		Cumulative Total	90	

Fourth Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	423	Organizational Theory and Practice	3	C
SWK-S	442	Practice-Policy Seminar in Fields of Practice	3	C
SWK-S	481	Social Work Practicum	6	C
		Elective	3	
		Total Credits	15	
		Cumulative Total	105	

Fourth Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
SWK-S	433	Community Behavior and Practice	3	C
SWK-S	472	Social Work Practice Evaluation	3	C
SWK-S	482	Social Work Practicum II	7	C
		Elective	2	
		Total Credits	15	
		Cumulative Total	120	

Recommended Elective List: Students may choose any course not already required for the degree. However, selecting from the following course list is recommended.

- HSRV 16900   Introduction to Wellness and Stress Management
- PSY 25100   Health Psychology
- PSY 37100   Death and Dying
- PSY 44400   Human Sexual Behavior
- SOC 31400   Social Aspects of Health and Medicine
- PSY 31700   Addictions: Biology, Psychology and Society
- PSY 36700   Adult Development and Aging
- RADX-R185 Medical Terminology

Courses

Undergraduate

SWK-S 102 UNDERSTANDING DIVERSITY IN A PLURALISTIC SOCIETY (1-4 cr.) This course covers theories and models, which enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, and gay, lesbian, and bisexual persons. This course addresses self-socialization and analyses the working relationship and interrelationship of race, class, age, ethnicity and gender and how these factors influence social values regarding economic and social justice. Course content will be integrated through student writing and experiential exercises.

SWK-S 141 INTRODUCTION TO SOCIAL WORK (3 cr.) This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. Social work practice requires extensive knowledge about the human condition, problems in living, problem solving, the delivery of human services, and the institutions that comprise today's social welfare system. Cognitive and interaction skills necessary for competent practice are introduced in this course. This course emphasizes the value base of social work practice and its commitment to social and economic justice. It assists students in assessing the congruence between their own values and those of the profession.
  The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EPAS 2.1.1 (identify as a professional social worker and conduct oneself accordingly), EPAS 2.1.2 (values

and ethics), EPAS 2.1.3 (critical thinking), EPAS 2.1.4 (engage diversity and difference in practice), EPAS 2.1.5 (advance human rights and social and economic justice), EPAS 2.1.6 (research informed practice) and EPAS 2.1.9 (respond to contexts that shape practice). Introduction to Social Work (S141) is one of seventeen social work courses required for the Bachelor of Social Work (BSW) degree. Students who seek admission to the BSW degree program must complete this course prior to applying to the Indiana University School of Social Work. As this course introduces students to knowledge pertaining to the characteristics, functions, and requirements of the social work profession, it prepares those formally admitted to the BSW degree program for further study in the knowledge, skills, and competencies necessary for effective generalist social work practice.

SWK-S 180 SEL TOPICS IN HUMAN WELFARE 1 (3 cr.) The analysis of issues and application of principles in specific areas of human services. Focus varies with the educational needs of special groups. An introductory level course.

SWK-S 201 INTRODUCTION TO CASE MANAGEMENT (3 cr.) Given current changing demographics, complex social problems, human service providers will serve a more diverse and perhaps more vulnerable population. A large number of clients will find it challenging to access the maze of increasingly decentralized social services. Case management may help to address some of these issues. This course will introduce various case management models and the roles and functions of case managers. It will highlight the nature of client participation and the mutuality of the helping process. Ethics and ethical dilemmas will be addressed. Skills for client centered, culturally competent case management will be explored.

SWK-S 221 HUMAN GROWTH AND DEVELOPMENT IN THE SOCIAL ENVIRONMENT (3 cr.) This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens. S221 Human Growth and Development in the Social Environment explores influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. Students examine how the diverse contexts in which individuals live impact the range of human development and behavior in themselves and others. Understanding human behavior and development from a multidimensional perspective builds a strong foundation for development of skills later in the curriculum. Specifically, foundational concepts presented in this course help students apply critical thinking to an understanding of the diversity of human functioning and implications for the processes of social work assessment, evaluation and intervention. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational

Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate EP 2.1.2 (apply social work ethical principles to guide professional practice); EP 2.1.4 (engage difference and diversity in practice); and, EP 2.1.7 (apply knowledge of human behavior and the social environment. S221 Human Growth and Development in the Social Environment serves as the first of three courses in the Human Behavior in the Social Environment sequence within the curriculum. The courses should be taken in sequence or concurrently.

SWK-S 251 HISTORY AND ANALYSIS OF SOCIAL WELFARE POLICY (3 cr.) This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Students acquire knowledge of the prevailing social, political, ideological, and economic contexts that gave rise to the various social welfare policies and programs and have influenced how programs and policies have changed over time. In addition, the students acquire knowledge of manifest and latent functions of social welfare organizations' activities, their relationship to each other. In addition, the interrelationship and sources of conflict between the evolving profession of social work and social welfare services are explored. In this class students will build critical thinking skills as they consider forces and influences that have lead to the social service delivery system that exist today which will allow them to explore practical methods to influence policy in S 352. A particular emphasis in this course is to increase students understanding of how social welfare policies impact vulnerable people and build a passion for advocating for social and economic justice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EP 2.1.1 Identify with the social work profession; EP 2.1.2 Apply social work ethical principles to guide professional practice; EP 2.1.3 Apply critical thinking; EP 2.1.4 Engage diversity and difference in practice; EP 2.1.5 Promote human rights and social justice; EP 2.1.7 Apply knowledge of human behavior; EP 2.1.8 Engage in policy practice to deliver effective social work services.

SWK-S 300 SELECTED TOPICS IN SOCIAL WORK (1-6 cr.) Study of selected topics in social work.

SWK-S 302 LAW, INEQUALITY AND POVERTY (3 cr.) In 1996, Congress passed and President Clinton signed a welfare reform bill that represented a sharp break from the past. This course analyzes the origins of the law and its initial outcomes. The course will review social

science and legal thinking about welfare programs and policies, emphasizing how they are influenced by and how they affect trends in the labor market and family structure.The beginning of the course will be devoted to learning the current state of public assistance eligibility, requirements to continue receiving benefits, and the result of welfare eligibility limits on families. We will also consider articles by two of the most prominent poverty researchers, and how differently the two explain poverty. Particular attention will be given to how several new laws are being implemented and to their consequences for recipients. Are employers willing to hire welfare recipients? Are recipients finding and holding on to jobs? What are the consequences of the new laws for welfare recipients, their children, and the absent parents of their children? More recently, poverty and financial strain has taken on a new look during the credit and housing crisis. What has been the impact of the crisis and what policy reforms have been passed to address these issues? The final part of the course will look at the intersection of poverty and several specific substantive issues. For example, we will discuss how poverty impacts the availability of education resources.At the conclusion of the course, students should have an extensive understanding of the 1996 welfare reform law and its impact on persons receiving welfare. Students should also have a broad understanding of ways in which poverty impacts other social systems, such as the justice system, the housing market, and education.

SWK-S 305 INTRODUCTION TO CHILD PROTECTION (3 cr.) This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies.

Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment. This course is available as an elective but is also the first of two specific course requirements for the child services certification available through public universities in Indiana and the Indiana Department of Child Services. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

SWK-S 306 CRISIS INTERVENTION (3 cr.) This is an elective, issue-oriented course at the undergraduate level offered as part of the Certificate in Case Management. This course focuses on the increasing number of complex and painful personal, couple and family crisis situations

encountered by professional social workers in the course of service delivery. Crisis events are characterized by high stress responses in one or more persons within a short period of time, usually in response to some difficult social, interpersonal, intrapsychic, medical or developmental triggering events. In some instances, stressful forces may have been present over a substantial period of time and an overt crisis has suddenly been triggered by some precipitating event (i.e., a lengthy distressed marriage that ends destructively and suddenly after the children are grown). In other instances, a crisis may be unexpectedly precipitated in the ordinary life of an individual, couple or family by an intense life stressing and/or threatening event such as a death of a loved one or catastrophic event. Students will learn the various theories and practice approaches that inform practice in crisis situations. Attention will be given to budget cuts of programs and staffing of social agencies with the resultant contraction in resources available to professionals. Since many forms of social stress are becoming increasingly compelling among the poor, ethnic, racial minorities, and gay and lesbian people the course will focus on the required competency to quickly establish an effective helping relationship and meaningful communication across these groups. Similarly, the course will address the new evolving roles of women and men in modern society and its implications intervening in crisis situations, current trends, and cultural forces. This course encourages students to use the classroom process and written assignments in conjunction with the assigned readings to develop a working, professional helping approach selected from the available theoretical formulations about crisis and therapeutic crisis intervention which appear most appropriate for their practice. Based on the nature of the crisis, the kind of agency setting, the program within which they function, and the characteristics of their "professional style" in crisis intervention.

SWK-S 307 GRIEF & LOSS ACROSS THE LIFE SPAN (3 cr.) This is an elective web-based course that will explore the complex components of grief and loss throughout the life span from an ecological and strength based theoretical perspective. The focus of the course will be to increase understanding, knowledge and compassion related to the impact of grief and loss on individuals, families, and communities at large. In addition, the course gives students an opportunity to explore and understand their perceptions and beliefs on death and dying, and how individual cultural differences influence that experience. The course also prepares students to work with clients dealing with feelings of grief and loss. Throughout the course, students will be challenged to apply critical thinking skills related to ethical dilemmas surrounding decision making as related to advance directives. A portion of the class will investigate the issues associated with disenfranchised grief as it relates to divorce, suicide, unfinished business, and relationships not accepted by society, i.e. same sex partners or extramarital affairs. In addition the course will explore environmental aspects of grief and loss as they relate to unemployment, natural disasters and chronic illness. Societal values of this country impose a belief system that suggests one's grief should be contained within a minimal time frame. This worldview only increases a mourner's emotional turmoil, and lengthens the time in which a mourner may experience turmoil, behavioral changes, mood swings, forgetfulness, and loss of concentration. Connecting these

personality changes to the events, whether psychosocial or symbolic, is often complicated by the time frame associated with the loss. Throughout the class an in-depth review of the current research as it relates to grief and loss will be examined. Examining the issues associated with unresolved or complicated grief can be an underlying force for a grieving person's current behavior. A well-trained professional's ability in making the connection between current behavior and unresolved grief is a delicate balance of understanding grief and possessing the skill to decipher the hidden challenge to a grieving person's return to emotional stability. Students will experience an opportunity to enhance their knowledge and proficiency in the area of grief and loss.

SWK-S 308 FAMILY LIFE EDUCATION (3 cr.) Family life education has as its primary purpose to help individuals and families learn about human growth, development, and behavior in the family setting and throughout the life cycle. Learning experiences are aimed at developing the potential of individuals in their present and future roles as family members...Family life education includes facts, attitudes, and skills related to improving family living.Family educators are expected to possess an integrated, interdisciplinary knowledge base that includes understanding child development, family studies, group process, and adult education. They should have the skills to address a wide range of family needs in a caring and respectful manner. This course is designed to introduce students to the general philosophy and broad principles of family life education. In addition, the course will integrate liberal arts and social science knowledge to plan, implement, and evaluate educational programs that are sensitive to the needs of diverse populations of contemporary families.

SWK-S 322 SMALL GROUP THEORY AND PRACTICE (3 cr.) The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family. The course covers group theories as well as mezzo practice strategies. Generalist social work practice recognizes the importance of groups in the life of individuals and societies. Groups are one of the most important vehicles for the social development of the individual as well as one of the basic structures by which a society organizes itself. They are often the means in which both individual and collective empowerment can occur, enabling the parties involved to effect change in their environment. Because of this significance, the study of group process and group practice is essential for social work. S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. It is based on the strengths and empowerment perspectives and uses a systems analysis for understanding the impact of the small group on both the individual and society. This course focuses on group dynamics and practice, with an emphasis on the small group. In addition, the course is designed to enhance students' effectiveness for group participation and leadership. The course analyzes different social work roles and the various interventions used in working with groups. It offers a discourse on the individual as a member of a variety of groups, including the family and the formal organization as a composite of groups. The course

activities include student participation in a small group experience where they will have the opportunity to learn selected skills for practice with small groups while studying the specifics of group theory and group dynamics. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on social work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidence by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EP 2.1.4 (engage difference and diversity in practice), EP 2.1.5 (advance human rights and social and economic justice), EP 2.1.7 (apply knowledge of human behavior and the social environment), EP 2.1.9 (respond to contexts that shape practice) and EP 2.1.10 (engage, assess, intervene and evaluate practice with groups). S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. The courses should be taken in sequence or concurrently.

SWK-S 331 GENERALIST SOCIAL WORK PRACTICE I: THEORY AND SKILL (3 cr.) This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills. This course is designed to provide students with a beginning understanding of generalist social work practice. This course uses a range of perspectives including strengths perspective, empowerment perspective and person-in-environment perspective. Theory and Skills I is the first course in the Social Work practice professional foundation area. The course is based on the assumption that professional practice is built on a combination of knowledge, skills, and values. Integration of these Social Work concepts is accomplished mainly by lectures, role playing, and exercises. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly, EP 2.1.2 - Apply social work ethical principles to guide professional practice, EP 2.1.3 Apply critical thinking to inform and communicate professional judgments, EP 2.1.4 Engage diversity and difference in practice, 2.1.6 Engage in research-informed practice and practice-informed research- analysis, EP 2.1.10 a, b Engage and assess with individuals.

SWK-S 332 GENERALIST SOCIAL WORK PRACTICE II: THEORIES AND SKILLS (3 cr.) This practice course examines the middle and ending phases of the helping process and related skills. Students explore the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' problems; practice evaluation. Generalist Social Work Practice II: Theory and Skills focuses primarily on application of basic social work skills that demonstrate understanding and application of the continuum of social work practice at the middle and ending phases of the helping relationship. Through role play, case study analysis, application of a values framework, practice knowledge, and skills gained in previous courses students conduct assessment, identify interventions, apply theory, and develop and implement measurable goals and specific action steps to resolve client problems. Students demonstrate understanding and illustrate application of the basic social work skills and core interpersonal qualities in resolving the interrelationship between social conditions, the individual, family, group, and organization functioning while examining diversity. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS (CSWE, 2008) competencies 2.1.1 - 2.1.10 -- professional use of self, values and ethics, critical thinking, diversity, human rights and economic and social justice, research informed practice, human behavior, policy practice, response to practice context, and engagement, assessment, intervention and evaluation. This course is to be taken during the spring semester of the junior year in the BSW curriculum. The course draws upon basic social work practice skill knowledge from S331 (Generalist Social Work Practice I: Theory and Skills) and S251 (Emergence of Social Services).

SWK-S 352 SOCIAL WELFARE POLICY AND PRACTICE (3 cr.) This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills so that students will know how to work toward social change congruent with social work ethics and the profession's commitment to social and economic justice. The course emphasizes critical thinking and beginning policy practice skills to help students both understand and influence global, national, state, local, and agency policies that affect delivery of social services in local communities. The course develops policy analysis and policy practice skills within the context of social work ethics and the profession's commitment to social and economic justice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon

basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EPAS 2.1.2 Apply social work ethical principles to guide professional practice; EPAS 2.1.4 Engage diversity and difference in practice; EPAS 2.1.5 Promote human rights and social justice; EPAS 2.1.8 Engage in policy practice to deliver effective social work services; and EPAS 2.1.9 Respond to and shape an ever-changing professional context.

SWK-S 371 SOCIAL WORK RESEARCH (3 cr.) The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. The attainment of this goal will prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge. This is the first course in the research professional content area and provides basic knowledge about research methodology as it applies to social work. Social work practice and research share common features and processes as both are fundamentally problem-solving enterprises. Students are encouraged to generalize the basic concepts and principles of science presented within this course for use in the knowledge building activities that take place throughout the broader curriculum. Underlying principles of science and logic are emphasized and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as it affects the outcomes of research utilization. Students will be better able to recognize the impact of race, gender, age, and sexual orientation on the research process.

   BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS: 2.1.3 critical thinking; 2.1.2 values and ethics; 2.1.4 diversity and difference; 2.1.5 Social Justice; 2.1.6 research-informed practice and practice-informed research; 2.1.10(d) evaluation of practice.

SWK-S 372 STATISTICAL REASONING IN SOCIAL WORK (3 cr.) This introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and

defensible conclusions. We do not "prove" in social work research, but look for relationships between variables. The basic philosophy upon which this course is grounded is the belief that statistical reasoning (i.e., thinking, meaning, and interpretation) should precede statistical methods. It is assumed that, for most beginning students, many of the concepts and principles used by statisticians are likely to be experiences as foreign and confusing. Complex computational formulas and mathematical notations have been known to intimidate many students, and when that occurs, it can interfere with learning. Therefore, the course is based on pedagogy of active learning that engages students in a problem solving process that enables them to gain an understanding of the kinds of questions in relation to which statistics can help. It emphasizes the use of statistics in the real life situations. It attempts to engender in students an understanding of basic statistical concepts and the ability to synthesize the components of their statistical efforts in ways that will enable them to communicate their results in a clear and convincing manner. It should be noted that this course meets the prerequisite requirement for students wishing to apply for admission to the IU MSW program. It is classified as a BSW elective, and as such, it may be taken as either a graded or as a pass/fail option. If this course is taken for the BSW Math/Physical Science requirement, it should be taken as a graded course.

SWK-S 423 ORGANIZATIONAL THEORY AND PRACTICE (3 cr.) This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. The course assists the undergraduate social work student in building a knowledge base about organizations and organizational life from the perspective of consumers, practitioners, and leaders. It also aims at developing students' ability to work differentially with selected organizations and systems recognizing the unique characteristics, capabilities and needs of modern organizations and the clients they serve. The course focuses on the relationship between service ideology, organizational structure, processes, and culture and how these facets of an organization enhance or inhibit the well being of consumers and practitioners.

   The course devotes discrete attention to practical skills in organizational survival for the social worker, theory and practice of leadership within human service organizations, managing staff and volunteers in human service organizations, particularly non-profit organizations, organizational change and innovation, fundraising and budgeting, developing and sustaining culturally-competent and client-centered organizations, and the relationship of organizations to communities, community stakeholders and the political process. It also addresses the impact of globalization and technology at the agency level.

   This course builds on the knowledge and skills of generalist practice gained from S322, S331, and S332. The orientation of this class is informed by systems theory, the ecological and strengths perspectives, theories on innovation and organizational change, and the concepts of power, empowerment, and culturally competent practice.

   The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies

expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: 2.1.4 (Engage diversity and difference in practice.); 2.1.5 (Advance human rights and social and economic justice.); 2.1.7 (Apply knowledge of human behavior and the social environment.); 2.1.9 (Respond to contexts that shape practice.); 2.1.10 a (Engage with individuals, families, groups, organizations and communities.); 2.1.10 b (assess with individuals, families, groups, organizations and communities.); 2.1.10 c (Intervene with individuals, families, groups, organizations and communities.); 2.1.10d (Evaluate with individuals, families, groups, organizations and communities.)

SWK-S 433 COMMUNITY BEHAVIOR AND PRACTICE WITHIN A GENERALIST PERSPECTIVE (3 cr.) Course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political and economic injustice and bring social change.

SWK-S 442 INTEGRATED PRACTICE-POLICY SEMINAR IN SELECTED FIELDS OF PRACTICE (3 cr.) Generalization and syntheses of learnings from the liberal arts and social work courses applied to specific areas of social work practice.

SWK-S 472 PRACTICE EVALUATION (3 cr.) The purpose of this course is to educate students to evaluate systematically their own practice within the context of generalist practice. The course covers the knowledge and skills necessary to evaluate practice with individuals, groups and communities and organizations.

SWK-S 481 SOCIAL WORK PRACTICUM I (2-7 cr.) Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, culminating the S482 field experience. S481 Social Work Practicum I builds upon the theoretical and experiential learning of both S331 Generalist Social Work Practice I: Theory and Skills and S332 Generalist Social Work Practice II: Theory and Skills both taught during the Junior year. S481 Social Work Practicum I and S482 Social Work Practicum II afford the student an opportunity to make application of practice knowledge, values, and skills within seminar facilitation in conjunction with the organizational structure of a human service agency. The seminar is designed to facilitate the integration of material gained from practice and theory courses within the realities of practice as they occur in practicum. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate oppressive conditions in the lives of their clients. As a component of S481 Social Work Practicum I, each student will participate in an integrative

seminar, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). If students fail S481 they are not allowed to enroll in S482, students must complete both courses consecutively. The practicum experience in the agency is developed according to the student's educational needs, practice preferences, and CSWE requirements. The student is at the practicum agency for a minimum of 15 hours a week for the 16-week semester. A formal learning plan (S481/S482 LET) is developed by the student and agency field instructor, and approved by the faculty liaison, to provide opportunity for students to demonstrate the CSWE practice behaviors. Students complete a minimum of 240 hours of supervised practice in the agency.

SWK-S 482 SOCIAL WORK PRACTICUM II (2-7 cr.) Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, culminating the S482 field experience. S481 Social Work Practicum I and S482 Social Work Practicum II afford the student an opportunity to make application of practice knowledge, values, and skills within seminar facilitation in conjunction with the organizational structure of a human service agency. The seminar is designed to facilitate the integration of material gained from practice and theory courses within the realities of practice as they occur in practicum. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate oppressive conditions in the lives of their clients.

As a component of S482 Social Work Practicum II, each student will participate in an integrative seminar, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE). The practicum experience in the agency is developed according to the student's educational needs, practice preferences, and CSWE requirements. The student is at the practicum agency for a minimum of 15 hours a week for the 16-week semester. A formal learning plan (S481/S482 LET) is developed by the student and agency field instructor, and approved by the faculty liaison, to provide opportunity for students to demonstrate the CSWE practice behaviors. By the end of S481/S482, students complete 560 hours of supervised practice in the agency.

IU School of Health and Human Sciences

Our **Bachelor of Science in Health Sciences** allows students to explore a number of health-related disciplines and prepares for a wide variety of career options.

The School of Health and Human Sciences also offers two undergraduate certificates for students currently enrolled at the IU Fort Wayne campus.

In order to be accepted into either undergraduate certificate, the student must be admitted to IU Fort Wayne and currently enrolled in one of IU Fort Wayne's bachelor degree programs.

Certificate in Rehabilitation and Disability Studies

The certificate in rehabilitation and disability studies is available to all IU Fort Wayne degree seeking students, regardless of major.

Certificate in Nutrition

The certificate in nutrition is available to all IU Fort Wayne degree seeking students, regardless of major.

Admission Standards and Procedures

Apply to IU Fort Wayne Health and Human Sciences Program

The Office of Undergraduate Admissions is responsible for coordinating BS in Health Science admissions. Please see their website at https://www.iufw.edu/admissions/index.html for current admission standards and requirements

Admission Standards

Admission Requirements

For students beginning college for the first time:

High School Diploma

Indiana Core 40 or Academic Honors

Minimum 3.0 GPA

Minimum combined SAT score of 1000 or ACT score of 21

For current IU students:

Minimum 12 IU credits completed

Minimum 2.5 GPA

All SHRS courses must completed with a grade of C or better

Meet with SHRS Academic Advisor

Required Application Materials

Accreditation

The School of Health and Rehabilitation Sciences shares with the other schools of the university the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Student Learning Outcomes

IUFW Health and Human Sciences Student Learning Outcomes

Academic Policies

It is the responsibility of the student to be aware of all published academic regulations online.

Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when a substantial portion of the course work has been satisfactorily completed, the course work is of passing quality, and the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established. A grade of Incomplete will revert to an "F" after one academic year or when the incomplete contract requirements are not fulfilled.

Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight elective courses on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

Dean's List

All undergraduate students majoring in Health Sciences and achieving a 3.5 grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's Honor List. Part-time students will be placed on the list if they achieve a 3.5 GPA or higher for at least 6 consecutive credit hours. These honor students will receive letters from the dean recognizing their meritorious efforts.

Graduation with Honors

Participants who complete a minimum of 60 credit hours for the Bachelor of Science in Health Sciences at Indiana University will graduate with honors if they attain the appropriate grade point averages. On most campuses, an average GPA of 3.90 or higher is recognized with highest distinction, 3.75 to 3.89 with high distinction, and 3.50 to 3.74 with distinction. No more than 10 percent of a class can graduate with honors.

Cheating and Plagiarism

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

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or

- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- Please check the IU Code of Conduct for further information.

Academic Probation

Students are automatically placed on academic probation when their cumulative GPA falls below a 2.0 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.0. If the cumulative GPA continues to be below 2.0 students will remain in probationary status. They remain in this status for another 12 consecutive credit hours of course work, during which time the GPA must be raised to at least 2.0. If after two consecutive semesters a student's GPA is still below a 2.0, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.0 during the first 12 credit hours of course work. Students may also be dismissed from the program for failure to comply with any other academic requirements stipulated by the program to remove the probational status.

Health Sciences

Bachelor of Science - Health Science

Bachelor of Science in Health Sciences
Bachelor of Science - Health Sciences

First Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
FWHS	H101	Introduction to Health Sciences	1	
ENGL	13100	Reading, Writing, & Inquiry I	3	
		Also meets: Core Communication - Writing General Education		
PSY	12000	Elementary Psychology	3	
		Also meets: Social Science General Education		
MA	21300	Finite Mathematics I	3	
		Also meets: Analytical Reasoning List A General Education		
HPER	H195	Principles of Lifestyle Wellness (preferred)	3	
		Also meets: Social Science General Education		
HLSC	H200	Survey of U.S. Health Care System	3	C
	Total Credits		16	
	Cumulative Total		16	

First Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
COM	11400	Fundamentals of Speech	3	
		Also meets: Core Communication - Speaking & Listening General Education		
HLSC	H210	Introduction Rehabilitation	3	C
HLSC	H250	Health/ Rehab Systems Across World	3	C
		Life & Physical Science General Education	3	
		Elective	3	
	Total Credits		15	
	Cumulative Total		31	

Second Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade

Subject	Course	Title	Cr Hrs	Min Grade
BIOL	21500	Human Anatomy	4	
		Also meets: Life & Physical Science General Education		
ENGL	23301	Intermediate Expository Writing	3	
HLSC	H264	Disability & Society	3	C
HLSC	H220	Aging and the Older Person	3	C
		Elective	3	
		Total Credits	16	
		Cumulative Total	47	

Second Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
PSY	36900	Lifespan Development	3	
HIM	M330	Medical Terminology or	3	
		RADX-R185 Medical Terminology		
		Cultural Understanding	3	
		Arts & Humanities	3	
		Elective	3	
		Total Credits	15	
		Cumulative Total	62	

Third Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
HLSC	H300	Career Development for Health Professionals	2	C
HLSC	H361	Health Promotion/ Disease Prevention	3	C
STAT	30100	Elementary Statistical Methods	3	
		Also meets: Analytical Reasoning List B General Education		
NRTD	265	Scientific Foundations of Human Nutrition	3	C
		NUTR 30300		
PSY	35000	Abnormal Psychology	3	
		Total Credits	14	
		Cumulative Total	76	

Third Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
HLSC	H362	Legal/ Regulatory Aspects Rehabilitation	3	C
HLSC	H363	Ethical Issues in Rehab Professions	3	C
HLSC	H365	Diversity Issues in Health	3	C
NTRD	N420	Human Nutrition through Lifespan	3	C
		Elective	3	
		Total Credits	15	
		Cumulative Total	91	

Fourth Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
HLSC	H445	Program Evaluation	3	C
HLSC	H442	Research in Health/ Rehab Sciences	3	C
		Elective	3	
		Elective	3	
		Elective	3	
		Total Credits	15	
		Cumulative Total	106	

Fourth Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade

HLSC	H441	Admin/ Supervision of Rehab Organizations	3	C	
HLSC	H495	Health Internship	6	C	
		Elective	3		
		Elective	2		
		Total Credits	14		
		Cumulative Total	120		

Certificate in Nutrition
Certificate in Nutrition

To earn the certificate, students must

- Complete a minimum of 12 credits in accordance with the specified curriculum; and
- Earn a minimum grade of C in each course.

Curriculum

The Certificate in Nutrition curriculum consists of four required 3-credit hour courses which are offered 100% online.

NTRD-N 265   Scientific Foundations of Human Nutrition; 3cr

NTRD-N 365   Translating Nutrition: From Theory to Practice; 3cr

NTRD-N 420   Human Nutrition through the Lifespan; 3cr

HLSC-H 361   Health Promotion and Disease Prevention; 3cr

Health Sciences - Certificate in Rehabilitation and Disabilities
Health Science - Certificate in Nutrition

To earn the certificate, students must

- Complete a minimum of 21 credits in accordance with the specified curriculum; and
- Earn a minimum grade of C in each course.

Curriculum

The Certificate in Rehabilitation and Disability Studies curriculum consists of seven required 3-credit hour courses which are offered 100% online.

HLSC-R 320 - Survey of Adaptive Rehabilitation Technology; 3cr

HLSC-R 330 - Approaches to Rehabilitation Case Management; 3cr

HLSC-R 340 - Psychological Aspect of Disabilities; 3cr

HLSC-R 420 - Proposal Writing for Comm-Based Rehab Programs ; 3cr

HLSC-R 430 - Practicum in Rehabilitation and Disability; 3cr

HLSC-R 440 - Medical Aspects of Disabilities; 3cr

RADX-R 185 - Medical Terminology; 3cr

HLSC-R 320 - Survey of Adaptive Rehabilitation Technology; 3cr

HLSC-R 330 - Approaches to Rehabilitation Case Management; 3cr

HLSC-R 340 - Psychological Aspect of Disabilities; 3cr

HLSC-R 420 - Proposal Writing for Comm-Based Rehab Programs ; 3 cr

HLSC-R 430 - Practicum in Rehabilitation and Disability; 3cr

HLSC-R 440 - Medical Aspects of Disabilities; 3cr

Courses

Undergraduate
HLSC-H 200 SURVEY OF U.S. HEALTH CARE SYSTEM SERVICES (3 cr.) This course will explore the U.S. health care system as it relates to health and rehabilitation services. Discussion will focus on the components of the health care system, how they function, how they support other components, who works in the health care system, how the system is financed, the access to the system, and how the U.S. rehabilitation services compare to other systems in the world.

HLSC-H 210 INTRODUCTION TO REHABILITATION (3 cr.) Understanding the historical, philosophical, and organizational context of the rehabilitation profession within the health care delivery system. Based on the premise that understanding of and respect for health professionals is critical for effective functioning as a member of a health care team. Emphasizes expectations of students as beginning health professionals.

HLSC-H 220 AGING AND THE OLDER PERSON (3 cr.) An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include current health issues, patterns of health in the aging process, and age related controversies such as end of life decisions, financing health care for aging populations, and meaningfulness in old age.

HLSC-H 250 HEALTH AND REHABILITATION SYSTEMS ACROSS THE WORLD (3 cr.) This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

HLSC-H 264 DISABILITY AND SOCIETY (3 cr.) Focus on the psychological, social, political, and economic circumstances of individuals with disabilities in American society and to broaden students' perspectives on disability issues through exposure to the personal accounts and writing of persons with disabilities, examination of professional practices, discussion of public policies, and completion of class projects.

HLSC-H 300 CAREER DEVELOPMENT FOR HEALTH PROFESSIONALS (2 cr.) Course highlights include: Career planning and placement strategies, assessment of labor market information, market surveys, and development of customized portfolios. Emphasis given to projects, papers, and independent research on the various health professions.

HLSC-H 361 HEALTH PROMOTION AND DISEASE PREVENTION (3 cr.) Understanding the personal, cultural, and environmental factors affecting participation in health promotion and disease prevention activities; examining the application and relevance of the concepts of health, wellness, health promotion, and health education and a wide range of content specific topics in health promotion and disease prevention.

HLSC-H 362 LEGAL AND REGULATORY ASPECTS IN REHABILITATION (3 cr.) Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to present.

HLSC-H 363 ETHICAL ISSUES IN REHABILITATION SERVICES (3 cr.) Examining contemporary ethical/moral considerations in the organization and management of rehabilitation agencies and the delivery of rehabilitation services. Practical applications of ethical principles to the delivery of rehabilitation service and client-provider relationships will be covered. The course will be a combination of lectures, case studies, debates, and guest speakers.

HLSC-H 365 DIVERSITY ISSUES IN HEALTH AND REHABILITATION SERVICES (3 cr.) Designed to prepare students to appreciate diversity and understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

HLSC-H 441 ADMINISTRATION AND SUPERVISION OF REHABILITATION ORGNAIZATIONS (3 cr.) Designed to provide an overview of rehabilitation organizations and teach students the foundations of administration, supervision and coordination of rehabilitation agencies.   Discussions will cover the major theories of leadership, management and organization communication.

HLSC-H 442 RESEARCH IN HEALTH AND REHABILITATION SCIENCES (3 cr.) An introduction to the application of research methods in health and rehabilitation sciences, providing students with an overview of research methods used to collect, analyze and interpret data, emphasizing the understanding of the application of statistical and research techniques to address problems related to rehabilitation services research.

HLSC-H 445 PROGRAM EVALUATION METHODS IN REHABILITATION (3 cr.) This course will provide a broad overview of the application program evaluation methods in rehabilitation and the strategies used in program evaluation, focusing on scientific principles that may be instrumental in informing policies and programs aimed at improving the health on individuals and communities.

HLSC-H 495 HEALTH INTERNSHIP (1-6 cr.) This is an experiential learning course. Students will be expected to apply learning from degree-related courses. The Internship will provide an opportunity for students to actively engage in professional and community settings. The Internship experience will be under the direction of a site-specific mentoring preceptor and the course instructor.

HLSC-R 320 SURVEY OF ADAPTIVE REHABILITATION TECHNOLOGY (3 cr.) Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

HLSC-R 330 APPROACHES TO REHABILITATION CASE MANAGEMENT (3 cr.) Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

HLSC-R 340 PSYCHOLOGICAL ASPECTS OF DISABILITY (3 cr.) Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspects of adjustment to disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

HLSC-R 420 PROPOSAL WRITING FOR COMMUNITY-BASED REHABILITATION PROGRAMS (3 cr.) An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

HLSC-R 430 PRACTICUM IN REHABILITATION AND DISABILITY (3 cr.) Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

HLSC-R 440 MEDICAL ASPECTS OF DISABILITIES (3 cr.) The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

NTRD-N 265 NUTRITION AND EXERCISE (3 cr.) This course will allow the student to apply the principles of physiology, chemistry and biology to describe the role of nutrition and exercise in the human body and to

explore the interrelated and protective role of nutrition and exercise in wellness, health promotion and disease prevention.

NTRD-N 365 TRANSLATING NUTRITION: FROM THEORY TO PRACTICE (3 cr.) This course provides the knowledge and skills to translate nutrition principles into planning and selecting nutritionally adequate, appetizing and aesthetically pleasing personalized menus/meal plans with emphasis on sustainability, resource management and food safety.

NTRD-N 420 HUMAN NUTRITION THROUGH THE LIFESPAN (3 cr.) The study of nutritional needs during stages of the human life cycle from pregnancy and lactation through infancy, childhood, adolescence and adulthood to later maturity, including an introduction to cultural food patterns, principles of nutrition assessment and agencies offering nutrition services.

Richard M. Fairbanks School of Public Health

PUBLIC HEALTH

Whether your interests are in community health, disease prevention, data analysis, hospitals, or the quality of our environment, the work is here to be done. The Fairbanks School of Public Health connects students with opportunities to make a significant impact.

The Fairbanks School of Public Health is proud to be offering the following degrees on our IU Fort Wayne campus:

BSPH in Community Health
Learn how to tackle real world problems so that you can improve the health of communities of people.

BS in Health Data Science

This degree features an interdisciplinary curriculum that integrates biostatistics, computer science and informatics.

Admission Standards and Procedures

Fort Wayne is the perfect place to start thinking about public health. Here you can learn to strengthen communities by assessing health problems, preventing disease and using big data to improve health on a local, national or global scale.

Admission Standards
Admission Requirements

For current IUFW students:

- 2.5 previous term GPA
- 2.5 Cumulative GPA
- 12 hours completed at IUFW
- Completion of ENGL 13100 with a grade of "C" or better

For Intercampus Transfer students:

- Must have earned a 2.5 undergraduate cumulative and previous semester GPA

- Must maintain at least a 2.5 semester and cumulative grade point average (GPA) to remain in good academic standing and graduate from this program

Accreditation

The IU Richard M. Fairbanks School of Public Health is proud to be fully accredited by the Council on Education for Public Health (CEPH). Accreditation is the culmination of a rigorous multi-year process involving an extensive self-study and a site visit by an accreditation team. The school's official accreditation report can be sent upon request by contacting Carole Kacius at kacius@iu.edu.

Student Learning Outcomes
Fairbanks School of Public Health Student Learning Outcomes

Bachelor of Science in Public Health (BSPH)

Competencies

The BSPH major in Community Health will prepare students to work in entry-level positions in public health agencies, non-governmental organizations (NGOs), hospitals and health care centers, and other organizations focused on the health and well-being of groups of individuals. It also provides excellent preparation for the Master's in Public Health degree program. Students in the BSPH in Community Health program will be prepared to become Certified Health Education Specialists (CHES)."

Specific program outcomes include:

1. Recognize the social determinants of health that impact individuals and communities.

2. Explain and apply the principles of epidemiology, biostatistics, environmental health, health care systems, and health policy in public and community health.

3. Describe the historical role of public health nationally and globally, and identify and understand current and future public health challenges faced by the U.S. and the world.

4. Select, collect, correctly interpret, and apply quality data for assessment and planning in individual and public health.

5. Plan, administer, manage, and evaluate community health promotion interventions and programs.

6. Implement community health promotion interventions and programs.

7. Conduct evaluation and research related to community health promotion.

8. Communicate effectively while serving as a resource person to individuals, communities and stakeholders.

9. Based on evidence and data, advocate for practices, programming, and policies that address health issues.

10. Demonstrate an understanding of cultural competency and ethical decision making.

11. Communicate the role of fairness and justice in health equity.

Bachelor of Science in Health Data Science

Competencies

Upon completing the Bachelor of Science in Health Data Science, you will be able to:

- Demonstrate computing knowledge and "hacking" skills (data capture and visualization)
- Analyze results using appropriate biostatistical methods (analytical skills)
- Think critically and creatively to solve problems and discover meaning in large data (open-mindedness, curiosity)
- Conduct data analyses in an ethical and responsible manner (professionalism)
- Effectively communicate results of analyses to non-experts (communication, "story telling", presentation skills).

Academic Policies

Policies for Good Academic Standing, Dismissal and

Reinstatement:

Good Academic Standing

Students are in good academic standing when their semester and their IU cumulative grade point averages are 2.5 or above. Students must be in good academic standing to graduate.

Academic Warning

A student will be placed on academic warning if his/her semester grade point average is below 2.5.

Academic Probation

A student will be placed on academic probation if his/her IU cumulative grade point average is below 2.5.The student must follow strict conditions as established by the Undergraduate Academic Progress Committee during this probation period.

Final Academic Probation

A student will be placed on final academic probation if his/her cumulative is below 2.5 for a second time. The student must follow strict conditions as established by the Undergraduate Academic Progress Committee during this final probation period. Students who fail to return to good academic standing at the conclusion of the final probation may be dismissed from the academic program.

Dismissal

If in the opinion of the Undergraduate Academic Progress Committee, a student is not making satisfactory progress toward his/her degree by the end of their final probation, he/she may be dismissed. Dismissed students will be required to withdraw from their upcoming semester courses. Students who have been formally dismissed may appeal their dismissal.

Reinstatement

Students who have been formally dismissed must apply to the Undergraduate Academic Progress Committee for reinstatement. Students who have been dismissed are not eligible for reinstatement until at least one full regular semester (spring or fall) has passed since the dismissal.

Applicability of Degree, Certificate and Minor Requirements

Students may choose to complete either the specific degree, certificate, or minor requirements published in the appropriate bulletin at the time of admission to Fairbanks School of Public Health or those in the bulletin current at the time of graduation.

Grade Replacement

The School of Public Health students who have retaken a course (must be same department and course number) may request to have only the last grade computed in their grade point average. If a student earns the same or a higher grade after repeating a course, only the second grade will be counted in the GPA. Students may replace a total of 15 credit hours. Replacement does not occur automatically. Students must notify their School of Public Health academic advisor that the course has been taken a second time and that they wish to use grade replacement for the course.

Grade Appeal

A student may appeal a course grade at the completion of a course to resolve a grade discrepancy or a grade dispute. The appeal must be made within 90 days of the date when the grade was issued. In those rare instances when a student is unable to contact the professor who issued the grade, the student must give a notice of intent to appeal the grade within 90 days of the date when the grade was issued. The appeal should be made to the Associate Dean of Education and Training.

Degree Completion

Students are expected to complete the requirements for their undergraduate degree within 10 years of admission to the School of Public Health. Students are allowed to continue beyond this time period only at the Program Director. If a student has not taken classes for two or more major semesters (fall/spring), he/she must satisfy program requirements of the School of Public Health in effect at the time of reactivation. Requests for deviation from requirements listed in the bulletin must be approved in writing by the Program Director, whose decision is final. If a student has been out of college for more than 3 years, any course older than 10 years will not count toward degree progression.

School of Public Health

Earn Your Bachelor's Degree in Public Health

A career in public health or health administration offers:

The opportunity to improve the health of individuals and communities;

Interesting work that is always challenging and meaningful;

Above average job growth.

With an undergraduate degree in public health, you can achieve these goals and so many more. The Fairbanks

School of Public Health offers two different undergraduate degree options.

Bachelor of Science in Public Health
Bachelor of Science in Public Health

First Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
FWHS	H101	Introduction to Health Sciences	1	
ENGL	13100	Reading, Writing, & Inquiry I Also meets: Core Communication - Writing General Education	3	C
BIOL	20300	Human Anatomy and Physiology	4	C
MA	21300	Finite Mathematics I Also meets: Analytical Reasoning List A General Education	3	C
PBHL	S120	Introduction to Community Health	3	C
		Total Credits	14	
		Cumulative Total	14	

First Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
COM	11400	Fundamentals of Speech Also meets: Core Communication - Speaking & Listening General Education	3	
BIOL	20400	Human Anatomy and Physiology	3	
PBHL	S220	Navigating the Maze of Healthy Living	3	
PBHL	B300	Introduction to Biostatistics	3	C
		General Education Core Elective: Arts and Humanities	3	
		Total Credits	16	
		Cumulative Total	30	

Second Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
		General Education Core: Cultural Understanding	3	
ENGL	23301	Intermediate Expository Writing	3	
PBHL	S315	Community Health	3	C
		Community Health Elective	3	
		Open Elective	3	
		Total Credits	15	
		Cumulative Total	45	

Second Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
		General Education Core: Social Sciences OR Arts and Humanities	3	
PBHL	S305	Careers in Public Health	3	
		Community Health Elective	3	

Subject	Course	Title	Cr Hrs	Min Grade
		Community Health Elective	3	
		Open Elective	3	
	Total Credits		15	
	Cumulative Total		60	

Third Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
PPOL	31600	Environmental Health Science	3	
PBHL	S340	Cultural Considerations in the Promotion of Health	3	
		Community Health Elective	3	
		Community Health Elective	3	
		Community Health Elective	3	
	Total Credits		15	
	Cumulative Total		75	

Third Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
PBHL	H220	Public Health Systems Policy	3	
PBHL	E322	Principles of Epidemiology	3	
PBHL	S330	Theoretical Foundations of Community Health	3	
		Community Health Elective	3	
		Community Health Elective	3	
	Total Credits		15	
	Cumulative Total		90	

Fourth Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
PBHL	S339	Introduction to Research Methods in Public Health	3	
PBHL	S415	Applied Health Promotion Methods	3	
		Community Health Elective	3	
		Open Elective	3	
		Open Elective	3	
	Total Credits		15	
	Cumulative Total		105	

Fourth Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
PBHL	S425	A Public Health Journey Through the Social Determinants of Health	3	
PBHL	S460	Community Capacity in a Global Health Context	3	
PBHL	S499	Community Health Elective	3	
		Open Elective	3	
	Total Credits		15	
	Cumulative Total		120	

Bachelor of Science in Health Data Science
Bachelor of Science in Health Data Science

First Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
FWHS	H101	Introduction to Health Sciences	1	
ENGL	13100	Reading, Writing, & Inquiry I	3	C
		Also meets: Core		

Subject	Course	Title	Cr Hrs	Min Grade
		Communication - Writing General Education		
MA	15300	College Algebra	3	C-
		General Education Core: Life and Physical Sciences	3	
PBHL	P109	Introduction to Public Health	3	
		Open Elective	2	
		Total Credits	15	
		Cumulative Total	15	

First Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
COM	11400	Fundamentals of Speech	3	
		Also meets: Core Communication - Speaking & Listening General Education		
MA	15400	Algebra and Trigonometry II	3	
		General Education Core: Life and Physical Sciences	3	
		General Education Core: Social Sciences or Arts and Humanities	3	
		General Education Core Elective: Arts and Humanities	3	

Subject	Course	Title	Cr Hrs	Min Grade
		Total Credits	15	
		Cumulative Total	30	

Second Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
MA OR	16500	Analytic Geometry and Calculus I	3	
MA	22900			
		Calculus for the Managerial, Social, and Biological Science I		
PPOL	32200	Principles of Epidemiology	3	
CS	16000	Introduction to Computer Science I	4	C
PBHL	B275	Probability without Tears and Without Calculus	3	C
		General Education Core: Cultural Understanding	3	
		Total Credits	16	
		Cumulative Total	46	

Second Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
MA OR	16600	Analytic Geometry and Calculus II	4	
MA	23000			
		Calculus for the Manaterial, Social, and Biological Science II		
ENGL OR	23401	Technical Report Writing	3	
ENGL	23301			

Subject	Course	Title	Cr Hrs	Min Grade
		Intermediate Expository Writing		
PBHL	B280	Biostatistics for Health Data Scientists a computational Approach	3	
CS	16100	Introduction to Computer Science II	4	C
		Open Elective	3	
		Total Credits	1	
		Cumulative Total	63	

Third Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
MA	17500	Introductory Discrete Mathematics	3	C
PBHL	B285	Classical Biostatistical Regression Methods	3	C
PBHL	B481	Introduction to Biostatistical Computing	3	
		CS Elective	3	
		Open Elective	3	
		Total Credits	15	
		Cumulative Total	78	

Third Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
CS	26000	Data Structures	3	C
PBHL	B385	Contemporary Biostatistical Regression Methods	3	
		CS Elective	3	
		Open Elective	3	
		Open Elective	3	
		Total Credits	15	

Subject	Course	Title	Cr Hrs	Min Grade
		Cumulative Total	93	

Fourth Year - Fall Semester

Subject	Course	Title	Cr Hrs	Min Grade
PBHL	B401	Health Data Science Internship I	3	
		CS Elective	3	
		CS Elective	3	
		Open Elective	3	
		Open Elective	3	
		Total Credits	15	
		Cumulative Total	108	

Fourth Year - Spring Semester

Subject	Course	Title	Cr Hrs	Min Grade
PBHL	B402	Health Data Science Internship II	3	
PBHL	B420	Introduction to Statistical Learning	3	
PBHL	B490	Advanced Biostatistical Computing	3	
		Open Elective	3	
		Total Credits	12	
		Cumulative Total	120	

Courses

Undergraduate

PBHL-B 275 PROBABILITY WITHOUT TEARS AND WITHOUT CALCULUS (3 cr.) This is a course teaching fundamental concepts in biostatistics through computer simulation. While this is a self-contained course, working knowledge of R or another computer language is desirable.

PBHL-B 280 BIOSTATISTICS FOR HEALTH DATA SCIENTISTIS A COMPUTATIONAL APPROACH (3 cr.) This course introduces students to the fundamental concepts of biostatistics through computational methods. Topics such as exploratory analysis of health data, probability and probability distributions, and the basics of inference from both the frequentist and Bayesian perspective will be presented.

PBHL-B 285 CLASSICAL BIOSTATISTICAL REGRESSION METHODS (3 cr.) This is the first course in a two-semester sequence teaching fundamental concepts of classical regression methods in biostatistics, both linear (i.e., least squares) and non-linear (e.g., logistic, Poisson, etc.). While this is a self-contained course, working knowledge of the R statistical environment is desirable.

PBHL-B 300 INTRODUCTION TO BIOSTATISTICS (3 cr.) This is an introductory survey of statistical reasoning and analysis.

PBHL-B 385 CONTEMPORARY BIOSTATISTICAL REGRESSION METHODS (3 cr.) This is the second course in a two-semester sequence teaching fundamental concepts of contemporary regression methods in biostatistics, linear and non-linear. Advanced topics like shrinkage methods (principal components, ridge regression, Lasso, etc.), random effects and repeated measures, ,non-parametric regression (smoothing) and additive models will be presented. Pre-requisites are PBHL B-285 (Classical biostatistical regression methods) or permission of instructor. While this is a self-contained course, working knowledge of the R statistical environment is desirable.

PBHL-B 401 HEALTH DATA SCIENCE INTERNSHIP I (3 cr.) This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared towards applying skills they have acquired from the BS in Health Data Science curriculum.

PBHL-B 402 HEALTH DATA SCIENCE INTERNSHIP II (3 cr.) This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared towards applying skills they have acquired from the BS in Health Data Science curriculum. Satisfactory completion of the course will be determined jointly by internship supervisor and HDS Faculty. Students should expect to submit a final project and oral report to either the organization internship supervisor, appointed HDS Faculty, or both.

PBHL-B 420 INTRODUCTION TO STATISTICAL LEARNING (3 cr.) This is a course teaching fundamental concepts of statistical learning, a broad set of methods which refers to making sense of complex data. Such methods include, but are not limited to, the sparse regression (e.g. LASSO), classification and regression trees (CART) and support vector machines. This course is intended for students starting out in this area who perhaps lack the mathematical training to absorb a very technical treatment of these topics. For this reason, this course focuses on the application with less focus on the mathematical details.

PBHL-B 481 INTRODUCTION TO BIOSTATISTICAL COMPUTING (3 cr.) This is a course teaching fundamental concepts of biostatistical computing, a broad set of skills required for data acquisition, processing and visualization. At the end of the course the student will be able to analyze and manage statistical data, use reproducible reporting functionality, write their own functions, apply string and document processing techniques, have an understanding of object oriented programming in R, use non-standard evaluation (NSE) techniques within the R language, and create reproducible software in package form for the R language.

PBHL-B 490 ADVANCED BIOSTATISTICAL COMPUTING (3 cr.) This is a second course in biostatistical computing covering advanced concepts including understanding the basics of statistical algorithms and creating data products. At the end of the course the student will understand object oriented systems available in the R programming language.

PBHL-E 322 PRINCIPLES OF EPIDEMIOLOGY (3 cr.) This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation

PBHL-H 220 PUBLIC HEALTH SYSTEMS POLICY (3 cr.) This course will examine the concepts of health policy and management and its impact on social behavioral and environmental public health sciences. Content covered will include fundamental characteristics and organizational structure of the public health system.

PBHL-P 109 INTRODUCTION TO PUBLIC HEALTH (3 cr.) Introduction to public health using Indianapolis as case study. Well-being, illness, injury, education, violence, housing, work, cultural and neighborhood variability will be examined to demonstrate the public health perspective on any situation and to see how the state of health in our city connects to the nation and the world.

PBHL-S 120 INTRODUCTION TO COMMUNITY HEALTH (3 cr.) This course offers students a basic introduction to community health. The class will present health issues with a focus on a community, not individual perspective; as a result, students will learn about public health approaches to health assessment, health promotion and disease prevention.

PBHL-S 220 NAVIGATING THE MAZE OF HEALTHY LIVING (3 cr.) This course provides students with knowledge and understanding of factors influencing personal health, health behaviors, health promotion, and disease prevention. The course emphasizes lifestyles and personal decision making as a consumer of health and health care services.

PBHL-S 330 THEORETICAL FOUNDATIONS OF COMMUNITY HEALTH (3 cr.) This course will explore the theories of health behavior change that are used to develop health interventions for individuals and communities. Students will learn the different theories, how to put them into practice, and how useful and practical they are for various populations.

PBHL-S 340 CULTURAL CONSIDERATIONS IN THE PROMOTION OF HEALTH (3 cr.) In this course we will examine what is meant by culture, the ways in which culture intersects with health issues, and how public health efforts (domestic and global) can benefit by understanding and working with cultural processes.

PBHL-S 399 INTRODUCTION TO RESEARCH METHODS IN PUBLIC HEALTH (3 cr.) Course examines fundamental research methods used in the field of public health. The focus is on understanding how community and clinical data are collected in scientifically valid methods and how study results are interpreted.

PBHL-S 415 APPLIED HEALTH PROMOTION METHODS (3 cr.) This course provides students with understanding, application, and practice of key methods in community health promotion including health communication, health education, health policy, and community mobilization strategies. Application of theory and implementation of methods at individual and community levels are addressed.

PBHL-S 425 A PUBLIC HEALTH JOURNEY THROUGH THE SOCIAL DETERMINANTS OF HEALTH (3 cr.) This course is designed to introduce students to an ecological perspective of health, going beyond biology and individual factors to investigate the influence on health of the social systems in which individuals live, work, and play.

PBHL-S 460 BIOSOCIAL APPROACH TO GLOBAL HEALTH (3 cr.) The course will provide students with an opportunity to examine key global health issues using a biosocial justice perspective. Students will participate in authentic global health work as they will partner with MPH students from a university global partner to develop a strategic plan to address a global health issue. The course will require students to engage in analytical reading and discussions, and produce and deliver impactful written and oral communications.

PBHL-S 499 CAPSTONE EXPERIENCE BSPH COMMUNITY HEALTH (3 cr.) This course integrates public health theory and practice in an applied practice setting. The capstone experience is tailored to students' expected post-baccalaureate goals. A variety of public health experiences are available, including an internship, a service- learning project, a portfolio project, a research paper, and an honors thesis.

Degrees

IU Fort Wayne offers numerous degree programs designed to maximize your potential in the health care community without ever needing to leave the Fort Wayne area.

Our inspired, caring faculty work together across disciplines to create a uniquely connected health sciences learning environment that focuses on treating the whole person. From your very first day, you'll see the difference this makes in our programs.

Undergraduate Programs
Bachelor's Degree (Baccalaureate) Programs

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

Certificate Programs

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

Graduate and Professional Programs
While degrees are awarded through the IUPUI campus, students wishing to pursue a Master of Social Work or a Doctor of Medicine may do so on the IU Fort Wayne campus. Specific programs requirements can be found on their school websites.

When to Apply

When to Apply

Generally, you may apply as early as one year in advance of your proposed enrollment.

If you file an application with all required credentials and the application fee by the priority date, you will receive full consideration for the semester requested. If admitted, you will be invited to an orientation program during which you will register for classes. If you file an application after the priority date, you will be considered on a space-available basis and if admitted, you will likely attend a later orientation session and register for classes during the last days of registration. After the priority date admission may close without advance notice. The website will contain current admission review status for each approaching term.

Application Deadlines

Priority date	Term
August 1	Fall (begins late August or early September)
December 15	Spring (begins in early January)
April 15	Summer I (begins in early May)
June 10	Summer II (begins in mid-June)

Please note that Dental Hygiene & Dental Assisting (https://www.iufw.edu/academics/dentistry.html), Nursing (https://www.iufw.edu/nursing) and the Undergraduate Medical School Health Profession Program (https://www.iufw.edu/academics/medical-imaging.html) have strict application deadlines for those students who have met all entrance requirements and who wish consideration for entry directly into the major. See appropriate Web page for deadline information.

Letters of Admission

With the admission letter, students receive information about required next steps, including establishment of their computing accounts, placement testing, Advising and Registration Days, and transfer of credits (if pertinent).

- Types of Freshman Admission and Qualifications
- Types of Transfer Admission and Qualifications

Types of Freshman Admission and Qualifications

IUFW offers beginning freshmen enrollment as degree-seeking student.

Degree-Seeking Students

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

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

High School Graduates Admission Requirements

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

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

- 4 years of college-prep English
- 3-4 years of mathematics, including second-year algebra (We highly recommend 4 years.)
- 3 years of social sciences
- 3 years of laboratory science
- 4 years of some combination of foreign language, computer science or additional mathematics, laboratory sciences, social sciences, or English courses. Some IUPUI schools require additional courses.

- You must provide the results of your SAT or ACT, including the Writing Section of the test (scores must be received at IUFW by August 1). If your class has graduated and a fall semester has passed since you graduated, you do not need to take the SAT or ACT. (However, if you did take the test, we would like to see the results, especially for scholarship consideration.) The results of the writing section assist you and your academic advisor with placement into a writing course. Though test results are considered during the admission review, we do not deny students strictly based on their test results.
- Though no grade point average guarantees admission to IUFW, we generally expect to see students with a "C" average when reviewing applications. The trend in your grades and the difficulty of your courses are also very important, and we review favorably those students who have improved their grades in their junior and senior years. The two most important factors will be the courses you attempted and the grades you earned.
- Adult students over the age of 21 should note that SAT or ACT scores are not required and, although a high school transcript is the primary criteria for admission, the Admissions Committee also considers such things as military experience after leaving high school.

If you have significant deficiencies in either academic preparation or performance, IUFW will defer your acceptance until you complete designated courses at Ivy Tech Community College or another regionally accredited two-year or four-year college.

GED Admission Requirements

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

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

Depending on your GED score, you will either be granted admission or deferred to complete coursework at Ivy Tech Community College or another regionally accredited two-year or four-year institution.

Types of Transfer Admission and Qualifications

Transfers from Other IU Campuses

Students who are eligible to transfer to IUFW as degree candidates from another campus of Indiana University must meet the degree requirements of the IUFW school from which they expect to graduate. Students who plan to obtain a degree from another campus should contact and remain in contact with the dean of their prospective school for specific information on course, degree, and residency requirements.

A student at another Indiana University campus, whether coming to IUFW on a temporary or permanent basis, should review the information about intercampus transfer at https://www.iufw.edu/admissions/how-to-apply/intercampus/index.html.

If a student has earned college credits at another school after leaving the IU campus, the student must provide an official transcript to the IU Fort Wayne Student Central office (2101 East Coliseum Blvd., Neff Hall 110, Fort Wayne, IN 46805).

Transfers from Other Universities

A student from any other college or university must complete an official undergraduate application through the IUFW Office of Admissions (https://www.iufw.edu/admissions). Applicants are required to provide official transcripts from all post-secondary institutions they have attended.

IUFW has increasing numbers of articulation agreements with Ivy Tech Community College that permit credits to transfer to IUFW. No courses completed before the fall 1990 semester will transfer. For more information,

visit the transfer student portion of https://www.iufw.edu/admissions.

Degree-Seeking Students
If you wish to enter an undergraduate certificate, associate's, or bachelor's degree program, you will apply as a degree-seeking student (even if you are unsure of which degree program).

Admission Standards General Policy
If you have fewer than 26 hours of transferable work, you must provide a high school transcript as well as transcripts of all college work. If you were not admissible from high school, you are expected to complete any review courses that your college requires as well as freshman composition, college algebra, and courses in the general education area (e.g. psychology, sociology, history, speech, biology, political science). You must have a total of 26 transferable hours with a cumulative grade point average of a 2.0 once this contract has been established.

If you were admissible from high school or you have more than 26 hours of transferable work, you must have a cumulative grade point average of at least 2.0 on a 4.0 scale and be eligible to return to your previous college.
  If you do not have a 2.0 or you not eligible to return to your former school, you must sit out for one regular semester. (Note: Students who were deferred must have a cumulative grade point average of 2.0 or higher in order to be considered for admissions.) Summer sessions do not count. If you have been dismissed twice, you must be out of school for two full semesters to be considered for admission. Please mail a statement with your application explaining what caused the low grades and how you will approach your studies at IUFW.

Admission on Probation
Assuming you were admissible from high school but your GPA is below a 2.0, you will be considered for admission on probation provided you have met or are meeting the required length of time out of school. If you were not admissible from high school, you must complete 26 transferable hours and have a cumulative GPA of 2.0 at another school or university before being able to transfer to IUFW. In some cases, students with GPA's below a 2.0 will be required to file a petition and perhaps schedule an interview. After reviewing your application, the Office of Undergraduate Admissions will advise you if you must take these steps.

Credentials Needed
- Official college transcript from every college attended.

An official copy is one that has the embossed or raised seal of the school. Fax copies, photocopies, and grade reports are not considered official.

- High school transcript or GED results if you have fewer than 26 credit hours of transferable work.
- Please note that you are responsible for mailing the request to your former colleges and paying whatever fee is charged.

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

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

Course work taken at another institution for which there is an equivalent Indiana University course (in terms of course description, level, and prerequisites) will generally be transferred as credit in the equivalent courses. Other course work will be transferred as undistributed and reviewed by the appropriate department or school to determine how it will be counted toward degree requirements. In addition, the university does not accept the transference of special credit by examination awarded by another college or university.

Courses taken at another institution on a quarter system rather than a semester system will be evaluated as carrying fewer credit hours (e.g., a 3 credit hour course taken on a quarter system will transfer as 2 credit hours). Many course equivalences for most Indiana colleges may be found on the IUPUI admissions Web site at IUFW Apply Transfer.

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

The decision about which courses are counted in a student's IUFW GPA depends on where the courses were taken. Course work taken at another Indiana University campus will be counted in a student's IUFW GPA.

How accepted credit is applied to program requirements is determined by the school and/or department that offer the course(s). Courses that were completed 10 years ago (or even more recently) may not be accepted in some programs and must be approved by the individual school and department awarding the degree.

Academic Advising
New and transfer students receive their initial academic advising during advising and registration day. During their time at IUFW, students should meet often with their academic advisors as they update their degree

plans. Advisors help students chart their semester course schedules, identify avenues for involvement on campus, explore major and career options, utilize campus resources, and stay on track for graduation.

Students admitted to their degree-granting schools will be advised in their intended schools or programs. Students can explore degree maps and complete their academic plans at igps.iu.edu.

Financial Aid & Scholarships

Learning to manage your time and money can be a complicated process, but it doesn't have to be a stressful one. At IU Fort Wayne, we're happy to help you every step of the way. To see what types of financial aid are available and how to apply visit our site at https://www.iufw.edu/paying-for-college/index.html.

Registration Appointment

All students enrolled during one academic term are automatically given a registration appointment for the following term(s). For example, a student enrolled in the Fall term will be given appointments for the Spring. You will be notified via email when your registration appointment day and time has been assigned so be sure to monitor your inbox. At that point, you will be able to log in to the **Student Center** via One.IU and view the **Enrollment Dates** on the right to check your registration appointment time.

If you previously attended IUFW but are not enrolled in the current term and wish to enroll, contact Student Central to confirm your registration eligibility.

Students who are enrolled on another IU campus or who were last enrolled on another IU campus but did not graduate, should complete the inter-campus transfer form.

Undergraduate students who are newly admitted to the university will receive information regarding registration from the Admissions Center.

Dropping and Adding Classes

Before dropping a class, each student should discuss options with their academic advisor as dropping a class should only be done when truly necessary and should be considered along with adding a different class to stay on track to graduate. To drop a course and make a successful transition into another class, students are encouraged to drop and add before classes begin though the online drop and add process available through the first week of classes for major semesters. Students who drop before or during the first week of classes will receive no grade and pay no late drop fees.

Students wishing to add a course after the start of the term should do so as close to the start of the semester as possible, as instructors may refuse students admission into classes if they believe that students have already missed too much work in the new class.

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

During the first four weeks of regular semesters, partial refunds are given for dropped courses and depending on the time of year, signatures of advisors and instructors are needed.

Students who choose to withdraw from a semester must officially drop all classes. Failing to attend class does not mean a student has dropped a class but rather will result in an F in the course(s). Failing to pay for the course(s), once registered, will result in both an F and a bill for the course. For more information on dropping and adding classes, students should visit the Registrar website: https://www.iufw.edu/register/drop-add/

Enrollment (Class) Permissions and Holds

Class Permissions: Schools may restrict enrollment in particular courses, so students should review the course descriptions, paying particular attention to class notes. For instance, some courses, are open only to students officially enrolled in certain schools. Other courses may be restricted to students with sophomore, junior, senior, or graduate student status. Finally, some courses require a student to have completed one or more courses prior to enrollment (known as "prerequisites"). Otherwise ineligible students who believe their personal preparation overrides the restrictions of a class may seek the department's or instructor's permission to enroll in the class. If achieved, an official in the department will add a class permission to that student's record which students may view in their Student Center from One.IU. Once the class permission has been added, the student may add the class.

Holds: On occasion, students have a hold placed on their enrollment. When this occurs, they cannot register for courses because they have failed to meet some requirement of the university or school and cannot proceed until the problem is resolved. Problems that result in a hold include failure to pay tuition or other fees, neglecting to provide immunization or citizenship information, etc.. Students with unpaid library fines, outstanding parking tickets, or a disciplinary problem also may be placed on hold. Students can review their status on One.IU, and if they find they have such a hold, they should contact the office(s) listed on that hold to resolve the problem.

Fees

IUFW tuition is set annually by the Trustees of Indiana University. Current fees appear on our website (https://www.iufw.edu/admissions/cost-aid/index.html).

The fee estimator will give an estimate of fees for the number of credit hours and program for which you register. Some fees not included in the estimate: New students are charged a New Student Enrollment fee one time; parking, books and supplies.

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

Registration

Registration for first-time students takes place in conjunction with orientation. In subsequent semesters,

students register themselves online via OneIU (https://one.iu.edu).

IU e-MAIL

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

- Placement into a waitlisted class
- Registration appointments
- Enrollment Permissions and Holds
- Administrative withdrawal
- Faculty FLAGS in a course

Other important topics you should know

- Dropping and Adding Classes
- Fees
- Nontraditional Scheduling Options
- Registration Agreement

Nontraditional Scheduling Options

IUFW offers numerous educational options outside the traditional classroom. These classes are found at convenient locations, at times stretching over seven days and nights, and, in addition to regular course formats, are offered online or , on TV.

Online Courses

Increasingly, online classes are part of the way IU offers classes.   A selection of courses offered online each term can be found at http://iuonline.iu.edu/classes/search.php.

Registration Agreement

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

Registration will not automatically be cancelled for nonpayment of fees. Students must either pay their fees or drop all of their classes by the end of the first week of classes if they do not intend to return to IUFW for the semester. Canceling registration by the first week of classes releases class spaces in time to be available to other students. Students who decide to cancel their registration should log on to OneIU (https://one.iu.edu) Self Service, go to Student Center, Type 'Drop/Add' in the search box and hit enter. Select the appropriate task. Note that there are different Drop/Add tasks depending on the time of the semester.

Waitlisting

Occasionally, students will be unable to register in a class because it is filled to capacity. Seats may open up, however, if registered students drop the class during the registration period. Students who encounter a closed class during registration should place themselves on the class waitlist (and designate another class to drop if placed into the preferred class, as appropriate). Through the automated waitlistsystem, the first person to make a waitlist request for a class is placed at the top of the list. When a seat opens up, as long as there are no other restrictions or conflicts, that person is registered automatically for the course (and automatically dropped from a different class if that was requested as part of the original student waitlist request). If placed into a waitlisted class, students are notified via email at their University email account.

Graduation Requirements
Completion of Degree Requirements

When students contact the recorder about graduation, they should double-check that they in fact will have completed graduation requirements. Schools have different tools available for degree check including academic advising reports and degree maps.   Some schools perform degree audits either when students file for graduation or at the beginning of their senior year. Students should go over requirements and audits with their advisors to make sure they are on track to graduate and contact the school recorder with questions. Common mistakes that result in students' failure to graduate are unacceptable grades, not registering for required courses, dropping courses, or otherwise failing to complete required courses. Students may graduate with incompletes on their record, provided they are not for required courses. Campus residency requirements stipulating that a certain number of hours must be completed at this campus before graduating also affect graduation eligibility.

Required Grade Point Average

In addition to completing all the required course work, students must have a specific overall grade point average and a specific GPA in their major to graduate. Most schools also require grades of C or higher in major courses. Students should familiarize themselves with the policies of their program.

Applying for Graduation

Candidates for graduation must apply to graduate with the recorder of their school at least one year prior to their expected graduation date. Details concerning the application deadlines of specific schools and any additional requirements related to graduation are available from the school recorder or the school sections of this bulletin.

Undergraduate Overview
Admission

The best and most complete information source on admission standards and procedures is online at https://www.iufw.edu/admissions/index.html. This page

contains links for an online application form, detailed instructions, and relevant deadlines. The individual school websites also provide information about admission for undergraduates and links to other key offices' Web sites.

IUFW General Education Core Curriculum

All first-year IUFW students will complete 30 credit hours of general education coursework, known as the General Education Core, prior to graduation with an associate degree or baccalaureate degree. Transfer students who have not received certification for completing the general education core at their prior institutions also must complete the IUFW General Education Core. General education coursework is aligned with the Indiana Statewide Transferable General Education Core competency domains and, once completed, will subsequently transfer to another Indiana state educational institution.

The IUFW General Education Core is also based on the IUFW Principles of Undergraduate Learning, the essential ingredients of an undergraduate educational experience at IUFW. More specific expectations for IUFW's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUFW will know and what they will be able to do upon completion of their degrees. It is important to note that the IUFW General Education Core does not add to, subtract from, or change any requirements for a specific major. Students need to work closely with an academic advisor to determine what relationship, if any, exists between requirements for general education and requirements for a specific major.

The IUFW General Education Core provides a strong foundation for a rich and intellectually challenging undergraduate experience. Hundreds of courses have been rigorously reviewed and approved to the IUFW General Education Core to provide students with a diverse array of options for fulfilling their general education requirements. Coursework is divided into the broad domains of foundational intellectual skills (core communication, analytical reasoning, and cultural understanding) and intellectual breadth and adaptiveness (life and physical sciences, arts and humanities, and social sciences).

Criminal Activity Disclosure

IUFW is committed to maintaining a safe environment for all members of the university community. As part of this commitment, the university requires applicants who have been convicted of any felony or a misdemeanor such as simple battery or other convictions for behavior that resulted in injury to a person(s) or personal property to disclose this information as a mandatory step in the application process. A previous conviction or previous conduct does not automatically bar admission to the university, but does require review.

Orientation

All new students and transfer students beginning at IUFW for their first degree-seeking semester must attend the Student Orientation Program. An overview of the campus community and resources will be provided to the students. They will also receive information about the school or program in which they are interested, receive support and

guidance, meet with an academic advisor, register for classes, participate in an interactive information session, and receive their student ID card.

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

Reservations are required. For more information or to schedule orientation, please go online at https://www.iufw.edu/admissions/admitted or call (260) 481-4136.