

Using Technology for Study Abroad

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*AACRAO Conference
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Orlando, FL*

What's Different?

- **Different Physical Environment**
- **Different Educational Environment**
- **Different Living Environment**
- **Minimal “Orientation” Program**
- **Lack of Appropriate Courses for Registration**
- **How will course credits apply upon return**

International Credits

- **European Commission** – Comprised of the Education Ministers from each of the European Union (+) countries – meet twice each year – establish policy
- **Bologna Process/Declaration** – 1999 (6 Principles); then 3 more in Prague, 2001
- Tuning Group (**Tuning Educational Structures in Europe**) – Educators from institutions throughout the EU who meet several times each year and develop guidelines for execution of policies
- Tuning Group Leaders = **Robert Wagenaar, the Netherlands; Julia Gonzalez, Spain**

International Credits

- **European Credit Transfer and Accumulation System (ECTS)**
- **Developed the “Diploma Supplement”** that standardizes the manner with which completed academic activity is recorded and reported
- **Created an institutional identification code that uniquely identifies each institution:**

European Education Initiatives

- **1987 – Erasmus and Socrates Programme**
- **The Tuning Project – addressed by Sorbonne-Bologna-Prague-Berlin process, with aim to create an integrated higher education area in Europe**
- **“The need for compatibility, comparability, and competitiveness has arisen from the need of students, whose increasing mobility requires reliable and objective information about educational programmes on offer”**

European Education Initiatives

- **The Bologna Process/Declaration of June 1999 called for the establishment by 2010 of a coherent, compatible and competitive European High Education Area (EHEA), attractive for European students and for students and scholars from other continents. The European Education Ministers (European Commission) identified six principles (action lines) in Bologna, then added 3 more in Prague in May 2001.**

Bologna Process/Prague Meeting

- **1) Adoption of a system of easily readable and comparable degrees**
- **2) Adoption of a system essentially based on two cycles**
- **3) Establishment of a system of credits**
- **4) Promotion of mobility**
- **5) Promotion of European cooperation in quality assurance**
- **6) Promotion of the European dimension in higher education**
- **7) Promotion of Lifelong learning**
- **8) Promotion of Higher education institutions and students**
- **9) Promotion of the European Higher Education Area (EHEA)**

European Education Initiatives

- **Tuning Project Working Group led by Robert Wagenaar, University of Groningen, The Netherlands and Julia Gonzalez, University of Duesto, Spain**
- **Over 100 institutions from EU countries (76 “Inner Circle” institutions and 24 Thematic Networks) – “Hands On” working group from institutions wishing to carry out to project. “Outer Circle” participants were institutions interested in the project, but unable to be active participants.**
- **Financed and directed by the European Commission**

European Education Initiatives

- **Inner Circle subject areas: Business, Education, Geology, History, and Mathematics**
- **Thematic Networks: Chemistry, Physics**
- **Identify “learning outcomes” (set of competences that include knowledge, understanding, and skills) a learner is expected to know/understand/ demonstrate after completion of a process of learning.**
- **Tuning works toward common reference points, searching for points of convergence and common understanding**

European Education Initiatives

- **Tuning group meets up to 4 times annually, in Budapest April 2005, to carry out the directives from the European Commission, then issues progress reports to the Commission.**
- **Primary objective at this time is to work together to provide educational experiences that are “transportable” or “transparent” or that improve “mobility” for students among institutions within the same country or across national boundaries.**
- **This objective, as achieved, will provide opportunities for other nations to attract European scholars and to send students abroad to study at European institutions.**

European Education Initiatives

- **Phase 1 – developed the **ECTS** (European Credit Transfer and Accumulation System) which standardized the manner in which “student workload hours” were converted to “semester credits.”**
- **Reporting document is the Diploma Supplement which displays transcript data in a manner similar to our transcript.**
- **As the Diploma Supplement is issued by participating institutions, it becomes more feasible for other institutions (U.S., Canada, Australia, Japan, Thailand, New Zealand, etc.) to enhance study abroad opportunities**

Major Student Issues with International Credits

- **Accepting Credit(s)**
Acceptability
- **Equating Course Credits**
Equivalency
- **Applying Accepted Credits**
Applicability

Major Student Issues with International Credits

- Typically **Upper Division (Jr./Sr.) Students**
- Typically **Upper Division Courses** (major/minor)
- Course **Equivalents Scrutinized** More Carefully (less liberal interpretation) by faculty
- Frequent **Translation of Grading Scales** - Dutch have a 15 point scale; French have a 20 point scale; Germany has a 10 point scale, etc.

Major Student Issues

- **Different Physical Environment**
 - “Campuses” as we know them often do not exist – just buildings throughout a town or city in a general area – bus rides apart
 - Some institutions have campuses miles apart, making transportation a vital concern. Getting to class on time is a major issue.

Major Student Issues

- **Different Educational Environment or Academic Culture**
 - **Instructional format differs greatly – “student workload hours” consist of time spent in**
 - **Lecture**
 - **Lab/studio**
 - **Readings**
 - **Writing**
 - **Research**
 - **Attending related symposia or seminars**
 - **Excursions**
 - Majority of workload experience is outside of structured classroom activities**

Major Student Issues

- **Less direction provided by professors (not as accessible, and frequently more aloof)**
- **Role of professor is one of being the “expert,” rather than a discipline “mentor.”**
- **Fewer structured co-curricular activities**
- **Few, if any, social support activities such as sanctioned athletic events, fraternities/sororities, clubs, student government, etc.**
- **Curriculum is rigidly structured – little if any choice. Students enroll for courses prescribed to them by their major professor**

Major Student Issues

- **“Elective” courses are not common**
- **Minors are infrequently offered**
- **Some American processes/procedures are often different, or do not exist**
 - **Pre-registration is rare; students often sit in a class a few days prior to officially registering**
 - **No withdrawal permitted from individual courses – students pass or fail (only 2 options)**
 - **Beginning and ending class times sometimes overlap, making schedule building very difficult. Individuals professors typically set class meeting times.**

Major Student Issues

- **Performance assessment format can be similar or different**
 - **Class notes**
 - **Research paper(s)**
 - **Readings/Journals**
 - **Class participation**
 - **Individual and/or group projects**
 - **Oral examinations**
 - **Written examinations (nearly always essay)**
 - **Excursion (field trip) reports**

Major Student Issues

- **Different Living Environment:**
- **Housing is not the responsibility of the institution**
- **Institutions are primarily “commuter” campuses**
- **Students acquire and maintain their living quarters (in a house with a family, an apartment, or, in rare cases, university provided student housing)**
- **No meal plans – nutrition is the total responsibility of the student**
- **Thousands of miles from home, family, and friends**

Major Student Issues

- **Support Services**
- **NO Transfer Orientation Program**
 - Since transfer is “new,” and academic support services are very limited, orientation programs are not yet on the “drawing board.”
- **No Academic Advising and Lack of Appropriate Courses for Registration**
 - Professor on sabbatical
 - Native students get first choice
 - Meeting times overlap

Major Student Issues

- **Language Barriers**
- Native language may or may not be the language previously studied by the student
- Many academic activities in native language, some in English (ex: registration process explained in native language, yet class taught in English)
- Professors/students may speak differing dialects of same language in different classes

Major Student Issues

Fiscal Pressures

- **Typical tuition/fees, books, etc. expenses, but with significantly greater investment – travel to and from, living, local transportation, supplemental travel (touring).**
- **Budgeting critical – many of the fees, etc. are not paid in one lump sum at beginning of semester, but assessed as activities occur.**

Major Student Issues

General Cultural Considerations

- **Gender roles are perceived differently**
- **Ethnic perceptions**
- **National and local politics**
- **Social and relational attitudes**
- **Legal culture – sexual harassment does not exist in some countries; drug use penalties are frequently more harsh than in U.S.**

Major Faculty Issues

Evaluating Credits

- **In order to appropriately evaluate student workload credits faculty asked for the following:**
 - **Course prefix (dep't)**
 - **Course number**
 - **Course title**
 - **ECTS credit hour value**
 - **Course description**
 - **Method(s) of instruction (teaching format)**
 - **Faculty member (with credentials)**
 - **Text(s)**
 - **Examination method(s)**

Sample Information for Course Evaluation

- **Course prefix:** LBU
- **Course nbr:** 011B05
- **Course title:** The Dutch Republic from Revolt to its Demise
- **Description:** Survey of the main elements of Dutch history and culture in the 16th to the end of the 18th Century. This course is a combination of a seminar and a set of lectures, in the course of which, we shall explore the history of the Netherlands in the early modern period. Program per week:

Week 1: General Introduction and Assignment of Topics for Papers

Week 2: The heritage of Charlemagne, Netherlands in Middle Ages

Weeks 3, 4, 5: No lectures

Week 6: The Great dukes of the West and their state (PAPER)

Sample Information for Course Evaluation

Week 7: Humanism and Reformation (PAPER)

Week 8: The Dutch Revolt (PAPER)

Week 9: A new state and a new society (PAPER)

Week 10: Religion from uniformity to plurality (PAPER)

Week 11: Economic expansion in Europe and overseas (PAPER)

Week 12: Stake and Stakeholders. Dutch politics in the 17th century (PAPER)

Week 13: Painters and writers (PAPER)

Week 14: Decline and new beginnings-the 18th century (PAPER)

Sample Information for Course Evaluation

- Faculty: **dr. F. Postma**
- Text(s): **J.L. Price, *Culture and society in the Dutch Republic in the 17th century*; J. Huizinga, *How Holland became a nation*; E.H. Kossmann, *The Dutch Republic in the 18th century***
- Format: **Seminar**
- Exam: **Weekly papers (1000-1500 words) provides the foundation for the final paper of about 6000 words.**
- ECTS Credits: **5 semester credits** (each credit equals approximately 25 workload hours – 125 workload hours are expected to be expended in this course!)

Sample Information for Course Evaluation

Additional Exam Format Examples

- **30% class presentation and 70% final essay**
- **Assignments; final essay (50%) NOTE: successful completion of the assignments and approval of the essay topic are prerequisite for the exam!**
- **3-hour written exam at end of term (16 weeks)**
- **1500 word essay (25%); 3-hour written exam (75%)**
- **Students choose either a paper or written exam**
- **Read text each week; write a paper on each text; give oral presentations in class**
- **Individual project**
- **Written examination and paper, plus a directed excursion**
- **Class participation, presentation, written assignments, and a final 3000 word essay**

**Ball State answer to credit
issues:**

**International Automated
Course Transfer System**

**Soon to be linked to the
Transfer Indiana Website**

Automating International Transfer Credit: A Case Study

International Exchange

- While direct enrollment is the ideal form of study abroad, it presents international offices with the following challenges:
- Determining Course Equivalency
- Converting Foreign Grades
- Calculating Credit Hours
- Accommodating Course Changes When the Student is Abroad



3 Ways Study Abroad Students Can Use the ACTS System

- 1. Selecting Overseas Coursework**
- 2. Making Course Changes While Studying Abroad**
- 3. Investigating Transfer Options**

Case Study

Student: Ivana Travelle

Class: Sophomore

Major: English Studies

Exchange Program:

Universiteit Van Groningen,

The Netherlands

2005-2006 Academic Year



Selecting Overseas Coursework

- Ivana's Study Abroad advisor helps her to run a ***Degree Audit Report*** online.
- The report indicates which Groningen courses apply to her English Studies major.
- She reviews course descriptions then selects the following:

LELC 9807 "Classic American Texts"

LEL 9A04 "Renaissance Literature"

LELC 9805 "Beggars, Hobos, & Tramps in Literature"

And for fun, LBU 009B05 "Gender in the Netherlands"

Preparing a Degree Audit for English Studies

[Ball State University - ACTS](#)



ACTS

Automated Course Transfer System

ACTS Login

Welcome to the Automated Course Transfer System (ACTS).

[This is my first use of ACTS](#)

[I have used ACTS previously](#)

ACTS

Automated Course Transfer System

ACTS Login

Enter your Username:

Enter your Password:

[Notes and Disclaimers](#)

Main Menu

Welcome Ivan! You are connected to the Ball State University Automated Course Transfer System (ACTS).

Select one of these options: (for definition see [ACTS help](#))

-  [Add a Course to your File](#)
 -  [Browse or Change Courses in your File](#)
 -  [Submit a Course Evaluation](#) (Advanced Standing Report)
 -  [Submit a Degree Audit](#) (Reference Audit)
 -  [Change Your Information](#)
 -  [Apply for BSU Admission Online](#)
-

Note: When finished, please close your browser to protect the confidentiality of your records.

Add Courses to Your File

Select State

Please scroll through the list and select the state where your institution is located:

[Return to Menu](#)

DC
DE
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Enter Course Information

Enter the details for the course below:

Institutions in : *If your institution isn't listed, please send a message to asrecep@bsu.edu*

BETHANY BIBLE COLLEGE

BETHANY BIBLE COLLEGE

CANADIAN MENNONITE BIBLE COLLEGE

COLEGIO DE SAN JUAN DE LETRAN CALAMBA

EBERHARD-KARLS-UNIVERSITAT TUBINGEN

JOHANNES GUTENBERG UNIVERSITAT MAINZ

LAMBTON COLLEGE

NATIONAL UNIVERSITY OF IRELAND - GALWAY

SIR SYED UNIVERSITY OF ENGINEERING & TECHNOLOGY, KARACHI

ST LAWRENCE COLLEGE

UNIVERSITE DE NANCY II

UNIVERSITE DE VERSAILLES SAINT-QUENTIN-EN-YVELINES

UNIVERSITEIT VAN GRONINGEN

UNIVERSITY OF ALBERTA

UNIVERSITY OF KENT

UNIVERSITY OF NOTTINGHAM

UNIVERSITY OF WINDSOR

UNIVERSITY OF WINNIPEG

Add Record

responsible for

tion listed below.

tion numbers)

IP)

Submit A Degree Audit

Transferring to Ball State University

This process will show how transfer courses apply to your selected Ball State major. Transfer courses carry a grade of TR.

Current Institution

Major Desired



Area of Study

Catalog Year

(Anticipated year of enrollment at BSU)

Catalog Term

(Anticipated first term of enrollment at BSU)

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- NEEDS: 2 COURSES
 SELECT FROM: ENG 220,230
- 2) COMPLETE THE FOLLOWING COURSES
- NEEDS: 2 COURSES
 SELECT FROM: ENG 210,444
- 3) COMPLETE 3 HOURS OF RHETORIC/COMPOSITION COURSES
- NEEDS: 3.0 HOURS
 SELECT FROM: ENG 213,231,235,301,303,323,369
- 4) COMPLETE 3 HOURS OF CREATIVE WRITING COURSES
- NEEDS: 3.0 HOURS
 SELECT FROM: ENG 285,286,287,288,306,307,308,406,407,
 408,410,417,489
- 5) COMPLETE 3 HOURS OF LINGUISTICS COURSES
- NEEDS: 3.0 HOURS
 SELECT FROM: ENG 221,320,321,322,328,332,436,437,457
- + 6) COMPLETE 6 HOURS OF LITERATURE COURSES
- 6.0 HOURS ADDED
- 1/05 ENG 240 3.0 TR GRONINGN: LELC9807
 1/05 ENG 402 3.0 TR GRONINGN: LELC9805
- 7) COMPLETE 18 HOURS OF ELECTIVES (ENG 206 OR ABOVE
 EXCLUDING TEACHER PREPARATION COURSES)
- 3.0 HOURS ADDED
- 1/05 ENG 464 3.0 TR GRONINGN: LEL 09A04
- NEEDS: 15.0 HOURS
 -> NOT FROM: ENG 311,331,350,392,393,395,401
 SELECT FROM: ENG 206 TO
 499=((ANY 1:LBU 008B05,LEHC9810) OR LBU 013B10 OR
 LEL 01P03 OR LEL 09A04 OR LELC9805 OR LELC9807 OR
 LMIK02B05)

6.0 HOURS ADDED

1/05 ENG 240 3.0 TR GRONINGN: LELC9807

1/05 ENG 402 3.0 TR GRONINGN: LELC9805

- 7) COMPLETE 18 HOURS OF ELECTIVES (ENG 206 OR ABOVE
EXCLUDING TEACHER PREPARATION COURSES)

3.0 HOURS ADDED

1/05 ENG 464 3.0 TR GRONINGN: LEL 09A04

NEEDS: 15.0 HOURS

-> NOT FROM: ENG 311,331,350,392,393,395,401

SELECT FROM: ENG 206 TO

499=((ANY 1:LBU 008B05,LEHC9810) OR LBU 013B10 OR
LEL 01P03 OR LEL 09A04 OR LELC9805 OR LELC9807 OR
LMIK02B05)

OPT GENERAL ELECTIVES ARE COURSES NOT USED IN CORE CURRICULUM,
MAJOR, MINOR OR OTHER REQUIREMENTS, BUT THE HOURS DO COUNT
TOWARD TOTAL HOURS FOR GRADUATION; ADDITIONAL ELECTIVE
COURSES MAY BE REQUIRED TO MEET MINIMUM HOURS TO GRADUATE
(SEE "UNIVERSITY GRADUATION REQUIREMENTS" ABOVE)

EARNED: 8.0 HOURS

- 1) COURSES IN THIS AREA HAVE NOT BEEN USED TO SATISFY
REQUIREMENTS IN ANY OF THE ABOVE LISTED GROUPS (OTHER
THAN "UNIVERSITY GRADUATION REQUIREMENTS")

1/05 ENG 998 1.0 TR-V GRONINGN: LEL 09A04

1/05 ENG 998 1.0 TR-V GRONINGN: LELC9805

1/05 ENG 998 1.0 TR-V GRONINGN: LELC9807

1/05 WMNST310 5.0 TR GRONINGN: LBU 009B05

- 2) TRANSFERRED OR ADVANCED STANDING COURSES COUNTING
TOWARD GENERAL ELECTIVES AND TOTAL HOURS TO GRADUATE,
BUT WITH NO SPECIFIC BALL STATE EQUIVALENTS

Making Changes While Abroad

- Ivana is abroad and considering changing her major to Women's Studies.
- She runs a new Degree Audit for the new major
- She discovers 3 English Studies courses work for Women's Studies as well:
- **LEL01P03 "20th Century English Fiction"**
- **LELC9806 "18th Century Feminism"**
- **LMIK02B05 "Gender in History & Literature"**
- Registers for these courses in Spring Term

NO 12 WOMEN'S STUDIES MAJOR REQUIREMENTS - 36 HOURS - STUDENTS
MAY INQUIRE FOR CONSULTATION AND ASSISTANCE AT THE OFFICE
OF WOMEN'S STUDIES (WMNSMJR 999)

EARNED: 3.0 HOURS 1 SUB-GROUP
--> NEEDS: 33.0 HOURS 4 SUB-GROUPS 2.000 GPA
- 1) COMPLETE THE FOLLOWING COURSES

NEEDS: 4 COURSES
SELECT FROM: WMNST 210,220,410,499

+ 2) COMPLETE 3 HOURS FROM THE FOLLOWING COURSES

(5.0 HOURS TAKEN)

1/05 WMNST310 5.0 TR GRONINGN: LBU 009B05

- 3) COMPLETE 3 HOURS FROM THE FOLLOWING COURSES (SEE THE
WOMEN'S STUDIES PROGRAM DIRECTOR IF A TOPIC IN AHS 301
MAY BE USED HERE)

NEEDS: 1 COURSE
SELECT FROM: CC 302 ENG 328,490={LEL 01P03 OR
LMIKO2B05} FL 307 HIST 215,452

- 4) COMPLETE 3 HOURS FROM THE FOLLOWING

NEEDS: 1 COURSE
SELECT FROM: ANTH 341 CJC 311 HSC 261,472 POLS 241,
474 PSYSC 277,324 SOC 235,424,434 SOCWK 330

-R 5) COMPLETE 15 ADDITIONAL HOURS FROM THE PREVIOUS GROUPS
(SEE THE PROGRAM DIRECTOR IF AHS 301 MIGHT APPLY)

NEEDS: 15.0 HOURS
SELECT FROM: ANTH 341 CC 302 CJC 311 ENG 328,
490={LEL 01P03 OR LMIKO2B05} FL 307 HIST 215,452
HSC 261,472 POLS 241,474 PSYSC 277,324 SOC 235,
424,434 SOCWK 330
WMNST 310={ (ANY 1:LBU 009B05,LMIKO1,LELC9806) },314,
369,479,498

Investigating Transfer Options

- Ivana has a Dutch boyfriend, Forin Gye. She convinces him to consider studying at Ball State.
- Forin logs in as a new user, and inputs his Groningen coursework:
- LBU 006B05 “European Union” 5 Credits,
Grade=6.5
- LBU 007B05 “Idea & Reality” 5 Credits,
Grade=8.0
- LBU 015B05 “International Political Rights” 5 Credits,
Grade=7.0
- LEL 73B04 “Dirty Realism” 5 Credits, Grade=5.0
- He runs an ***Advanced Standing Report***.
- The report reveals what credits BSU would accept if he were to transfer to Ball State.

To add additional courses to your file, highlight then type over the course information listed below.

Year: (Ex: 2000)
Term: 
Course Dept: (Ex: ENG, HIST, JOURN)
Course Number: (Ex: 100, 100L, Do not enter section numbers)
Credit Hours: (Ex: 3.0 or .5)
Grade: (Note: If currently registered, use IP)
Course Title: (Note: Abbreviate if necessary)

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Courses Already Entered

Institution	Term Year	Course	Credit Hours	Grade
Universiteit Van Groningen	Spring 2006	LEL 73B04	4	7.5
Universiteit Van Groningen	Spring 2006	LBU 006B05	5	7.5
Universiteit Van Groningen	Spring 2006	LBU 007B05	5	7.5
Universiteit Van Groningen	Spring 2006	LBU 015B05	5	7.5

COURSE NUMBER

=====

000 = REMEDIAL OR DEVELOPMENTAL - CREDIT NOT ACCEPTED
 001 = INSTITUTION NOT REGIONALLY ACCREDITED - CREDIT NOT ACCEPTED
 002 = VOCATIONAL, TECHNICAL OR OCCUPATIONAL - CREDIT NOT ACCEPTED
 003 = DOCTRINAL RELIGION, WORSHIP, MINISTRY - CREDIT NOT ACCEPTED
 005 = ACCEPTABILITY UNDETERMINED - CONTACT YOUR ACADEMIC ADVISOR
 990 = ELECTIVE; NO EQUIVALENT COURSE - CREDIT ACCEPTED
 991-998 = DEPARTMENTAL DIRECTED ELECTIVE - CREDIT ACCEPTED
 999 = EQUIVALENCY UNDETERMINED - CREDIT ACCEPTED

WARNING

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FEDERAL LAW PROHIBITS TRANSMITTAL TO A THIRD PARTY.

PREVIOUS INSTITUTIONS ATTENDED

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A7125 UNIVERSITEIT VAN GRONIN NETHERLANDS FC

 TRANSFER EVALUATION

CREDIT ACCEPTED

19.0 HOURS ADDED

3/06 POLS 313	3.0 A-	GRONINGN: LBU 007B05 IDEA NATN STATE
3/06 POLS 385	3.0 A-	GRONINGN: LBU 006B05 EUROPE UNION
3/06 POLS 490	3.0 A-	GRONINGN: LBU 015B05 INTL HUM RIGHTS
3/06 POLS 998	2.0 A-	GRONINGN: LBU 006B05 EUROPE UNION
3/06 POLS 998	2.0 A-	GRONINGN: LBU 007B05 IDEA NATN STATE
3/06 POLS 998	2.0 A-	GRONINGN: LBU 015B05 INTL HUM RIGHTS
3/06 POLS 998	4.0 A-	GRONINGN: LEL 73B04 INTL HUM RIGHTS



System Benefits

- Reduces Advisor Workload
- Empowers the Student
- Accessible Worldwide Via the Internet
- Transparency of credit equivalencies
- Recruitment Potential

References

- **Gonzalez, Julia and Wagenaar, Robert ed. *Tuning Educational Structures in Europe: Final Report, Pilot Project, Phase One.* 2003**
<http://tuning.unideusto.org/tuningeu>
- ***A Framework for Qualificaitons of the European Higher Education Area: Bologna Working Group on Qualifications Frameworks.* 2005**
www.bologna-bergen2005.no/Docs00-main/050218_QF_EHEA.pdf
- **www.bsu.edu/bsu/acts** Create own username and password (or use **Goglobal Goglobal**), select browse a course, then for “state” select **FC** (foreign country), for institution select **Universiteit Van Groningen** from the drop down menu.

Contact Information

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