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Notice of Nondiscriminatory Policies

The University of Indianapolis does not discriminate on the basis of race, color, gender, age, religion, creed, sexual orientation, marital status, or ethnic or national origin in any of its programs offerings or employment practices. The University is committed to the spirit and letter of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and strives to provide equal access to all phases of University life and activity.



Good Hall, the first building on campus, is listed on the National Register of Historic Places.

Academic Calendar 2013–14

SEMESTER I

Wed.–Wed.Aug. 21–28 Welcome Week
 Thu.Aug. 22 Faculty/Staff Institute
 Mon.Aug. 26 Semester I Classes Begin
 Mon.Sep. 2 Labor Day (No Classes)
 Sat.Oct. 12..... Mid-Semester Grading Period Ends
 Mon.–Tues.Oct. 14–15..... Fall Break (No Classes)
 Wed.–Sun.Nov. 27–Dec. 1 Thanksgiving Vacation (No Classes)
 Mon.Dec. 2 Classes Resume
 Fri.Dec. 6 Withdrawal/Change to Audit Deadline
 Mon.Dec. 9 Final Examinations Begin
 Sat.Dec. 14 Semester I Ends

SEMESTER II

Mon.Jan. 13..... Semester II Classes Begin
 Mon.Jan. 20..... Martin Luther King Jr. Celebration (Special Class Schedule)
 Sat.Mar. 1 Mid-Semester Grading Period Ends
 Mon.–Sun.Mar. 10–16 Spring Break (No Classes)
 Mon.Mar. 17 Classes Resume
 Fri.Apr. 18 Good Friday (No Classes)
 Fri.Apr. 25 Withdrawal/Change to Audit Deadline
 Mon.Apr. 28 Final Examinations Begin
 Fri.May 2..... Semester II Ends
 Fri.May 2..... Graduate Programs Commencement
 Sat.May 3..... Annual Commencement

SPRING TERM

Mon.May 5..... Spring Term Begins
 Fri.May 23..... Spring Term Ends

SUMMER

Mon.May 12..... First 7-Week Session Begins
 Mon.May 26..... Memorial Day (No Classes)
 Fri.June 27..... First 7-Week Session Ends
 Mon.June 30..... Second 7-Week Session Begins
 Fri.July 4..... Independence Day Observance (No Classes)
 Fri.Aug. 15 Second 7-Week Session Ends

The University reserves the right to make calendar changes.

Academic Calendar 2014–15

SEMESTER I

Wed.–Wed.	Aug. 20–27	Welcome Week
Thu.	Aug. 21	Faculty/Staff Institute
Mon.	Aug. 25	Semester I Classes Begin
Mon.	Sept. 1	Labor Day (No Classes)
Sat.	Oct. 11	Mid–Semester Grading Period Ends
Mon.–Tues.	Oct. 13–14	Fall Break (No Classes)
Wed.–Sun.	Nov. 26–30	Thanksgiving Vacation (No Classes)
Mon.	Dec. 1	Classes Resume
Fri.	Dec. 5	Withdrawal/Change to Audit Deadline
Mon.	Dec. 8	Final Examinations Begin
Sat.	Dec. 13	Semester I Ends

SEMESTER II..

Mon.	Jan. 12	Semester II Classes Begin
Mon.	Jan. 19	Martin Luther King, Jr. Celebration (Special Class Schedule)
Sat.	Feb. 28	Mid–Semester Grading Period Ends
Mon.–Sun.	Mar 9–15	Spring Break (No Classes)
Mon.	Mar. 16	Classes Resume
Fri.	Apr. 3	Good Friday (No Classes)
Fri.	Apr. 24	Withdrawal/Change to Audit Deadline
Mon.	Apr. 27	Final Examinations Begin
Fri.	May 1	Semester II Ends
Fri.	May 1	Graduate Programs' Commencement
Sat.	May 2	Annual Commencement

SPRING TERM

Mon.	May 4	Spring Term Begins
Fri.	May 22	Spring Term Ends

SUMMER

Mon.	May 11	First 7-Week Session Begins
Mon.	May 25	Memorial Day (No Classes)
Fri.	June 26	First 7-Week Session Ends
Mon.	June 29	Second 7-Week Session Begins
Fri.	July 3	Independence Day Observance (No Classes)
Fri.	Aug. 14	Second 7-Week Session Ends

The University reserves the right to make calendar changes.

The University

Vision

The University of Indianapolis will be recognized regionally and internationally for its high quality of student engagement in learning, leadership, and service.

Motto

“Education for Service.”

Identity Statement

The University of Indianapolis is a private, residential, metropolitan institution of higher learning that provides a transformational educational experience through strong programs in the liberal arts and sciences, selective professional and doctoral programs, collaborative partnerships throughout the city and the world, and a Christian tradition that emphasizes character formation and embraces diversity.

Mission Statement

The mission of the University of Indianapolis is to prepare its graduates for effective, responsible, and articulate membership in the complex societies in which they live and serve, and for excellence and leadership in their personal and professional lives. The University equips its students to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the Christian faith and an appreciation and respect for other religions; to cultivate rationality and tolerance for ambiguity; and to use the intellect in the process of discovery and the synthesis of knowledge.

Values

- We value an emphasis on student learning in all aspects of University life.
- We value faculty and student interaction that provides individual attention, engagement, and opportunities for mentoring.
- We value international experiences for students, faculty, and staff.
- We value engagement with religious traditions in an environment of hospitality, informed by the United Methodist Church and enriched by other traditions, religious and secular.
- We value purposeful engagement with the city of Indianapolis and the state of Indiana.
- We value ethical, responsible, and professional behavior with respect expressed among all members of the University community.
- We value individual contributions of all members of the University community toward advancing our mission.

In pursuit of its mission, the University offers degree programs as well as credit and noncredit continuing education programs. The University awards the following degrees: Associate in Arts, Associate in Science, Associate in Science in Nursing, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Music, Bachelor of Science, Bachelor of Science in Athletic Training, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Health Science, Master of Occupational Therapy, Master of Science, Master of Science in Nursing, Doctor of Health Science, Doctor of Nursing Practice, Doctor of Physical Therapy, and Doctor of Psychology.

University Learning Goals

As a part of its most recent Strategic Plan, approved by the Board of Trustees in 2006, and in support of its commitment to the Higher Learning Commission's Academic Quality Improvement Program accreditation process, the University has established four institution-wide learning goals. These goals are pursued within the curriculum and featured as part of a campus-wide series of cocurricular events sponsored by Academic Affairs and Student Affairs. The learning goals are:

- **Critical Thinking:** Students will make judgments through the application of intellectual criteria. The core components of critical thinking include evaluation, self-regulation, interpretation, analysis, inference, and explanation.
- **Creativity:** Students will use their imagination and inventiveness in modifying or generating results.
- **Performance:** Students will be able to demonstrate their mastery of subject content through their execution and communication of educational objectives.
- **Social Responsibility:** Students will be able to make connections between the academic disciplines and the social environment of the local and broad community. The dimensions of social responsibility are identified by the Association of American Colleges and Universities as striving for excellence; cultivating personal and academic integrity; contributing to a larger community; taking seriously the perspective of others; and developing competence in ethical and moral reasoning.

History

The University of Indianapolis was founded as Indiana Central University in 1902. It was popularly known as Indiana Central College from 1921 to 1975, when use of the word "University" was resumed. In 1986 the name was changed to University of Indianapolis.

On October 6, 1902, the Board of Trustees signed the articles of incorporation and the secretary of state issued the charter for the institution as a corporation the next day. Academic instruction began September 26, 1905, after the first building, now called Good Hall, was completed. When the University opened its doors, it had three divisions: the academy, which offered high school courses; the normal school, which provided a two-year program of teacher education; and the liberal arts college. The academy graduated its last class in 1926, and the normal school was discontinued in 1938. The liberal arts college was restructured in 1983 to include the undergraduate College of Arts and Sciences; the undergraduate schools of Business, Education, and Nursing; and the Graduate School. In the 1990s, further restructuring placed the graduate programs under the authority of the academic units: the College of Arts and Sciences, the schools of Business, Education, and Nursing, the programs of Graduate Business and Occupational Therapy, and the Krannert School of Physical Therapy. In 1999, the department of Occupational Therapy became a school, and the graduate business programs became a division within the School of Business. An undergraduate program approved for the Krannert School of Physical Therapy increased the number of undergraduate schools to five. Another restructuring in 1998 resulted in the creation of a sixth undergraduate school, the School for Adult Learning; in 2001, the School of Psychological Sciences was formed. In 2002, the Center for Aging & Community and the Center of Excellence in Leadership of Learning were added, and in 2007, the College of Health Sciences was created when the schools of Occupational Therapy and Physical Therapy were combined under a single administrative structure that maintains the academic identity of each.

The University has been church-affiliated since its inception in 1902, when it was founded by the St. Joseph and White River conferences of the Church of the United Brethren in Christ. The Indiana Conference joined the venture the next year. From 1946 to 1968, following the merger of the Church of the United Brethren in Christ and the Evangelical Church, it was an Evangelical United Brethren institution.

Since 1968, when the Evangelical United Brethren and Methodist churches merged, it has been affiliated with the United Methodist Church.

The University of Indianapolis has had nine presidents: J. T. Roberts (1905–08), L. D. Bonebrake (1909–15), I. J. Good (1915–44), I. Lynd Esch (1945–70), Gene E. Sease (1970–88), G. Benjamin Lantz, Jr. (1988–98), Jerry M. Israel (1998–2005), Beverley J. Pitts (2005–12), and Robert L. Manuel (2012–).

Control and Management

The control and management of the University is vested in a Board of Trustees selected from the community, the United Methodist Church, the alumni, and at-large representation from the state and nation. In addition, there are three ex-officio members of the Board: the resident United Methodist bishop of the area, the president of the University, and the president of the Alumni Association. Board members are elected for terms of four years on a rotating basis, so that the terms of approximately one-fourth of the members expire each year.

University Policies

The University has established policies to ensure the rights of all members of the campus community. Academic policies are outlined in this undergraduate catalog and in the graduate catalogs; social policies are outlined in the student handbook. Students are expected to adhere to all policies, and those who do not are subject to disciplinary action or dismissal.

Students also are expected to comply with federal, state, and local laws and ordinances. Students whose actions present concern for the safety or security of the University community or affect adversely the operation of the University or the integrity of its educational process are subject to disciplinary procedures, whether those actions occur on or off campus.

International Sites

Extension Site in China

Ningbo Institute of Technology, part of Zhejiang University in China, offers a joint program with the University of Indianapolis. Upon satisfactory completion of the joint program, students at NIT may complete the requirements for a University of Indianapolis baccalaureate degree and a degree from NIT. Joint programs are offered for business and English language.

Zhejiang Yuexiu University of Foreign Languages in China offers associate degrees through a joint program with the University of Indianapolis. The associate degrees are offered for business and English majors.

Extension Site in Belize

Galen University is an independent, community-oriented university chartered by the government of Belize. In partnership with the University of Indianapolis, Galen provides an opportunity for students to complete an undergraduate joint-degree program in Accounting, Anthropology, Archeology, Computer Science, Environmental Science, Economics, or International Business. Students may also pursue a minor in Criminal Justice through the joint-degree program. Galen University also hosts the University of Indianapolis study-abroad program Explore Belize.

Accreditations and Affiliations

The University of Indianapolis is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
(312) 263-0456 | www.ncahlc.org
- University Senate of the United Methodist Church

Selected programs of the University are accredited by:

- Accreditation Council for Business Schools and Programs
- Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association / 4720 Montgomery Lane, Suite 200 / Bethesda, MD 20814-3449 / (301) 652-2682
- American College of Nurse-Midwives
- American Psychological Association
- Collegiate Commission on Nursing Education
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
- Council on Social Work Education
- Indiana Professional Standards Advisory Board
- Indiana State Board of Nursing
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education
- National League for Nursing Accrediting Commission

Membership is held by the University in:

- American Council on Education
- Association of American Colleges
- Association of Colleges for Higher Education
- College Consortium for International Studies
- Consortium for Urban Education
- Council for Adult and Experiential Learning
- Council of Independent Colleges
- Independent Colleges and Universities of Indiana
- Indiana Association of Graduate Schools
- Indiana Conference on Higher Education
- Indiana Consortium of International Programs
- Midwest Association of Graduate Schools
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church

Membership is held by academic units in:

- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American College of Nurse-Midwives
- American Occupational Therapy Association

- Association for Education in Journalism and Mass Communications
- Association for Gerontology in Higher Education
- Association of Independent Liberal Arts Colleges of Teacher Education
- Association to Advance Collegiate Schools of Business
- Broadcast Education Association
- Campus Community Partnerships for Health
- Council for Accelerated Programs
- Council of Graduate Departments of Psychology
- Council of Graduate Schools
- Indiana Center for Nursing
- Indiana Occupational Therapy Association
- National Communication Association
- National Council of Schools and Programs of Professional Psychology
- National Forensics Association
- National League for Nursing
- Online Consortium of Independent Colleges and Universities
- Pi Kappa Delta
- Speech Communication Association

Administrative departments also hold membership in specialized professional organizations on the state and national levels.

United Methodist Affiliation

The affiliation of the University of Indianapolis and the United Methodist Church reflects a union for mutual benefit. The University of Indianapolis depends on the support of the church. This support includes, but is not limited to, financial support from the Indiana Conference and its members. The University of Indianapolis also depends on the church to send its youth as students and to recommend qualified church leaders to the Board of Trustees to provide leadership. In turn, the United Methodist Church may depend on the University of Indianapolis to provide students with high-quality academic experiences in an environment in which the values of the church are stressed. The church can also depend on the University to provide continuing education courses and seminars.

Athletic Affiliations

The University of Indianapolis maintains national affiliation for its athletics programs through membership in the National Collegiate Athletic Association (NCAA) Division II. The institution is a fully participating member of the Great Lakes Valley Conference which conducts championships in all sports sponsored by the University, except wrestling. The University's wrestling program is quite competitive but does not compete in a conference.

Service Members Opportunity Colleges Membership

The University of Indianapolis, through its membership in a nationwide project known as Service Members Opportunity Colleges, cooperates with hundreds of other colleges and universities in providing postsecondary educational opportunities for military personnel and veterans. As a partner in SOC, the University of Indianapolis affirms its commitment to the implementation of policies and procedures that address the special conditions faced by military students seeking a college education. Information about services the University

provides to military service personnel is available in the Office of the Registrar. Veterans-benefit eligibility and certification is administered by the Office of the Registrar.

Affiliations with Other Colleges and Universities

International Affiliations

The University of Indianapolis seeks and maintains agreements with several institutions of higher education throughout the world. Established with a mutual desire to promote educational exchange and international cooperation, sister-school programs and articulation agreements facilitate exchange of faculty members, undergraduate and graduate students, visiting scholars, and administrators. These programs also support the exchange of culture, research, and educational materials.

Articulation Agreements

University of Nicosia, Cyprus

University of Nicosia is an independent, freestanding institution that was established in Cyprus in 1985. Classes are taught in English by a faculty of leading educators from the United States, the United Kingdom, and Europe. The University of Indianapolis and University of Nicosia, formerly Intercollege, hold an agreement of preapproved course equivalency to encourage and facilitate the exchange of students and faculty between institutions.

Sister Institutions in Asia

The Office of Asian Programs of the University of Indianapolis maintains relationships with highly regarded institutions of good standing throughout Asia.

- **Amity University.** Block E2, Amity University Campus, Sector-125, Noida - 201 301 (UP), India [www.amity.edu]. Sister school since October 2008.
- **Anhui Normal University.** Anhui Province, Wuhu, Renmin Lu 1 Hao, People's Republic of China [www.ahnu.edu.cn]. Sister school since April 1999.
- **Chinese Culture University.** 55 Hwa Kang Road, Yangmingshan, Taipei, R.O.C. [www.pccu.edu.tw]. Sister school since November 1996.
- **Ningbo Institute of Technology, Zhejiang University.** District of Higher Education, Ningbo, Zhejiang 315100, PRC. Sister school since December 2002.
- **Shanghai Normal University.** Shanghai, People's Republic of China [www.shnu.edu.cn]. Sister school since October 2006.
- **Shandong Institute of Physical Education and Sports.** Shandong Providence, People's Republic of China. Wenhua Xilu 10, Jinan, Shandong, China 250063. Sister school since September 2006.
- **Tunghai University.** 181, Tai Chung Kang Road, Section 3, Taichung 407, Taiwan, R.O.C. [www.thu.edu.tw]. Sister school since November 1990.
- **Zhejiang Medical College.** Zhejiang, People's Republic of China. Xiangshan, Hangzhou, Zhejiang Province, China. Sister school since October 2006.
- **Zhejiang Yuexiu University of Foreign Languages.** Zhejiang, People's Republic of China. No. 428 Kuaiji Road, Yuecheng District, Shaoxing, Zhejiang, China.[http://www.yxc.cn]. Sister school since October 2009.

Consortium for Urban Education

The Consortium for Urban Education is an organization of higher education institutions and the Indianapolis Museum of Art, all located in the Indianapolis metropolitan area. In addition to the University of Indianapolis, members include Butler University, Franklin College, Indiana University-Purdue University at Indianapolis, Ivy

Tech Community College (Indianapolis), Marian University, and Martin University. Designated academic officers of the institutions meet regularly to exchange ideas and programs. A major activity sponsored by the consortium is the coordination of cross-registration for students during semesters I and II only of each year; Spring Term and summer courses are not included.

Cooperative Degree Programs

The University offers some degree programs in cooperation with other local institutions. A dual degree program leading to degrees in physics and electrical or mechanical engineering is offered in cooperation with Purdue University at Indianapolis, and a bachelor's degree in medical laboratory science is offered in association with Methodist Hospital and St. Francis Hospital and Health Centers in Indianapolis.

Additional information about these cooperative programs is included in the sections of the catalog devoted to academic programs.

ROTC Program

Through an affiliation with the Reserve Officer Training Corps at Indiana University-Purdue University at Indianapolis, University of Indianapolis students may take military science courses on the IUPUI campus via cross-campus registration. (*See Consortium for Urban Education above.*) University of Indianapolis students are eligible for significant scholarship assistance through participation in this program. For additional information about this program, contact the Department of Military Science at Indiana University-Purdue University at Indianapolis.

Outreach Programs

University of Indianapolis Alumni Association

All graduates of the University of Indianapolis are, by virtue of earning a degree, members of the Alumni Association. More than 28,000 alumni worldwide call UIndy their alma mater. Their front door to campus is the Richard E. Stierwalt Alumni House; their gateway online is at <http://alumni.uindy.edu>.

The Alumni Association, led by a 27-member board of directors, oversees various programs, services, and communication vehicles that foster lifelong relationships with and among UIndy graduates. The Student Alumni Association works closely with the Alumni Association to better acquaint students with alumni by providing student-focused events and programming.

Alumni are crucial to furthering UIndy's good standing and support its health and well-being. Through active involvement and staying abreast of campus news and accomplishments, our alumni become lifelong University ambassadors by:

- encouraging prospective students to consider the University of Indianapolis.
- reading *Portico*, the University magazine, and *1400*, the University's annual report magazine.
- connecting online through the Alumni Association's group pages on Facebook, Twitter, and LinkedIn, as well as Alumni Central, the alumni online community at <http://alumni.uindy.edu>.
- participating in alumni events.
- serving campus as alumni volunteers.
- achieving their goals and sharing the good news with the Alumni Association.

Alumni Education Program

The University provides its graduates free enrollment in one undergraduate course per semester through its Alumni Education Program. Alumni who have earned a baccalaureate, master's, or doctoral degree at the University may attend, without charge, most undergraduate classes, *except art studio classes, computer classes,*

private applied music lessons, and workshops, under the following guidelines: (1) the instructor must grant approval, and (2) space in the class must be available. No credit will be awarded nor attendance recorded for alumni participating in this program.

Interested alumni must contact the Office of the Registrar at (317) 788-3219 or at registrar@uindy.edu at least two weeks prior to the beginning of the semester.

Community Music Center

Housed in our own Christel DeHaan Fine Arts Center and at several high schools in the metropolitan area, the Community Music Center is an extension of the University Music Department that offers study and performance opportunities to people of all ages and stages of musical development. It is the philosophy of the Music Department that, over a lifetime, every human being can be enriched by participation in and study of music. Through sequenced instruction, one can learn the language of music and acquire the knowledge to appreciate and enjoy the greatest achievements of humankind.

The Community Music Center offers private lessons in all orchestral and band instruments along with piano and voice. Summer opportunities include the annual Summer Piano Camps, held in June and July for beginning through advanced students. The Vocal Arts Institute was founded in 1998 to include private lessons for high school students during the school year at various high schools and an intensive 10-day camp for college preparation in the summer. The Chamber Music Institute provides opportunities for talented high school instrumentalists to study in small chamber ensembles under the coaching of professional musicians each summer. The Jazz Combo Camp provides tutelage by professional jazz performers for young jazz groups.

Students are encouraged to participate in recitals sponsored by the Community Music Center each semester in the Ruth Lilly Performance Hall of the Christel DeHaan Fine Arts Center on the University campus. All students and the Indianapolis community are invited to attend the numerous free concerts and recitals also held in the Ruth Lilly Performance Hall. These include concerts in the “Family Music” concert series. The annual composition contest for young students is a part of the concert series featuring young musicians performing their own compositions.

Noncredit Programs

The Institute for Leadership and Professional Development

For almost 60 years, the University of Indianapolis has been serving Indiana small businesses, large corporations, nonprofit organizations, and private individuals by providing a variety of continuing education programs and training experiences. Under the framework of the Institute for Leadership and Professional Development, the University, in the Supervisory Institute, offers new and experienced supervisors opportunities for leadership skill development and enhancement. The SI has current and relevant content, facilitated discussions, and the use of case studies and their application in workplace situations. Topics are presented by University faculty and private sector practitioners and include effective communication, coaching, connecting generations, the use of DISK and MBTI assessments, performance and motivation, conflict management, team building, ethics, strategic planning, management styles, trust, quality management, and change management. In addition, the ILPD offers a one-day Coaching Clinic, a series of one-day Leadership Seminars, access to more than 200 online fee-based, noncredit courses, and a Customized Training and Consulting Program for interested clients.

English Language Study Center

The English Language Study Center (Internexus), which is located near campus but is not owned or controlled by the University, offers a high-quality, intensive English language program for those who want to learn or improve their English skills. The center offers instruction in all the language skill areas: grammar, writing,

reading/vocabulary, and listening/speaking. Class size does not exceed 15 students, so students receive individual attention. The intensive program allows students to progress quickly in acquiring proficiency in English.

Additional information about this program can be obtained by contacting the English Language Study Center at (317) 788-6108.

Senior Citizens Program

The tuition-free Senior Citizens Program is available to persons over 65 and retired, who are invited to register for one regular undergraduate course at the University per semester. (Independent study, internships, practica, computer courses, private music and art instruction, and accelerated courses are not included in the program; senior citizens wishing to enroll in this program must pay all fees associated with their courses.)

Cultural and Educational Opportunities

International Division

The International Division coordinates the University’s international initiatives. The Division strives to enhance the global perspective of the University community. In addition, staff within the Division work to ensure the internationalization of the campus in order to prepare students for an increasing multicultural and interdependent society.

The International Division supports the international student community enrolled at the University of Indianapolis through immigration counseling, connecting international students with University and community resources, planning and coordinating social events to encourage intercultural exchange, implementing and monitoring a mandatory health insurance program for F-1 and J-1 visa students, and administering a J-1 exchange visitor program for scholars, professors, and students.

Study-Abroad Opportunities

The University of Indianapolis is committed to providing an international dimension of education and to exposing students to the heritage and the perspectives of other cultures. It is the University’s goal that no student will complete his or her University program without having been touched in some meaningful way by the heritages, the perspectives, and the expressions of other cultures. Students are encouraged to participate in study-abroad opportunities, which fall under the following categories.

International Partnership Sites

Eligible University of Indianapolis students may participate in special programs offered periodically by international sister or partner institutions. Current possibilities include Galen University in Belize, Stellenbosch University in South Africa, and Tunghai University in Taiwan. Further information is available in the Office of Study Abroad, International Division. Graduate students particularly are encouraged to participate in partner-sponsored study-abroad programs.

Spring Term Travel Opportunities

Intensive three-week travel courses are led by University of Indianapolis faculty to countries throughout the world and in a variety of educational fields. To encourage participation, tuition costs are waived for University of Indianapolis students who were enrolled full-time for the two semesters as undergraduates prior to the travel course. The remaining costs of these programs include airfare, hotel accommodations, local travel, and partial board. Costs average approximately \$3,000. Travel grants may be available to eligible students.

College Consortium for International Studies

As a member of the College Consortium for International Studies, University of Indianapolis students may participate in summer, semester, or academic-year programs in a variety of academic fields from more than 32 countries. Students enrolled in CCIS programs earn direct credit at the University. CCIS courses with final grades of C- or higher are reflected directly on the University transcript as “S,” meaning Satisfactory. Grades below C- are indicated as “U” for Unsatisfactory. These grades are not calculated into the student’s grade point average.

Irish-American Scholarship Program

The University of Indianapolis participates in this initiative with similar institutions in Northern Ireland. Positions are made available to two University of Indianapolis students each year. Further information is available in the Office of Study Abroad, International Division.

External Programs

Students may participate in other study-abroad programs that are offered by accredited colleges or universities. To ensure the transfer of credits and course equivalencies, students should meet with representatives of the Office of Study Abroad, International Division before participating in external programs. The University of Indianapolis cannot process financial aid for external programs. Students also are strongly encouraged to meet with their department chairs if coursework is to be applied to major requirements.

Indianapolis Metropolitan Area

The University of Indianapolis offers its students a number of exceptional cultural experiences, both on campus and in the metropolitan area. Students can enjoy campus activities featuring renowned speakers and entertainers, dramatic and artistic productions, and musical shows and concerts. They also can avail themselves of the sights and sounds of the Indianapolis Museum of Art, the Children’s Museum (the world’s largest), White River State Park (which includes the beautiful Canal Walk, the Medal of Honor Memorial, the Indiana State Museum, the NCAA Headquarters and Hall of Champions, an IMAX Theatre, White River Gardens, the Eiteljorg Museum of American Indians and Western Art, and the Indianapolis Zoo), the Indiana Historical Society, the Conner Prairie living history complex, the Indianapolis Symphony Orchestra, the Indianapolis Ballet Theatre, the Indianapolis Opera Company, Dance Kaleidoscope, the Indiana Repertory Theatre, Civic Theatre, and many other special concerts, programs, and lectures.

Indianapolis has staked a claim as the amateur sports capital of the world and frequently hosts such international events as NCAA basketball tournaments and Olympic trials for track and field and swimming. Professional basketball (the NBA’s Pacers and the WNBA’s Fever), football (the NFL’s Colts), baseball (the Indianapolis Indians), soccer, and hockey complement the amateur sports scene, providing additional opportunities for students to be spectators as well as participants. Indianapolis hosted the Super Bowl in 2012. And for race fans there are the world-famous Indianapolis 500, the Brickyard 400, and the new circuit for the Indianapolis Grand Prix motorcycle race.

The institution’s central Indiana location also provides the ideal educational setting for the study of state and local government agencies; industrial, commercial, and social institutions; and health care facilities. Students who are interested find that opportunities are available for internships, cooperative experiences, and practica in many governmental, business, educational, and health organizations. (See additional information regarding these programs in other sections of the catalog.) University of Indianapolis students can participate in the total life of the community.

The Campus

The main campus of the University is located on approximately 65 acres and comprises eight administrative and classroom buildings, seven residence halls, Campus Apartments, and the president’s home. A wooded park and picnic area and an extensive recreational complex for intercollegiate and intramural athletics add to the attractiveness and utility of the campus.

Administrative and Classroom Buildings

The **Christel DeHaan Fine Arts Center** is home to the University’s Art and Design and Music departments and is a signature architectural landmark of the campus. Among its many features are the elegant Ruth Lilly Performance Hall and adjoining Art Gallery, fully equipped practice and lecture rooms, and two computer labs containing state-of-the-art technology tailored to the needs of art and music students. The DeHaan Center is the site of many entertaining and informative programs designed for students and serves as a significant focal point for the larger Indianapolis cultural community by attracting frequent visits from well-known musicians, artists, lecturers, and writers.

Esch Hall, an administrative and classroom building that was greatly expanded and renovated in 2005, houses the offices of the vice president for Business and Finance, the dean of the College of Arts and Sciences, the dean of the School of Business, the dean of the School of Education, the dean of the Graduate School, the Associate Provost, the Associate Provost for Academic Systems, as well as the administrative offices of Accounting, Admissions, Business, the Community Programs Center, Financial Aid, Human Resources, Noncredit Programs, Printing and Mailing, and the Registrar. It also houses the faculty and administrative offices for the academic schools and departments of Adult Learning, Business, Communication, Education, English, Philosophy and Religion, Theatre, and the Honors College. Esch Hall is home to the studios of WICR (the radio station owned and operated by the University at 88.7 FM), and several classrooms and teaching labs. The 800-seat Ransburg Auditorium, on the east side of the building, is used for campus and community activities. The Center of Excellence in Leadership of Learning, or CELL, also can be found in Esch Hall. CELL’s mission is to have a positive impact on student learning at all levels. CELL collaborates with associations, schools, and programs across the nation.

Good Hall, an administrative and classroom building, houses the offices of the dean of the School of Psychological Sciences, the faculty and administrative offices of the departments of Anthropology, History and Political Science, and Social Sciences, the Community Programs Center, and the School of Psychological Sciences. The Archeology and Forensics Laboratory and the Indiana Prehistory Laboratory are also located in Good Hall.

The **Krannert Memorial Library** building houses the library, Technology Support Services, and the Writing Lab. The Frederick D. Hill Archives can be found on the second floor. The administrative wing of the building, named Sease Wing in honor of Gene E. Sease, the fifth president of the University, houses the offices of the president and senior vice president/provost, the Smith Board Room, the Modern Languages department, the University switchboard, and additional Information Systems departments, including Administrative Computing Services, Client Services, Networking and Systems Services, and Web Services.

The Krannert Memorial Library has an excellent collection of books, periodicals, and audiovisual media. Access to these materials and to electronic databases is available at <http://kml.uindy.edu>.

Lilly Science Hall, a classroom and office building, houses the administrative and faculty offices for the departments of Biology, Chemistry, Mathematics and Computer Science, and Physics and Earth-Space Sciences. Numerous computer, mathematics, and science laboratories are located throughout the building. The H. Merrill Underwood geological museum also is housed in Lilly Science Hall.

Martin Hall, a classroom building dedicated to the health sciences, houses the administrative and faculty offices for the College of Health Sciences, Krannert School of Physical Therapy, the School of Nursing, and

the School of Occupational Therapy. The building includes state-of-the-art classrooms and health science laboratories equipped with the latest computer technology. Martin Hall was designed to complement Lilly Science Hall, to which it is connected by way of a second-floor passageway.

The **Ruth Lilly Center for Health and Fitness** and **Nicoson Hall**, a recreational, intercollegiate competition, office, and classroom complex, houses a 4,000-seat gymnasium, a smaller activities gymnasium, racquetball courts, weight training and exercise equipment rooms, dance studio, competition-sized swimming pool, and other physical activity facilities. Offices of the director of Athletics, administrative and faculty offices of the departments of Kinesiology and Athletic Training, the Koval Health Center, and athletic coaches are located in this complex.

The multipurpose **Schwitzer Student Center** houses the office of the executive vice president for Campus Affairs and Enrollment Services, the headquarters of Indianapolis Student Government, and a number of other offices offering direct services to the students of the University: the Academic Success Center, the Bridge Program, the BUILD Program, Career Services and Employer Relations, Student Services, Ecumenical and Interfaith Programs, Student Health Services, International Programs, and Residence Life. The building is also the home of the Lantz Center for Christian Vocations and Formation, named in honor of G. Benjamin Lantz, the sixth president of the University. The University chaplains are housed in Schwitzer Student Center, as is the McCleary Chapel. The bookstore and mailroom, a large recreational lounge, the Perk coffee shop, the grill and snack center, and the University's dining facilities can be found on the main floor of Schwitzer. Conference rooms are located in the lower level, which houses the Master Au Ho-nien Museum, featuring scores of works by the renowned Chinese painter. During the spring semester of 2009, the University opened a new addition to the Schwitzer Student Center. The addition houses a large ballroom, conference rooms, and the President's and Trustees' dining rooms and conference room. The second floor of the addition will be finished and assigned in the upcoming years.

Each facility has been designed to serve traditional and nontraditional student classroom, laboratory, studio, and study area needs. Facilities are equipped with curricular and audiovisual material, microcomputers, and campus communication access. All facilities are accessible to those who are physically challenged.

The **Richard E. Stierwalt Alumni House**, which opened its doors in 2001, houses the vice president for Institutional Advancement and the offices of Advancement Services, Alumni Relations, Annual Giving, Capital Gift Programs, Planned Giving, Publications, and University Communications. The Stierwalt Alumni House also includes spacious and attractive meeting space for meetings of the Alumni Association Board of Directors and small alumni functions, plus a parlor—which features a fireplace made of bricks from Buxton Hall, the residence hall that preceded the alumni house on the site—as an informal gathering place for alumni events.

The University of Indianapolis features the 90,200 square-foot **Athletics & Recreation Center** (ARC), which was dedicated with a “Skybreaking” ceremony on Jan. 27, 2011. The ARC provides space for sports teams and related academic programs as well as fitness facilities for the entire campus community. The ARC features a 68,000-square-foot air-supported dome with a training room, a competition-fit indoor track facility, baseball batting cages, an expanded weight room, an indoor golf practice facility, multi-purpose courts for basketball and other sports and locker rooms for football, men's and women's soccer, men's and women's track and field, softball and baseball. The new facility also includes a 20,000 square-foot office space. The coaching staffs of football, men's and women's soccer, men's and women's track and field, softball, baseball and men's and women's golf are housed in the ARC. The support building, hgregg Athletics Hall, is located at the northwest end of Key Stadium, with the dome just north of that and a connector between the two. The ARC was the NFC practice site for the 2012 Super Bowl which was hosted in Indianapolis.

The **Fountain Square Center**, at 901 South Shelby Street, is the result of a collaboration between the University of Indianapolis, Southeast Health Center of HealthNet Inc., and Southeast Community Services. UIndy's Community Programs Center, in conjunction with the University's Center for Aging and Community,

coordinates the dynamic, long-term partnership between Southeast Community Services, Southeast Health Center, and the University to enhance the social and health services provided by the agencies to the residents of the Southeast Neighborhoods of Indianapolis. Together, the partners provide comprehensive services to residents while providing valuable service learning and professional practice opportunities to University of Indianapolis students, staff, and faculty. Participating academic disciplines include Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work, and Applied Sociology.

The **Center for Aging & Community** is located in the Fountain Square Center. The mission of this center of excellence is to implement a unique combination of interdisciplinary coursework, research, consulting, and service to improve the quality of life for older adults.

The **Wheeler Arts Community**, located three miles north of campus in historic Fountain Square, houses a University of Indianapolis community theatre, student painting studio, classroom, and satellite Community Programs office.

Residence Life System

The University residence life system is composed of seven residence halls and one apartment complex located on the main campus. Priority in housing is generally reserved for full-time undergraduate students enrolled in the day division. Remaining housing, based on the availability of space, may be assigned to graduate and part-time students. The residence halls are not equipped to handle family housing. First-time and transfer students may apply for housing through the Office of Admissions. All other students may apply for housing through the Office of Residence Life. Assignments are made by the residence life staff.

Central Hall was built in 2001 to house approximately 186 students and includes the self-governing Honors and Scholars floor. Located on the north side of campus between Crowe and Cory Bretz halls, the building features suite-style living arrangements. The building is completely accessible.

Cory Bretz Hall, located on the northwest corner of the campus, is a coeducational residence hall with a capacity for housing 236 students on three floors. Parts of the building are accessible. Separate elevators serve the female and male wings.

Cravens Hall, located on the south side of Hanna Avenue, has the capacity to house 200 students on four floors. Cravens Hall is not equipped with an elevator; therefore, access to the hall is limited.

Crowe Hall, a coeducational facility located on the north side of the campus, has a housing capacity of 154 students on three floors. A special feature is the quad arrangement, in which four rooms share a common living area. The hall has an elevator that serves the living areas and is accessible to the physically challenged.

East Hall, located on the north side of campus to the east of Crowe Hall, opened the fall of 2009. Designed for upper-class students, the building houses 153 students in single suites. It features large community spaces and is completely accessible.

Roberts Hall, located on the south side of campus between Warren and Cravens halls was built in 2012 to house approximately 170 students on four completed floors. Roberts does house a fifth floor that is unfinished at the current time. The building features suite-style living arrangements and a fitness center and is completely accessible.

Warren Hall, a coeducational facility located on the southeast side of campus, has a housing capacity of 250 students on five floors. Separate elevators serve the female and male wings. The building is not accessible to the physically challenged.

The University also has 60 apartments in the **Campus Apartments** complex. These apartments are located adjacent to campus and are reserved for undergraduate students who have resided in the residence life system for at least one year. Assignments are made through the Office of Residence Life.

More detailed information about on-campus housing is available in the Office of Residence Life, located in Schwitzer Student Center, Suite 209.

Computing Facilities

Information Systems maintains all computing labs on the UIndy campus, including teaching labs, open labs, and various departmental labs. Open labs are dedicated for student use; no classes are scheduled in these facilities. Teaching labs are available for general student use when classes are not in session. Most campus locations, including residence halls, are equipped to provide wireless network access. Through its Technology Support Services department, Information Systems maintains a computing help desk located in room 130 of the Krannert Memorial Library. You may contact the Help Desk at (317) 788-6145 or help@uindy.edu.

Admission to the University: 2013–14

Admission Procedures

How to Apply

Application forms and information regarding admission policies may be obtained by contacting the Office of Admissions at 1-866-421-7173, (317) 788-3216, or <http://uindy.edu/admissions>. In addition, some secondary school guidance offices have a supply of applications available. To be considered for admission, a student must provide a completed application for admission, an application fee, official typed transcript(s) from high schools and colleges attended, and standardized test scores. Also, students must have obtained a high school diploma demonstrating completion of all graduation requirements or GED (General Education Development) equivalency.

When to Apply

The University calendar is arranged so that students may enter in August, January, May, or June. Candidates are urged to file an application at least one month prior to the expected date of enrollment. Persons who are interested in full-time day enrollment, housing, or financial assistance should apply much earlier, especially for fall enrollment.

Personal Interviews

Students are invited to visit the campus and talk with an admissions counselor. Appointments are encouraged and may be made by contacting the Office of Admissions at 1-866-421-7173 or <http://uindy.edu/admissions/visit-the-campus>.

Closing Dates

The Office of Admissions practices a rolling admission policy. Applications are closed when no space is available.

Reply/Deposit Date

Confirmation of intent to enroll, in the form of an advance tuition deposit, is required of all candidates offered Day Division admission for the term beginning in the fall. Requests for deposits are mailed to admitted students in January for fall enrollment. The deposit is due March 1, or fifteen days after the offer of admission, whichever is later. It is 100 percent refundable on written request until May 1. It is then 50 percent refundable on written request until July 1. The deposit is nonrefundable thereafter. Any request for a tuition deposit waiver/deferral should be made in writing to the Director of Admissions. No tuition deposit is required for enrollment in extended or accelerated programs.

Housing Application and Deposit Requirements

In January, requests for housing deposits are mailed to admitted students. Housing deposits for Semester I are due March 1, or 15 days after the offer of admission, whichever is later. Deposits for the semester beginning in January are due October 15, or immediately upon notification of admission, whichever is later. Deposits for the fall are 100 percent refundable on written request until May 1, 50 percent refundable on written request from that date until July 1, and nonrefundable thereafter. Any request for a housing deposit waiver/deferral should be made in writing to the Director of Admissions. Deposits for the term beginning in January are nonrefundable.

Housing contracts will be provided to each student who submits the housing deposit. Residence hall and roommate preferences are honored whenever possible, with consideration given to the order in which

deposits and contracts are received. Campus housing normally is available only to full-time students, although requests from day students taking as few as nine hours may be considered on an individual basis when space is available. Students dropping below prescribed course load limits for resident students may be allowed to continue residence hall living depending on their academic and social conduct records.

Questions regarding residence facilities, including those for the physically challenged, may be directed to the Office of Residence Life. The University reserves the right to make all final decisions regarding residence hall assignments and to determine who may live in University-owned housing.

Student Health Record

All new, full-time undergraduate students (students enrolled in 12 hours or more) and full-time or part-time clinical students (physical therapist assistant, physical therapy, occupational therapy, or nursing programs) must submit a completed Student Health Record prior to enrollment in classes. The forms are distributed to undergraduate students through the Office of Admissions and to graduate students through their academic units.

Admission to Specific Programs

Students seeking admission to certain programs or majors (e.g., undergraduate nursing, health sciences, honors college, music, education, physical therapist assistant, athletic training, and graduate occupational therapy and physical therapy) may be required to complete designated prerequisites or auditions (e.g., music) to secure admission approval from the school or department offering the program, in addition to meeting general University requirements. For additional information regarding school or departmental admission requirements, students should contact the school or department offering the program in which they are interested.

Admissions Committee

The Admissions Committee of the faculty is responsible for making recommendations regarding admission policies and practices at the University of Indianapolis. The following admission recommendations have been approved for the 2013–14 academic year and are subject to change based on admission committee review. You can find the most up-to-date admission policies at <http://registrar.uindy.edu/catalog/>.

Recommendations for Full-Time Admission

In general, full-time applicants should complete a college preparatory curriculum (such as a Core 40, a Core 40 with Academic Honors, or a Core 40 with Technical Honors in Indiana) and satisfactorily complete 15 to 20 college preparatory units* from the following subject areas:

- English/Language arts
- Social studies
- Science
- Mathematics
- World languages

*A unit is defined as one year of work in a subject.

Admission into selected programs may require specific academic courses. Students should check with academic areas of interest for specific requirements for admission to each department or school. Other factors considered for full-time admission include, but are not limited to, high school class rank, cumulative grade point average, and standardized test scores. The University of Indianapolis requires either Scholastic Assessment Test or American College Test scores for full-time admission. SAT or ACT writing scores submitted to the University

of Indianapolis may be considered as a factor for undergraduate admissions. Applicants without writing scores may be required to submit writing scores if they do not meet standard admission guidelines. Writing samples are recommended but not required for admission. Admission decisions are made on completion of a candidate's application file. A tentative admission decision can be made for a high school senior based on an official transcript that includes completion of at least the sixth semester of high school; a final decision is made based on the student's obtaining a high school diploma and on receipt of an official final high school transcript showing completion of all graduation requirements. A student who is not a high school graduate may be considered for admission upon satisfactory completion of the GED (General Education Development) tests.

Categories of Admission

Freshman Full-Time Admission with Distinction

Each year, select applicants for the freshman class include students who have shown exceptional qualities of scholarship, leadership, and citizenship in their high schools. Students deemed worthy of special recognition are admitted "with distinction" and offered a special invitation to the University's Honors College. As a general guideline, students admitted with distinction rank in the top five to seven percent of their high school class, achieve a high grade point average, complete a challenging curriculum (e.g., Core 40 with Academic Honors), and achieve high scores on the SAT or ACT. Special certificates are mailed directly to the high school in the spring to be awarded to each student admitted with distinction.

Freshman Full-Time Admission

The first and most important area considered for full-time applicants is the assessment of high school classroom achievement. Careful analysis is given to the number of college preparatory courses the applicant has taken in high school and the grades achieved by the applicant. Other factors considered for full-time admission include class rank and test scores. Essays, letters of recommendation, and additional information reflecting motivation—while not required—will also be considered. In general, to be considered for full-time admission, students on a college preparatory curriculum (such as Core 40 or Core 40 with Academic Honors in Indiana) should rank in the upper half of their high school class, achieve above-average grades in college preparatory courses, and score average to above average on a standardized test. Also, students attending high schools that do not rank or students who are homeschooled will be considered, with additional weight given to achievement in college preparatory courses and standardized test scores. Students admitted with regular admission status are eligible to enroll in up to 18 hours during their first semester.

Freshman Full-Time—Advised Admission

Applicants whose required credentials meet most but not all full-time admissions guidelines (as outlined above under Freshman Full-Time Admission) may be offered full-time admission on an advised basis. Students offered admission in this category are limited to no more than 12 to 15 credit hours during their initial enrollment and are required to live on campus for one year. This category of admission is intended to help students enroll initially in a credit-hour load appropriate to their preparation and ability and improve their chances for success. The actual credit-hour load is determined with the help of a faculty or key advisor at the time of registration. The credit-hour limit of 15 hours is designed to help students needing to take proficiency courses as part of the first semester academic schedule.

Enrollment for students admitted advised is limited. Deposits from students admitted advised will be accepted until the established limit is reached. Once the limit is reached, an enrollment waiting list is established. Selection from the enrollment wait list will be based upon a variety of criteria including academic achievement, grade trends, and leadership potential.

Freshman Full-Time—Contingent Admission

For students who apply for full-time freshman admission and who do not have the academic credentials normally required, the University offers special admission that includes additional requirements. Only after an in-depth assessment, which may include a campus visit interview with an admissions counselor and letters of recommendation, are students offered contingent admission. Students admitted contingently will be required to:

- live on campus for at least the first year.
- maintain a schedule between 12 to 14 hours of coursework for the first semester.
- participate in an Academic Success Workshop during New Student Orientation and the first few weeks of class.
- meet with an Academic Success Center counselor on a regular basis during the first semester.

Enrollment for contingently admitted students is limited. Deposits from contingently admitted students will be accepted until the established limit is reached. Once the limit is reached, an enrollment waiting list is established. Selection from the enrollment wait list will be based upon a variety of criteria including academic achievement, grade trends, and leadership potential.

Transfer Full-Time Admission

Full-time transfer admission is generally reserved for students:

- who have attended another institution after high school graduation.
- who have SAT or ACT scores.
- who have earned 15 or more transferrable hours of 100 level courses or higher with a minimum C average.

The requirement for the ACT or SAT examinations may be waived if the transfer student has earned a total of 20 semester hours of credit in 100 level courses or higher from another regionally accredited institution after high school graduation, with an overall grade average of C or higher.

In determining eligibility for hours of full-time enrollment (12 to 18), the University of Indianapolis evaluates the candidate's high school and university records, related educational experiences, and performance on the SAT or ACT test if available.

Students with less than 15 hours of transferrable credit hours of 100 level courses may be considered for full-time transfer enrollment based on exceptional high school and college credentials, time since last college attendance, and life experiences. Candidates who have earned less than a C average or who have been on social probation may be considered on an individual basis if they have been out of school for one semester or more, otherwise they must successfully appeal to the Faculty Admissions Committee for approval. In determining eligibility for enrollment, the University of Indianapolis evaluates the candidate's high school and university records, related educational experiences, and performance on the SAT or ACT test.

For transfer nursing students, the SAT/ACT requirement may be waived only upon written request of the applicant and with approval of the Admissions Committee of the University and the School of Nursing.

Transfer Full-Time—Advised Admission

Students offered admission in this category are advised to take no more than 12 to 15 credit hours during their initial enrollment and are required to live on campus for at least one semester. Generally, this admissions category is reserved for recent high school graduates who:

- were first-time freshmen students at another regionally accredited institution after high school graduation and who earned less than 15 transferrable hours with minimum C average in the semester prior to their requested enrollment at UIndy or:
- were recent high school graduates who meet minimum academic standards for full-time transfer admission

This category of admission is intended to help students enroll initially in a credit-hour load appropriate to their preparation and ability and improve their chances for success. The actual credit-hour load is determined with the help of a faculty or key advisor at the time of registration.

Enrollment for students admitted advised is limited. Deposits received from advised admits will be accepted until the established limit is reached. Once the limit is reached, an advised admit Enrollment Wait list is established. Selection from the Enrollment Wait list will be based upon a variety of criteria including academic achievement, grade trends and leadership potential.

Freshman and Transfer—Special Student (Part-Time) Admission

Special admission may be offered to students who initially are unable to meet established standards for full-time admission categories and have been out of high school or college for a period of time. The SAT/ACT requirement may be waived for special admission. Students whose prior university record is below a C average (2.0 on a 4.0 scale) may be required to submit SAT or ACT scores for special admission and normally are required to remain out of school for one semester prior to enrollment at the University of Indianapolis. Special students may take regular credit courses, although part-time load limits usually are imposed. By taking courses on a part-time basis, special students may establish their eligibility for regular admission and enrollment.

The Office of Admissions determines the maximum number of credit hours a special student may take for the first enrollment (e.g., four, six, or nine hours). Special students may take any number of credit hours up to the maximum number for which they were admitted.

After the first enrollment, the special student who has less than a 2.0 cumulative grade point average is eligible to enroll for a maximum of 4 hours during his or her next semester of enrollment. If the special student has a 2.0 cumulative grade point average or better, then subsequent enrollments would be limited to a maximum of nine hours during Semester I or Semester II or six to seven hours during either summer session.

The special student who has a cumulative grade point average of 2.0 or above on at least twelve hours of University of Indianapolis coursework (including ENGL-101 English Composition) will be allowed to enroll subsequently on a full-time basis. Any special student wishing to request an exception to an admissions eligibility requirement may petition the Admissions Committee. Petition forms are available in the Office of the Registrar.

Transient (Guest) Students

Persons who are pursuing a degree program at another accredited institution may enroll in courses at the University of Indianapolis. A transient student must be in good standing (not on academic or social probation) at the student's home institution.

Concurrent University and High School Enrollment

The University of Indianapolis offers opportunity for concurrent enrollment to high school students who wish to supplement and enrich their secondary school programs. Enrollment is permitted on a space-available basis in regular day or evening courses at a cost of one-half the prevailing evening tuition rate.

To be eligible to participate in the program, normally students must have completed the junior year in high school; rank in the top 25 percent of their secondary school class, and have the approval of their school principal or guidance counselor. Individual cases, however, may be evaluated by the Admissions Committee based on exceptional merit.

A concurrently enrolled student may enroll for a maximum of two courses (six or seven credit hours) in any single semester or term. Full credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. The University of Indianapolis retains the final right of approval for all aspects of the concurrent enrollment program. Should the student enroll following high

school graduation, the grade earned in concurrent classes at the University of Indianapolis will be applied to his or her University grade point average.

Audit Enrollment

A student may be permitted to enroll for a class on an audit (noncredit) basis. An audit student must meet the prerequisites of the course in which enrollment is sought. While no official grade or academic credit is awarded for the audit experience, regular class attendance is expected. Students are subject to withdrawal for excessive absences.

Early Enrollment

Students who wish to begin a full-time program of University studies without first completing their high school graduation requirements may seek early enrollment at the University of Indianapolis on an individual basis. The student considering early enrollment should have a demonstrated record of exceptional academic achievement, a high level of maturity, and the approval of his or her secondary school officials. Successful completion of UIndy coursework by early enrolled students, however, does not take the place of the requirement for official documentation of high school graduation or college coursework for official admission and enrollment. Questions regarding early enrollment should be directed to the Office of Admissions.

International Student Admission

International students typically should meet the same requirements for admission as other students; however, flexibility is incorporated purposely to allow for cultural and educational differences among the many countries represented by international applicants. As is the case for all students, strong emphasis is placed on strength of the academic record of secondary and, if applicable, previous college or university academic achievement.

International students residing in countries with limited or no access to the SAT (Scholastic Assessment Test) or ACT (American College Test) may have this requirement waived by the director of Admissions or designated admissions representative on a case-by-case basis. Flexibility is permitted in assessing results on the SAT/ACT to allow for any cultural bias from the test. The SAT/ACT requirement may also be met by achieving acceptable results on nationally recognized standardized examinations. Examinations meeting these criteria are those that serve as benchmarks for university admission in the country in which the students were educated.

In addition, international students are required to submit proof of English proficiency. Students may demonstrate English proficiency by passing the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or another approved examination. A TOEFL score of 500 paper-based (or 61 iBT) or higher is a minimal guideline for English proficiency. This examination requirement may be waived for students who have successfully completed substantial coursework in English-medium high schools or universities or for students who have satisfactorily completed approved English language programs such as Internexus or ELS Centers. For more information regarding English proficiency requirements at the University of Indianapolis, please contact the Office of Admissions.

Finally, for students wishing to study at the UIndy campus in the United States, financial documentation must be submitted by the applicant and/or sponsor in order for an I-20 to be issued (Indianapolis campus). For more information, applicants should contact the Office of Admissions.

Tuition and Fees

Tuition and fees pay more than 65 percent of the University's operating costs. Individual and business contributions, support from alumni and the United Methodist Church, and earnings from investments and auxiliary services make it possible to charge students less than the actual cost. Such support, in effect, subsidizes each student's education.

Full-time tuition costs cover enrollment in 12 to 18 hours during the two regular semesters and one required Spring Term. Full-time students living in University housing are charged additional fees for housing and food services for that same period. The current tuition and fee schedule is available from the Accounting Office. An additional fee is charged for all hours in excess of 18 each semester. Students who attend only part-time are required to pay tuition and room and board if they enroll in Spring Term. Students who attend full-time one semester are required to pay one-half of tuition and room and board for Spring Term.

Full charges for enrollment in any additional Spring Term after the one required will be made for both tuition and room and board. To encourage international travel, the University waives tuition for Spring Term undergraduate courses abroad. Room and board charges are made for the period of time the student is on campus before and after the trip.

Students living in campus residence halls pay the resident student charge, which entitles them to meal service. Residence hall assignments are made on the basis of two students in a room. To the extent that rooms are available, a student may be allowed single occupancy of a room, for which there is an additional charge.

In addition to basic charges, each student will have expenses for books, supplies, and personal items. The estimated cost of books and supplies will range from \$1,000 to \$1,500 per year; personal expenses vary depending on the student's needs.

For School for Adult Learning expense information, consult the *School for Adult Learning Schedule of Classes* or contact the Accounting Office.

Special Fees

Most special fees are included within commuter or resident charges. There are some additional specific fees including, but not limited to, the following.

1. Art fees for selected studio courses.
2. Music fees for private or class instruction in instruments and voice.
3. Nursing fees per clinical nursing course.
4. Nursing fees for various items and services for nursing students, including liability insurance. A liability insurance fee also is assessed for some psychology courses, internships, and practica.
5. Orientation fee.
6. BUILD fee.
7. Late payment fees.
8. Supervised teaching/field experience fees for supervising teachers in the public schools.
9. Student activity fee.
10. Health Services fee.

Payment of Charges

Each semester's charges are to be paid in full no later than the payment due day. Scholarships, grants, or loans already awarded should be taken into account in determining the amount of money needed to pay the balance of charges. Since many banks and other financial institutions will lend funds for educational purposes, the University of Indianapolis does not have a long-term payment plan. Limited payment plans are available to eligible students ranging from two to five payments per semester depending on the plan enrollment date.

The payment plan enrollment fee is \$40 and late payment fees will be assessed, if applicable. Contact the Accounting Office at (317) 788-3221 for plan information and eligibility requirements. Information relating to payment is available from the Accounting Office. MasterCard, Visa, Discover Card, and American Express are acceptable methods of payment.

The student's financial aid usually is divided equally between semesters I and II and will appear as a credit against institutional charges on the student's billing statement. Statements for the two semesters are e-mailed in July and November respectively. If a student is not enrolled full-time both semesters, a statement for Spring Term is e-mailed in March.

All new day students are required to pay \$100 of the Semester I tuition by May 1, and resident students also must pay a \$50 housing deposit. Students whose applications are approved after May 1 shall be required to pay the deposits within 15 days of admission. A full refund of tuition and housing deposits is given through May 1. These deposits are 50 percent refundable through July 1. After July 1 these deposits are not refundable and must be used during the first semester for the respective uses intended.

Returning students are required to pay \$100 of the Semester I tuition and \$50 of the residence hall charges no later than May 15 each year. A full refund of tuition and housing deposits is given through May 15. These deposits are 50 percent refundable through July 1. After July 1, tuition and housing deposits are not refundable and must be used during the first semester for the respective uses intended. Space in residence hall rooms will be held only for those new or returning students who have made the prepayments by the appropriate dates. Students whose deposits are not made by the appropriate dates will be dropped from classes for which they have preregistered.

A \$100 tuition deposit is required of new or returning students for the second semester. Students requesting housing for the second semester are required to submit a \$50 housing deposit by October 15 or immediately on official notification of admission, whichever is later. These deposits are not refundable.

Tuition Refunds

Students who change their enrollment or residency plans may be eligible for a refund of tuition, fees, room, or board charges. The following refund policy outlines the circumstances under which a refund is applicable and the steps a student must follow to secure a refund. Full or partial refunds may be given to students who do not enroll, drop courses, withdraw from the University, or change to commuter status. The student's responsibilities are indicated below.

Total Withdrawal

The University of Indianapolis has adopted the following refund policy for students who totally withdraw from the University. The policy conforms to the Federal Return of Title IV Funds (Section 668.22) regulations of the 1998 changes to the Higher Education Amendments. Title IV funds refer to the following federal financial aid programs: subsidized and unsubsidized Federal Direct Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Teach Grant, and Federal SEOG. University awards are also included in the refund calculation. Federal work-study funds are excluded from the refund calculation.

If a student finds it necessary to withdraw from the University completely before the end of a semester, the withdrawal process begins in the Office of the Registrar, when the student indicates the intent to withdraw. Only the registrar can determine the official date of withdrawal for refund purposes. If a student cannot withdraw in person, s/he must still contact the Office of the Registrar to begin the withdrawal process. This policy refers only to students who withdraw from all classes. The section in this catalog titled "Students Who Drop Courses" is included for students who drop or withdraw from one or more courses but do not withdraw from all classes.

A student's withdrawal date is considered to be:

- (a) the date the student began the University's withdrawal process (that is, completed the withdrawal form in the Registrar's Office), OR
- (b) for students who leave the University without notifying anyone (i.e., walk away during the semester), the withdrawal date is the student's last date of attendance as documented by faculty for academically related activity, or the midpoint of the semester, whichever is later. If a student fails to withdraw officially, a grade of F is placed on the student's record.

The University of Indianapolis determines a withdrawal date related to extenuating circumstances for a student who (a) left without notification because of extenuating circumstances, or (b) withdrew because of extenuating circumstances but another party gave notification on the student's behalf. Extenuating circumstances include illness, accident, grievous personal loss, or other such circumstances beyond the student's control. The registrar makes the determination in such matters.

When a student completely withdraws, any refund of tuition, activity fees, supervised student teaching fees, physical therapy or occupational therapy fees, BUILD fees, nursing, music, laboratory fees, art fees, and room and meal charges will be determined on a per diem basis. The amount charged is calculated by dividing the number of calendar days completed by the total number of calendar days in the semester. A calendar is developed each year and maintained in the Accounting Office that outlines the percentage of charges assessed each day during the first 60 percent of the term. There are no refunds (or Return of Title IV funds or nonfederal funds) after the 60 percent point. Title IV aid and all other aid is considered to be 100 percent earned after that point.

The University of Indianapolis' refund policy treats all students the same, whether or not Title IV Federal Aid is involved. The University's refund policy has been established to be consistent with the federal Return of Funds policy which calculates institutional charges on a per diem basis up to the 60 percent point in the semester. Federal regulation mandates that during the first 60 percent of the term, a student incrementally "earns" Title IV funds. Financial aid that is considered "unearned" is returned to the appropriate source. The University policy treats nonfederal financial aid (including state, institutional, and outside scholarships that are disbursed through the Office of Financial Aid) in the same manner. To receive a 100 percent refund a student must drop all classes by the end of the first week of the semester.

In 2002, the Student Financial Aid division of the Indiana Commission for Higher Education, implemented new refund policy guidelines for students receiving the Frank O'Bannon Higher Education Award, Indiana Freedom of Choice Grant, Frank O'Bannon Indiana 21st-Century Scholar Award, and part-time grant funds. To be eligible for these awards, a student must be enrolled at the end of the first four weeks of a semester. Hence, if a student completely withdraws from the University before the end of this four-week period, the student is not eligible for the state award and the University must return 100 percent of the semester's award to the State Commission. If a student totally withdraws after the first four weeks of the semester, the University will determine how much, if any, of the state grant funds are "unearned" at the time of withdrawal and return the unearned funds to the state grant programs.

To summarize: The student's withdrawal date is used to determine institutional charges to be refunded; how much aid must be returned to the Title IV (federal) programs; and, of the remaining refund, how much aid must be returned to state, university and private sources and/or the student.

Nonrefundable Charges

Special fees are nonrefundable and include admission application fees, admission deposit, orientation fees, liability fees, deferred payment fees, and late payment fees. No federal financial aid will be used to cover these fees if a refund is calculated.

Students who fail to observe withdrawal regulations or who are expelled or suspended by the University normally are not entitled to refunds, and in no case will the refund be greater than that listed in the refund schedule.

Institutional Charges vs. Noninstitutional Charges

When the University Refund Policy is implemented, the following are considered institutional charges: tuition, activity fee, BUILD fees, health fees, course fees, supervised teaching fees, physical and occupational therapy fees, nursing fees, and art and music fees. Lab fees and on-campus room and board charges also are considered to be institutional fees. All other fees and costs (special fees, books, liability insurance fees, off-campus living expenses, transportation expenses, etc.) are considered noninstitutional costs.

Returning Financial Aid to Accounts

All students who have federal aid will have unearned aid returned according to Return of Title IV Funds Policy (Section 668.22 of the HEA) in the following descending order, up to the full amount disbursed.

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Teach Grant
- Federal SEOG
- Other Title IV Aid Programs (LEAP, if known)
- Other state programs: SSACI (state funds)
- Private or institutional aid
- The student

After federal aid has been returned to the appropriate accounts according to federal and state statutes, the University returns financial aid to other accounts (outside agencies, and University) according to the prorated per diem percentage. Any refunds of charges will be applied to the student's account and all adjustments for aid, loans, fines, and nonrefundable fees or deposits will be made before eligibility for a cash refund is determined. If a student account balance results from the adjustments made to the student's account result in a balance due, the student is responsible for payment. If a student received a credit balance refund of Pell Grant, Supplemental Opportunity Grant, or Teach Grant prior to total withdrawal, he or she may be required to repay any unearned amount. Late disbursements of financial aid will be limited to the appropriate earned aid eligibility. In no case will funds attributable to the University of Indianapolis be refunded to the student after the total withdrawal.

Institutional and Student Responsibilities Pertaining to the Return of Title IV Funds

The University's responsibilities include:

- providing each student with information about the refund policy, including samples of the aforementioned refund calculations;
- identifying students who are affected by the policy;
- completing the Return of Title IV funds calculation for those students;
- returning Title IV funds that are due the Title IV programs, as well as all other funds, according to the policy.

The student's responsibilities include:

- returning to the Title IV programs any funds that were disbursed directly to the student and that the student was determined to be ineligible for via the Return of Title IV funds calculation;
- cooperating with the University in establishing satisfactory repayment arrangements if it is determined that a repayment is due for a Pell Grant because of the withdrawal;
- returning his/her share of unearned aid attributable to a loan under the terms and conditions of the promissory note;
- making payment to the University for any student account balance that results from the adjustments to the account.

Students Who Drop Courses

During the first week of classes only, the students listed below will be eligible for a 100 percent refund of tuition and other fees (except for nonrefundable fees):

- Full-time day division students who drop below full-time enrollment (12 credit hours per semester).
- Students who drop "extra" hours for which they have been charged.
- Students who drop courses and are enrolled exclusively in evening division courses.
- Part-time students who drop hours.

No refunds will be made for individually dropped courses after the first week of classes. Financial aid may be recalculated based on the final enrollment status. If necessary, this will affect the balance the student must pay.

Students enrolled in accelerated courses will receive a 100 percent tuition refund for courses dropped only during the first week of *each session* of a term. Specifically, a student enrolled in an accelerated course will not receive a tuition refund if the student attends a class meeting during the second week of the course or fails to drop the course before the second week of the class.

A student's financial aid is finalized at the end of the 100 percent refund period of each semester/session based on his or her enrollment status at that time. Students who receive Federal Direct Stafford Loan and/or Parent Plus Loan funds and who maintain at least half-time enrollment at the end of the 100 percent refund period will receive a tuition refund from dropped courses after unpaid charges have been paid. A student must maintain at least half-time enrollment to automatically receive subsequent disbursements of a Federal Stafford Loan or Parent Plus Loan for the academic year.

For students who receive the Higher Education Award, Freedom of Choice Grant, and/or 21st-Century Scholar Award, the following refund policy applies when dropping classes:

If a student drops (rather than withdraws from) a class during the first week of a semester/session and falls below full-time status, the student is not eligible for these state awards and the funds will be returned to SSACI. (However, the student's eligibility for part-time grants will be calculated, and if eligible and funds are available, the student may be awarded part-time grant funds.)

SSACI Part-Time Grant

The part-time grant program is subject to the same refund policy rules as the other SSACI programs. A student must be enrolled in a minimum of three hours per semester to qualify for this award. If hours are dropped during the first week of the semester/session, the part-time grant will be recalculated based on the actual enrolled hours.

Procedure to Secure Refunds

All students who wish to drop courses must contact their key advisor *within the first week of classes* to secure a drop slip. Tuition refunds are calculated and any monies due the student usually are issued within the following two weeks.

Refund Payment Options

UIndy has partnered with Higher One to provide refund services for financial aid and other student account credit balances. A MasterCard debit card will be mailed to the student's main address on file with UIndy. Activation instructions will be included with the debit card. During card activation, students must choose a refund preference. Student refunds may be deposited into a OneAccount with Higher One, to a bank of the student's choice, or mailed to the student's address via a paper check. For more information visit www.learnaboutone.com or contact the Accounting Office at (317) 788-3221.

Students Who Change to Commuter Status

Semester I: Students who remain enrolled at the University but cancel the housing contract during the month of July will forfeit the housing deposit and incur a \$50 cancellation fee. Students who cancel housing contracts during the first two weeks of August will forfeit the housing deposit and incur a \$100 cancellation fee. Students canceling housing contracts through the first day of classes will forfeit the housing deposit and incur a \$200 cancellation fee. **Student canceling housing contracts after the first day of class will forfeit the deposit and incur an \$800 penalty.**

Semester II: Students who enter the University as a *new* student at the beginning of Semester II will observe the following cancellation policy: Students who are new to the University beginning Semester II who cancel their contract during the month of November will forfeit the housing deposit and will incur a \$50 cancellation fee. Students who cancel housing contracts during the first two weeks of December will forfeit the housing deposit and incur a \$100 cancellation fee. Students canceling housing contracts up to the first day of class will forfeit the housing deposit and incur a \$200 cancellation fee. Students canceling housing contracts after the first day of classes will forfeit the deposit and incur an \$800 penalty.

Those who attended during Semester I, remain students at the University, and cancel their housing contracts for Semester II will incur an \$800 penalty.

Students withdrawing from the University or canceling their contracts from the residence halls must notify the Office of Residence Life at (317) 788-3530. In addition, students who have financial aid must contact the Office of Financial Aid, as an adjustment in the financial aid package may be necessary.

Financial Aid

Purposes

The financial aid program at the University of Indianapolis is designed to reach students in a variety of economic circumstances. The primary purposes are to provide financial assistance to admitted students who would be unable to attend college without such aid and to recognize academic excellence.

Funds are available from the federal and state governments as well as from the University. Clubs, businesses, and individuals who are friends and alumni of the University also contribute funds to aid students.

Information provided here is accurate at the time of publication. Refer to <http://www.uindy.edu/financial-aid> for more information. Paper copies of information on the website are available on request.

All of the Financial Aid programs are subject to change as a result of changes in University policies or government law or regulation.

Student Eligibility

To be eligible for financial aid, a student generally must be enrolled in at least six credit hours each semester in courses leading to a first undergraduate degree. A few students who are enrolled less than half-time may receive Federal Pell Grant funds and part-time grant monies from the state. Students enrolled at least half-time in extended evening and accelerated program courses may be eligible for Federal Pell Grants, State Part-Time Grant, Federal Direct Stafford Student Loans, and Federal Parent Plus Loans (dependent students) only. Because of the reduced tuition structure, University awards are not available to students enrolled in evening extended studies or accelerated programs. Students pursuing a second undergraduate degree may be eligible for Perkins Loans, Federal Work Study, Federal Direct Stafford Loans, and Federal Parent Plus Loans; students seeking a graduate degree may be eligible for Federal Direct Stafford Loans and Federal Graduate Plus Loans.

With few exceptions, students who wish to be considered for financial aid are required to submit the online Free Application for Federal Student Aid, or FAFSA, and the University of Indianapolis Application for Financial Aid at <https://apply.uindy.edu/financialaid>. To be eligible for state grants the FAFSA must be received by the Federal Processor on or before March 10 prior to the beginning of the fall semester.

Financial need and academic achievement are the major criteria used in awarding University funds. Generally speaking, need-based scholarships are awarded to students who show need and maintain at least a B average in their academic work. Grants are made available to students who show financial need and maintain at least a C average academic record. Several scholarships are awarded to outstanding students based solely on their academic performance in high school.

All need-based financial aid awards to students are determined by the University of Indianapolis Office of Financial Aid, and students applying for aid are considered for all programs for which they are eligible. The eligibility criteria for each of the federal, state, and University programs are described in a later section and on the financial aid website.

Many financial aid awards are renewable over the normal four-year college program. The student must continue to (1) meet the general eligibility requirements for financial aid, (2) demonstrate financial need (when awards are need-based) by submitting the Free Application for Federal Student Aid, (3) meet any specific eligibility requirements applicable for that award, and (4) meet the satisfactory academic progress requirements as established by the Office of Financial Aid. The student must reapply for financial aid each year by March 10.

Following are descriptions of the various endowed scholarships available to students at the University of Indianapolis.

Endowed Scholarships

Several scholarships are available through special gifts and bequests from donors who have contributed a minimum of \$25,000 to establish an endowment fund. Earnings from these funds are awarded annually to students who meet the criteria set by the donor. In most cases, academic merit and financial need are requirements for these scholarships. The amount and number of awards may vary depending on available funds. Students who wish to be considered for endowed scholarships are required to submit the Free Application for Federal Student Aid and the University of Indianapolis Application for Financial Aid each year.

- Elizabeth Abell Scholarship
- Frank W. and Gertrude Anna Abke Scholarship
- Dr. Mary Keller Ade and Dr. Charles Hamilton Ade Scholarship
- Advanced and ATI Physical Therapy Scholarship
- James F. and Dorothy D. Anglin Scholarship
- Miriam F. Annis Scholarship
- Louis B. Astbury Endowed Scholarship
- Paul “Pete” Bailey Scholarship
- Reverend Gale and Eleanor Barkalow Scholarship
- Colonel Robert B. Barnett and M. Louise Dragoo Barnett Scholarship
- Jean Barnett Scholarship
- James W. and Virginia A. Bear Scholarship
- Helen G. Beeman Scholarship
- Marjorie K. Begeman Scholarship
- Georgia B. Blackwell Scholarships
- Esther Haag Bowen Scholarship
- Robert M. Brooker Science Scholarship
- Brown Ministerial Scholarship
- Brooker Chemistry Scholarship
- LeAlice Briggs Nursing Scholarship
- Helen York Brown Endowed Scholarship
- Walter and Barbara Brown Scholarship
- Mark S. Fritz Endowed Scholarship
- Donald F. Carmony Award for Excellence in History and Political Science
- Edith B. (Hagelskamp) Carmony Award for Excellence in English
- Mary Hiatt Carmony Editorship
- Herbert W. Cassel Philosophy Scholarship
- Chambers Scholarship
- Class of 1948 Scholarship
- Class of 1949 Scholarship
- Class of 1950 Scholarship
- Class of 1953 and 1954 Scholarship
- Class of 1961 Mickie G. Shircliff Scholarship
- William G. and Vee L. Clayton Scholarship
- Ralph and Esther Coddington Scholarship
- Madeleine K. Colver Award
- Ruth E. Comer Scholarship
- James Crawford Scholarship
- Hobart and Esther Creighton Scholarship
- Dr. William W. and Mary Ann Winebrenner Dalton Music Scholarship

- Chad Davidson Memorial Scholarship
- Davis, Merkel, Rayburn and Todd Scholarship
- Olive A. Day and Minnie L. Richey Scholarship
- James F. and Dorothy D. Anglin Scholarship
- Terry M. and Judith McBride Cole Endowed Scholarship
- Carol Sue Miller Scholarship
- Martha L. Dean Scholarship
- Ralph F. Dragoo Scholarship
- I. Lynd Esch Scholarship
- Fifty Years Club Scholarship Fund
- Albert Findley Scholarship
- Gordon A. and Madelyn France Family Scholarship
- Kirby Carey Fulton Nursing Scholarship
- Dr. William R. Gommel Endowed Scholarship
- I. J. Good Scholarship
- Effie Topping Gott English Scholarship
- Nellie A. Hanna Scholarship
- Hanni Family Scholarship
- Hauswald Family Scholarship
- Maxine Heitger Scholarship
- Marvin and Sylvia Henricks Scholarship
- Herbert and Elnora Hiatt Scholarship
- Linden E. and Violet T. Hiatt Scholarship
- Lloyd E. and Treva I. Hiatt Elementary Education Scholarship
- Luther and Elnora Hiatt Family Scholarship
- Paul F. and Jean Hirst Scholarship
- Hottell Family Scholarship
- Raymond Houk Scholarship
- Dr. George L. Humbarger Scholarship
- Robert C. and LaVern Hunt Scholarship
- Sally Hyde and Pat Humbles Scholarship
- Lester and Lucy Irons Scholarship
- Julius C. Shrigley and Winifred Irene (Shrigley) Jones Scholarship
- Kiesel Memorial Scholarship
- Mary Helen Krafft Keim Scholarship
- Kathryn R. and Robert W. Koenig Family Scholarship
- Dr. Robert and Milly Cassidy Kopecky Endowed Scholarship
- Krannert School of Physical Therapy Scholarship
- James P. Lamberson Memorial Scholarship
- Wilmer and Hope Lawrence Endowed Scholarship
- Phylis Lan Lin Scholarship in Social Work
- Helen J. and J. Louis Martens Scholarship
- Dr. Robert and Mrs. Luella McBride Endowed Scholarship
- Terry M. and Judith McBride Cole Endowed Scholarship
- Orvall G. and Dorothy McCleary Scholarship
- Frank M. McHale Scholarship
- Bishop and Mrs. Paul W. Milhouse Scholarship
- Andrew and Joan Miller Endowed Scholarship

- Carol Sue Miller Scholarship
- Michael Molchan Memorial Scholarship
- Jerry Ann Motley Scholarship
- Anna Hardy Myers Endowed Scholarship
- Arthur H. and Nettie Nye Scholarship
- C. S. Ober Scholarship
- Sylvia Hardesty Parks Scholarship
- Toni Peabody Endowed Scholarship
- Verna W. Percifield Education Scholarship
- Joan V. Persell (AIB, Inc.) Scholarship
- Joan V. Persell Scholarship
- Philip and Glennis Reidenbach Family Scholarship
- Clara Proctor Reynolds Scholarship
- Mildred Myers Reynolds Scholarship
- Thomas R. Richter Memorial Scholarship
- George B. Riley Scholarship
- M. Helen Roberts Scholarship
- Rush Music Scholarship
- Helen E. Rusk Scholarship
- Marjorie R. and Marie Schoch Scholarship
- School of Business Faculty Scholarships
- Richard E. Schrier Student Athlete Scholarship
- Harvey and Henrietta Showalter Scholarship
- Jessie E. Sibley Jr. Scholarship
- Kenneth and Hallie Sidebottom Scholarship
- Robert A. and June K. Simon Scholarship
- Herbert W. and Marjorie Anson Smith Scholarship
- George Sr. and Lillian St. Angelo Scholarship
- Delbert and Virginia Stevens Education Scholarship
- Gladys S. Swearingen Scholarship
- Donald W. and Nita Tanselle Scholarship
- Marysnow Todd Scholarship
- Lewis and Ruth Comer-Truax Scholarship
- University of Indianapolis Faculty Scholarship
- University of Indianapolis Jazz Scholarship
- A. E. Wake Scholarship
- Jeanne Wade Watkins Scholarship
- Dr. Sibyl Weaver Memorial Scholarship
- Dr. and Mrs. James A. Weber Scholarship
- Virgil and Phyllis Webster Scholarship
- Lawrence G. D. and Ruth Wertz Scholarship
- Susanna Wesley Scholarship
- Reverend Joseph A. White Endowed Scholarship
- Phillip and Carolyn White Scholarship
- Earl B. and Marie C. Whitecotton Scholarship
- Blaine H. Wiseman Scholarship
- Dr. Ranald M. and Julia M. Wolfe Scholarship
- Russell and Lorene Youngblood Scholarship

University Awards

The Office of Admissions, academic departments, or the Office of Financial Aid select recipients of the awards listed below. In some instances, the combining or “stacking” of awards is not possible; in such cases, a student who qualifies for multiple awards will receive only the highest award. Other awards may be “stacked” up to a maximum amount established by the University. In no instance will the amount of these awards in combination with outside scholarships exceed the full cost of tuition plus book allowance (commuters), or tuition plus standard double occupancy room (not to include increased charges for certain residence halls), board and a standard book allowance (resident students).

Academic Transfer Scholarships. Several \$6,000 scholarships are available to transfer students who complete 15 or more transferable hours of credit while maintaining a 2.5 grade point average. This award is renewable for two additional years of undergraduate study working toward a baccalaureate degree with a 2.5 grade point average and completion of at least 20 credit hours per academic year.

Alumni Scholarships. Five \$10,000 scholarships will be awarded to incoming freshmen as a result of nominations from a UIndy alumnus/alumna. Nominees must have earned a high GPA in a challenging college preparatory curriculum and have a combined verbal and math score of 1100 minimum on the SAT or 24 minimum on the ACT. Selection will be based upon a combination of academics, test scores, and demonstrated leadership potential. Nominations must be received by February 1.

Art Scholarships. Recipients are chosen by the Department of Art & Design faculty from incoming freshmen applicant portfolios. Scholarships range from \$1,500 to \$6,000. Recipients must major in art.

Athletic Grants. A number of grants are available to outstanding athletes who are full-time students. These grants are awarded following NCAA guidelines. The recipients must participate in the chosen sport and be recommended by the coaching staff and athletic director.

Campus Employment. Many part-time campus jobs are available in the cafeteria, library, laboratories, administrative offices, faculty offices, maintenance department, etc. Student compensation begins at \$7.25 per hour, and students usually work eight to ten hours per week. Students interested in campus employment should contact the Center for Career Services for job referral.

Community Service Leadership Awards. Five \$10,000 awards are given to entering freshmen who have demonstrated a commitment to service through active participation in community service activities and have shown high academic achievement. Students must apply for admission and submit an essay demonstrating service by January 1. Top finalists will be invited to campus for an interview. This award may be received for a maximum of four years of full-time undergraduate attendance. Students must maintain a grade point average of 2.7 or above and complete a minimum of 20 credit hours each academic year. When a student qualifies for this award as well as other University scholarships or grants, only the highest award will be offered.

Dean's Scholarships. Awards of \$11,500 to \$15,500 are offered to incoming students who have earned a very high GPA in a college preparatory curriculum, have a combined verbal and math score of 1,200 or higher on the SAT or a composite score of 27 or higher on the ACT, and show leadership potential. Students with a GPA equivalent to an A- may receive a Distinguished Dean's Scholarship. Preference is given to valedictorians and salutatorians. To renew this scholarship, recipients must maintain at least a 3.0 cumulative grade point average and continue full-time undergraduate enrollment completing at least 20 credit hours per year. The award may be received for four years.

Discovery Award. A limited number of full-tuition scholarships are given to students who qualify for the state of Indiana's 21st-Century Scholars program. Students wishing to be considered for this scholarship must apply by February 1 and submit the FAFSA by March 10. Recipients are selected after March 10. The award is available to full-time undergraduate students for four years who maintain a 2.0 cumulative GPA and complete 20 hours per year.

International Student Scholarships. A limited number of academic scholarships are available for undergraduate international students in amounts ranging from five to 30 percent of the tuition charge. Eligibility for these scholarships is determined on the basis of academic credentials. Generally, students must maintain a 2.7 cumulative grade point average and full-time enrollment for renewal. The award may be received for four years.

Legacy Awards. Entering freshmen who plan to enroll as full-time undergraduates and whose parent or grandparent obtained an undergraduate or graduate degree from the University of Indianapolis may receive the \$1,500 Legacy Award. This award may be received in combination with other University awards up to the cost of tuition (commuter) plus a standard book allowance or the cost of tuition, room, and board (not to include increased charges for certain residence halls) plus a standard book allowance (resident). Renewal for up to three additional years is contingent on the student achieving a cumulative grade point average of 2.0 or greater and completing a minimum of 20 credit hours each academic year.

Ministerial Grants. The University awards grants to dependent children of United Methodist ministers. To be eligible, the minister must be (1) under appointment by a bishop to a church or be under special appointment within the connectional structure of the United Methodist Church, and (2) currently pursuing the ministry as a primary, full-time occupation. The student must (1) apply for financial aid by submitting the Free Application for Federal Student Aid by March 10 each year, and (2) demonstrate financial need as defined by the federal methodology. The dollar value of the ministerial grant will be the amount of unmet need or 30 percent of tuition, whichever is the lesser amount. Aid from federal, state, and other gift aid sources will be used in determining the unmet need figure.

Recipients of the Ministerial Grant may *not* receive the United Methodist Award. This grant is renewable for three years as long as the student continues to show need, is enrolled as a full-time undergraduate student, can verify his or her eligibility, and maintains a 2.0 grade point average.

To apply for the grant, each student must submit a ministerial grant application. This award will be superseded by other University scholarships or grants of greater value.

Music Scholarships and Grants. Music scholarships up to \$10,000 are awarded to music majors based on a performance audition before the music faculty. Students' GPA, SAT, and experiences in music (piano, theory, lessons, and ensembles) also are taken into consideration. Music ensemble grants are awarded to non-music majors in the amount of \$500 to \$1,500 based on a performance audition before the music faculty. Ensemble grant students will participate in two ensembles and take private lessons. Scholarships and grants are renewable for a total of four years. All students interested in a music major scholarship or a non-major ensemble grant may contact the Music Office (317-788-3255 or labensg@uindy.edu). Auditions may be scheduled online at www.music.uindy.edu.

Phi Theta Kappa Academic Honors Scholarships. These \$6,500 scholarships are awarded to transfer students who are members of Phi Theta Kappa honor society and who have achieved a 3.5 or higher grade point average. Transfer students must have an associate's degree with a minimum of 60 transferable credit hours. Students must enroll in the fall and/or winter terms. This award is renewable for two additional years of undergraduate study working toward a baccalaureate degree with a 2.7 grade point average and completion of at least 20 credit hours per academic year.

Presidential Scholarships. These full-tuition scholarships are offered to a number of outstanding freshmen each year. For consideration, a student must have a very high GPA, have a combined verbal and math score of 1300 or higher on the SAT or a composite score of 29 or higher on the ACT and have successfully completed a strong college preparatory curriculum. Recipients are chosen by a faculty scholarship committee based on academic achievement and an interview and essay. This scholarship is renewable for three years as long as the student maintains full-time undergraduate enrollment, completes 20 or more credit hours each year, and achieves a minimum grade point average of 3.3. Application for admission must be completed and submitted to the admissions office by January 1.

Resident Assistants. Several students are chosen each year to serve as resident assistants in residence halls and receive full remission of residence hall room and board charges. Students interested in this peer counseling position can apply by completing the application available in the Office of Residence Life. Selection is made on the basis of this application, recommendations from faculty and staff, and interviews conducted by a staff committee.

Speech Team Scholarships. Scholarships are awarded each year to new students who excel in the area of individual events in public speaking and interpretation. Recipients may receive up to \$4,000 per year. Interested students should contact the Department of Communication. Students must achieve a 2.5 grade point average to receive and renew the scholarship.

Theatre Performance/Production Scholarships. Auditions and/or interviews are held each year by the Department of Theatre. Awards of up to one-quarter tuition are given based on theatrical merit and are renewable for a total of four years as a full-time student. Recipients are expected to major in theatre or theatre teaching, participate in all major productions, and maintain at least a 2.5 GPA.

UMYF Leadership Scholarship. Several \$2,000 scholarships are awarded to full-time freshmen who are members of the United Methodist Church and who have demonstrated notable leadership roles in the local church and youth group and preferably on the district, conference, jurisdictional, or national level of the United Methodist Church. The award is renewable for three additional years for students who have a 2.5 cumulative grade point average and meet eligibility requirements regarding participation in required activities and enrollment in Christian vocation courses.

University of Indianapolis Grants. Grants are awarded from University funds to students who demonstrate financial need and who are enrolled in at least six day credit hours each semester. Awards may be renewed each year for students who demonstrate satisfactory academic progress and continue to demonstrate financial need. These grants range from \$200 to \$3,500 per year.

University of Indianapolis Scholarships. These awards are made to students who have a B average academic record, demonstrate financial need, and are enrolled in at least six day credit hours each semester. Students must maintain a grade point average of 2.7 for renewal. The scholarship depends on the family's financial status and available funds. Awards usually range from \$200 to \$3,500.

United Methodist Awards. A limited number of incoming freshmen and new transfer students who are members of the United Methodist Church and admissible as full-time students will be considered for this \$500 award. This award may be received in combination with other University awards up to the cost of tuition plus standard book allowance (commuter) or the cost of tuition, room and board (not to include increased charges for certain residence halls) plus books (resident). This award may be received for a maximum of four years as long as students maintain a cumulative grade point average of 2.0, and continue to be enrolled as full-time undergraduates. Interested students must apply for admission by January 15. Recipients will be selected based upon recommendation of their United Methodist Church minister, academic performance, challenging curriculum, and leadership potential.

U.S. Senator Richard G. Lugar Academic Recognition Award. Awarded to incoming freshmen, recipients of this award are selected based on several factors, including GPA and college preparatory curriculum completed during high school. Awards range from \$7,500 to \$11,000. Qualified students may receive the award for up to four years of full-time undergraduate enrollment. Students must maintain a grade point average of 2.7 and complete a minimum of 20 credit hours per academic year for renewal.

Federal Assistance Programs

Federal Pell Grants. The Pell Grant is the largest need-based federal grant program and is available only to undergraduate students pursuing a first bachelors degree. These grants ranged from \$575 to \$5,550 for the 2012–2013 academic year, depending on the need of the applicant. Regularly enrolled students who are U.S. citizens, permanent residents, or eligible noncitizens who have demonstrated financial need and who have complied with Selective Service registration requirements are eligible to apply for a Pell Grant. Pell Grant is an entitlement program, meaning all students who are eligible will receive awards. While the award is actually paid to the student through the school, the student's eligibility and award amount are determined by the United States Department of Education. A student will be considered automatically for a Pell Grant when the Free Application for Federal Student Aid is submitted each year.

Federal Supplemental Educational Opportunity Grants. This is one of the three federal campus-based programs in which funds are allocated to colleges. Grants are awarded on the basis of the student's need and the amount of funds available. Eligible undergraduate students must be U.S. citizens or permanent residents who do not hold a baccalaureate degree and who demonstrate exceptional financial need, comply with Selective Service registration requirements, and maintain satisfactory college academic performance. Students apply for this grant each year by submitting the FAFSA and the University of Indianapolis aid application.

Federal College Work Study. This program is designed to promote the part-time employment of students. The regulations provide that the federal government will pay 75 percent of the wages of eligible students while the University (or participating nonprofit agencies) pays the remaining 25 percent. A student will be considered for work study when the FAFSA and University of Indianapolis application are received. Eligible students should contact the University's Center for Career Services for job referral.

Federal Perkins Loans. This program was established to provide long-term, low-interest loans to students who demonstrate need for such assistance. Loan repayment begins nine months after the student ceases half-time enrollment, and no interest accrues until that time. The interest rate is fixed at five percent per year.

To be eligible for the Perkins loan, the student must be a U.S. citizen, permanent resident, or eligible noncitizen enrolled at least half-time; complete registration requirements of the Selective Service; and show exceptional financial need. The student may apply for this loan each year by submitting the FAFSA and the University of Indianapolis aid application.

Federal Direct Stafford Student Loans. The Direct Stafford Student Loan Program makes low-interest loans available to students who are enrolled at least half-time (6 hours per semester for undergraduate students, 4.5 hours for graduate students). To be eligible for the federally subsidized loan, the student must show financial need unmet by other sources. This loan provides a fixed interest rate of 6.8 percent or less. Repayment begins six months after the student ceases half-time enrollment, and no interest accrues until that time. Unsubsidized Federal Stafford Loans are also available to graduate and undergraduate students without regard to financial need. Loan limits are the same as those in the subsidized program. This interest rate for unsubsidized loans is 6.8 percent for undergraduate and graduate students. Repayment of the principal begins six months after the student ceases half-time enrollment, but interest begins to accrue immediately. The combined subsidized and unsubsidized loan is \$3,500 for the freshman year, \$4,500 for the sophomore year, and \$5,500 per year for three additional years. Undergraduate students may be eligible for an additional \$2,000 in unsubsidized loans each year. Independent undergraduate students may borrow an additional \$4,000 per year for the freshman and sophomore years and up to \$5,000 per year for the junior and senior years under the Unsubsidized Stafford Loan Program. Graduate students may borrow up to \$20,500 per year under this program. Students must submit a FAFSA and the University of Indianapolis aid application each year to apply for these loans.

Federal Plus Loans. Through the United States Department of Education, parents of dependent students and graduate students may borrow up to the cost of education minus other aid. Federal Plus loans are subject to a fixed interest rate of 7.9 percent. Repayment begins within 60 days of the final disbursement each

year. A deferment on principle while the student is enrolled at least half-time can be requested by the parent of a dependent student on the application itself. Graduate students may defer repayment of the Federal Plus Loan until after graduation or nonenrollment. You may access an online application at <http://www.uindy.edu/financial-aid>. Federal Plus Loans may be denied as a result of adverse credit history. In the event that a Federal Plus Loan is denied for a parent of a dependent student, the dependent student is permitted to apply for an additional loan under the Unsubsidized Direct Stafford Loan.

State Assistance Programs

Frank O'Bannon Higher Education Awards. These awards are made by the Student Financial Aid division of the Indiana Commission for Higher Education to eligible high school graduates attending institutions of higher learning in Indiana. An applicant is eligible if he or she is an Indiana resident and a full-time student who demonstrates financial need by filing the Free Application for Federal Student Aid. Parents of dependent students also must be Indiana residents. Award amounts are determined each year based upon the number of applicants and funding from the Indiana Legislature. The FAFSA must be received by the federal processor by March 10 preceding the academic year of attendance. Students may receive state grants for eight semesters of full-time undergraduate enrollment.

Frank O'Bannon 21st-Century Scholars Program. This program, funded by the state and administered by the Student Financial Aid division of the Indiana Commission for Higher Education, is available to Indiana students who, during their seventh or eighth grade year, were eligible to receive free lunches. Students who pledged to remain drug- and alcohol-free, refrain from committing any criminal activity, achieve a high school GPA of 2.0, and file the Free Application for Federal Student Aid each year by the March 10 receipt deadline are eligible to receive a grant comparable to the tuition at an Indiana state school. Eligibility for the Higher Education and Freedom of Choice Awards may reduce the award amount. This tuition-only award is available to full-time undergraduate students for eight semesters.

Freedom of Choice Grants. Students who receive an Indiana Higher Education Award and who attend a private college are awarded these grants, and like the Frank O'Bannon Higher Education award, the award amounts are determined each year based on the number of applicants and funding from the Indiana Legislature. This program is administered by the Student Financial Aid division of the Indiana Commission for Higher Education and is designed to help equalize costs and provide students greater selection among institutions. A separate application is not required for this program. A student receiving an Indiana Higher Education Award will receive the Freedom of Choice Grant automatically.

Minority Teacher/Special Services Scholarships. These awards from the state of Indiana are open to African-American and Hispanic students majoring in elementary or secondary education or any student seeking certification in special education or physical or occupational therapy. Applicants must be Indiana residents enrolled full-time with at least a 2.5 grade point average. Applicants pursuing an education degree must agree to teach at the elementary or secondary level for three out of five years in an Indiana school. Those seeking a degree in physical or occupational therapy must practice in Indiana for three years. The scholarship amount varies depending on financial need and state appropriation. This award may be renewed if the student applies each year and continues to meet the eligibility criteria. The deadline for application is May 1 preceding the academic year of attendance. Applications can be obtained online at <http://www.in.gov/ssaci>.

Nursing Scholarships. This state program provides funds for Indiana nursing students who demonstrate financial need. These students must maintain a grade point average of 2.7 and agree to work as a nurse in any type of health care facility in Indiana for at least two years following graduation. Scholarship amounts vary depending on financial need and state appropriations. The University makes the initial and renewal decisions. Students must be in the clinical phase of the nursing program to be considered for this

scholarship. Applications can be obtained online at <http://www.in.gov/ssaci>. The deadline for application is May 1 preceding the academic year of attendance.

Non-Indiana Residents. Information on grants from the student's home state is available at <http://nassgap.org/membershipdirectory.aspx>.

State Part-Time Grants. These awards are made to eligible students who are residents of Indiana, are enrolled in three to 11.5 credit hours, and have state grant eligibility remaining. The student cannot be in default or owe a repayment of federal funds to be eligible for this award. The university selects the award recipients for this program.

Other Aid and Payment Plan Sources

Alternative Loans. These interest-accruing private loans are available if loan funds are needed in addition to the Federal Direct Stafford Loans. To be eligible, the student must demonstrate creditworthiness or have a cosigner who is creditworthy. Interest rates vary depending on credit score. Payments are deferred until graduation or the student is enrolled less than half-time. For more information visit <http://www.uindy.edu/financial-aid/private-loan-information>.

United Methodist Scholarships. A limited number of scholarships, funded by the General Board of Higher Education and Ministry of the United Methodist Church, are available to students who are active members of the denomination. Scholarships range from \$500 to \$1,000. Applications and additional information are available at <http://www.gbhem.org>.

Named and Memorial Awards

Contributions of at least \$10,000 have been made by various donors to establish endowments that support the general scholarship fund. These endowments often carry the name of the donor or are provided in memory of another individual or family member. Award amounts depend on availability of funds, financial need of the applicant, and criteria established by the donors. In some cases, award decisions are made by the academic department. Students who wish to be considered for these awards are required to submit the Free Application for Federal Student Aid and the University of Indianapolis Application for Financial Aid and any other documentation required by the academic department.

- Leila W. Anderson Award for Christian Service
- Dorlis Gott Armentrout Award
- Elisa Bowen Bell Award for Excellence in Radio & TV
- Gerald G. Boyce Scholarship
- Mary L. Cannon Scholarship
- Clare Chrysler Scholarship
- Wayne Patrick Comer Scholarship
- Cooper Memorial Physical Therapy Scholarship
- Roy V. Davis Geography Award
- Roy V. and Olive Davis Memorial Scholarship
- John Deever Memorial Scholarship
- Dr. Charles Dill Memorial Scholarship
- Douglas Dorland Memorial Scholarship
- Kathryn Carty Eads Award
- Eugene Eads Memorial Scholarship

- Anna E. Gott Award
- Garland and Jennette Gott Earth Science Award
- Mary Gott Art Award
- Earl Harris Business Award
- Ralph and Priscilla Hay Scholarship
- Robert L. Kent Memorial Scholarship
- Dr. Marga Meier Scholarship
- Esta B. and Clifford McKee Scholarship
- William P. Morgan Scholarship
- Roland T. Nelson Scholarship
- Marwan Izzedeen Shawa Scholarship
- Deb Shay Award
- Dwight L. Smith Award
- Kermit R. Todd Scholarship
- Underwood Earth-Space Science Award
- Richard F. Veazy Scholarship
- Samuel and Harriet Woods Scholarship

Church-Named Scholarships

Endowment funds that have been contributed under the Church-Named Scholarship Program generate several scholarships for deserving United Methodist students. Under this plan, the church agrees to establish an endowment fund that will be built, usually over a period of years, to a total of \$25,000. The church may then recommend students from the congregation for the scholarships generated from this fund. If recipients are not recommended by the church, the University selects another United Methodist student to receive the scholarship. The following churches participate in the Church-Named Scholarship Program.

- **Christ United Methodist Church Scholarship**
Christ United Methodist Church, Crawfordsville, Indiana
- **Heedlie Cobb Scholarship Fund**
United Methodist Church, New Castle, Indiana
- **A. Hunter Colpitts Scholarship**
High Street United Methodist Church, Muncie, Indiana
- **The Reverend Robert P. and Melissa Hawkins Scholarship**
Otterbein United Methodist Church, Washington, Indiana
- **Kokomo District of United Methodist Church Scholarship**
- **Stanley and Kathryn Linkel Scholarships**
Rosedale Hills United Methodist Church, Indianapolis, Indiana
- **University Heights United Methodist Church Scholarship**
University Heights United Methodist Church, Indianapolis, Indiana
- **The Reverend Harold E. Williams Scholarship**
St. Luke's United Methodist Church, Kokomo, Indiana

Further Information

Space limitations prohibit detailed information about all of the financial aid programs. For further information on the aid programs and appropriate application procedures, please direct inquiries to The Office of Financial Aid, University of Indianapolis, 1400 East Hanna Avenue, Indianapolis, Indiana 46227-3697; telephone: (317) 788-3217; fax: (317) 788-6136; website: <http://www.uindy.edu/financial-aid>.

Student Affairs

The University of Indianapolis is dedicated to the total development of the individual and therefore provides academic, career, personal, mental health, and spiritual counseling for those who seek it. The goal of each of these programs is for the student to become self-sufficient and self-directed.

The University also provides programs designed to enhance the academic program or to address the needs of special groups of students. The services of these programs are available to students on request. (See BUILD Program.)

Academic Advising

The advising system is designed with the student in mind; therefore, every attempt is made to give the student the best information and recommendations to ensure success at the University. In each department or school, students are matched with a faculty advisor or “key advisor” to help them choose courses, answer questions about the University, and understand the many programs offered.

Each of the main undergraduate academic divisions has a special advisor, known as the key advisor, whose responsibility is to monitor student progress, help with registration issues, conduct degree audits for graduation, and assist the faculty advisors. A student’s faculty advisor and key advisor are among the most important sources for advice when it comes to academic issues.

Full-time freshmen at UIndy participate in a course designed to help them learn about the University and its majors. Many departments offer freshman seminar courses as a part of their major requirements. For students whose majors do not include a specific orientation, the New Student Experience provides an overall introduction to the University. In this class, students, faculty, and administrators meet each week and engage in discussion and developmental activities. The aim of this program is for new students to become more acquainted with University support services, to consider issues and concerns of importance to students, and to foster relationships from student to student and from student to faculty and administrators. All this is done in small groups of 15 to 20 students.

The goals of the advising program include fostering student success and relationships as well as a sense of responsibility and community.

Student Affairs

Student Affairs offers the members of the campus community an opportunity to become involved outside of the classroom setting. Leadership development programs are the primary focus of the office, including advising and oversight of all campus organizations. The office also assists in the planning of annual programs such as Welcome Week and Homecoming and oversees the Intramural program.

Student Government, Campus Program Board, and the other student organizations receive funding from the Student Activity Fee as allocated by the Student Leadership Council. Student Affairs works with the SLC to monitor the funds and expenditures to ensure a variety of activities throughout the year. More than 50 organizations are advised by Student Affairs, providing a resource for those who have questions about getting involved or what is happening on campus. The Student Affairs staff provides guidance to all campus organizations with respect to program coordination, campus governance, student needs and interest, program evaluation, and leadership development.

Personal and Spiritual Counseling

Personal counseling is available to students through a number of campus sources. Counselors welcome the opportunity to assist students concerned with their personal growth and development in such areas as academic achievement, interpersonal communications and relationships, occupational choice and career planning, dating and marriage relationships, and religious and philosophical issues.

The Student Affairs staff, the University chaplains, and the Counseling Center staff provide counseling services to students with personal growth and development concerns. In addition, residence hall directors and student resident assistants aid and support campus residents. Students are encouraged to share their concerns, in confidence, with any of these persons or to request information from the Office for Student Affairs regarding the services available to University students. (See Student Health Services section.)

Residence Life

The Office of Residence Life offers assistance to students in the area of on-campus housing and residential life programs. The office is located in Schwitzer Student Center, suite 209. Normal office hours are Monday through Friday, 8 a.m.–4:30 p.m.

Student Health Services

The Student Health Services suite houses the University Counseling Center and the Student Health Center. It is located on the second floor of the Schwitzer Student Center, suite 210.

Counseling Center

The Counseling Center, located in Schwitzer Student Center, provides counseling services to currently enrolled full-time students. Part-time students may be seen for assessment and referral on a one-time basis. The Counseling Center is a place where a student may work on enhancing personal development as well as addressing issues that may be causing emotional difficulty. The Counseling Center offers individual and group counseling, workshops, consultation, and referral to local agencies. Issues that may be addressed include adjusting to change, relationship concerns, anxiety and depression, sexual abuse, rape trauma, and communication skills. The Counseling Center also conducts academic support presentations, such as reducing test anxiety, instruction in study skills, and time/stress management. All services are confidential and free of charge. Office hours are Monday through Friday from 8 a.m. to noon and from 1 to 4:30 p.m. The Counseling Center phone number is (317) 788-3437.

Student Health Center

The Student Health Center provides limited medical services to full-time students and those in health career majors. The Student Health Record must be complete and on file by the start of school by all students taking 12 or more hours, by anyone living in residence halls or University apartments, and by all students in a health career clinical field. This record gives the nurse practitioners permission to assess the student for illnesses, injuries, emergencies, and medical consultations. *Please note that if the Student Health Record is not turned in or completed by the end of September, a hold will be placed on the student’s registration for the following semester/session.*

Two nurse practitioners are on duty Monday through Friday from 8 a.m. to noon and 1 to 4 p.m. on a walk-in basis. The nurse practitioners can be reached after hours and weekends for emergencies through the residence hall directors or the resident assistants.

The nurse practitioners will see all students but may need to refer a few students to our physician (who will see a few students one morning a week). If students must be referred to a physician’s or specialist’s office, or to laboratory or radiology services, the student will need to arrange transportation and take his or her health insurance information. Students are encouraged to call home to make sure of insurance coverage and to have a choice of seeing their own physician before testing is arranged through the Student Health Center. In case of serious illness or accident, students may be referred for treatment to the closest emergency room or a prompt-care facility; again, the student will need to take insurance information. Students should follow up with the Student Health Center after these visits. Any extraordinary treatments, medicines, or therapies that a resident student (including athletes) may need must be approved through the Student Health Center.

The Student Health Center is a fee-for-service office. This means that nominal fees are charged for routine immunizations, medications, testing, and treatments. Payment is expected at the time of service, so students need to come in prepared to pay. The Student Health Center does not file insurance forms but gives a receipt that can be used for this purpose. Most charges are listed in the waiting room.

Allergy shots will be given in the student health center as long as the student has sent or brought in his or her allergy serum vial (and instructions from the allergist) to be kept in the center. There will be a charge for each injection.

Sick or injured students are encouraged to visit the Student Health Center right away for assistance. Although the Health Center does not provide absence notes, representatives from the center will contact professors when an extended period of classes will be missed (one week or more). Students are expected to be in contact with their professors about absences and medical appointments and may need to show office receipts to verify absences. If a student implies a visit was made to the Student Health Center, professors may call and verify if the student has been seen and the date; no other information can be given without the student's permission. All visits and records in the Student Health Center are protected by professional standards of confidentiality, including HIPPA regulations.

Student health insurance is available for purchase at a nominal cost for persons not covered by their own or their family's insurance policies. Information regarding the student health insurance program is available at <https://www.uhcsr.com>.

University Police Department

The record for personal safety on the campus of the University of Indianapolis is excellent and has been for many years. However, no University campus offers a risk-free environment, and nothing that an institution may do can make it so. Therefore, each person on the campus of the University of Indianapolis must assume primary responsibility for personal safety. The University is committed to assisting in this regard through the development of safety programs and procedures that support an environment of well-being for the working, living, and learning activities of its students, employees, and guests.

The University of Indianapolis Police Department provides assistance 24 hours a day, seven days a week, for faculty, staff, students, and visitors. Further information about the University Police Department and a summary of reported crimes are found at <http://www.uindy.edu/police-department/clery-act>. Crime statistics and safety and reporting procedures also are available in the booklet *Campus Safety*. Requests for copies of the booklet or questions or suggestions about safety programs may be directed to the University of Indianapolis Police Department at (317) 788-3386, or (317) 788-3333 after 4:30 p.m. and on weekends.

Academic Support Services

Academic Success Center

The Academic Success Center ensures that students achieve educational, career, and personal goals through the full range of institutional and community resources. Specifically, the program provides transition-to-college and orientation programs, advising, and academic skills training to the student population through several programs:

- Academic Success Program
- Bridge Scholars Program
- BUILD Program
- Individualized Academic Assistance
- Mission for Academic Progress
- Peer Tutoring
- Secrets of Success Workshops

Workshops and programs target diverse audiences, covering fundamental skills topics that are essential ingredients for academic excellence. The collaborative efforts of various departments bring programming to students in their classrooms, in residence halls, and in the Academic Success Center. Contact the Academic Success Center at (317) 788-6153 for further information or visit <http://www.uindy.edu/asc>.

The BUILD Program

Baccalaureate for University of Indianapolis Learning Disabled is an intensive support program for students classified or classifiable as learning disabled. BUILD offers such help as individualized tutoring, appropriate testing accommodations, and assistance with scheduling, papers, and assignments. Word processors are available, as are taped textbooks, speech-compressed tape recorders and players, computers, and various adaptive technology. Students are required to attend a minimum of two hours per week in tutoring sessions but additional tutoring is available on request. The fee for all services in the program is available in the Accounting Office. This fee qualifies as auxiliary in most cases. The goal of the BUILD program is to help students reach their potential and to earn a baccalaureate or associate degree. For further information, visit <http://www.uindy.edu/ssd/build>

Career Services

The Office of Career Services offers students a range of career planning and job search assistance, including individual assessments and counseling on career and academic program options. Further assistance is provided through online interactive software, a career and employment library, presentations and workshops on various career topics, office-produced newsletters and guidance materials, and a website. Career Services manages the campus student employment and employee development program in addition to coordinating regular visits by firms in search of students for part-time, temporary, and summer jobs.

In addition, students desiring off-campus paid work experience related to their career goals or academic major may take advantage of the many internship opportunities administered through the office. Numerous Central Indiana-area businesses, government agencies, and nonprofit organizations serve as sites for University of Indianapolis interns, allowing them to test career interests, improve basic and/or technical workplace skills, and acquire the experience needed to compete for professional and management-directed employment. Career Services also helps students hone job interviewing skills through videotaped mock interviews and support of a course on career and employment strategies.

The office sponsors or cosponsors several job fairs each year and coordinates a midwinter campus recruitment program affording one-on-one or small-group interviewing and networking sessions with employer-representatives. It continuously lists employment opportunities and registers students and alumni for résumé referral to organizations seeking qualified candidates for career positions and internships. Career Services is also a place to go for information and guidance on graduate and professional school. The office maintains membership in and contributes significantly to the goals of several important state, regional, and national career development and human resource-related professional associations.

Information Systems Division

The Information Systems Division provides leadership, development, and support for University of Indianapolis technology systems. The departments within Information Systems include Administrative Computing Services, Technology Support Services, Technology Planning and Acquisitions, Network Services and Infrastructure, Web Services, and Telecommunications. These departments serve the campus by providing information technology solutions and support through collaborative partnerships with the campus and educational communities. Information Systems is committed to facilitating the use of technology in learning and enterprise.

Information System Departments

Administrative Computing Services provides software services and support for core administrative, academic, and business processes: online learning management system, recruiting, admissions, registration, academic records, grading, financial aid, billing, financial accounting, human resources, payroll, alumni/development, scheduling, and reporting. Web access is available for students to register for classes; view their schedules, grades, and billing summary information; make online tuition payments; participate in fully-online and web-enhanced courses, and much more. Web access is also available for faculty to view class lists, enter grades, and advise students. In addition, our online alumni community, Alumni Central, provides event, networking, and many other services for alumni.

Technology Support Services encompasses the services and support provided by the Help Desk and Media Services. This department is responsible for providing desktop computer and end-user support for the University community. All faculty, staff, lab and classroom computers and technology, tablets, printers, and other computing peripherals owned by the University are supported and managed centrally by Technology Support Services. Support for software and Web-based academic services is also provided in collaboration with other Information Systems departments. Technology Support Services provides access to an inventory of more than 1,000 pieces of audiovisual and computer hardware for use in classroom instruction and presentation and for the development of electronic media materials. Wired and wireless connections are supported, and students can obtain assistance in connecting to the campus network at the Help Desk. Please note that personal wireless access points are prohibited due to security and network stability concerns. Discounts for some AT&T cell phone service plans and products, Apple products, Lenovo computers, and Microsoft and virus scanning software are available to all students. Limited support is provided for student-owned hardware and software.

Technology Planning and Acquisitions serves as the centralized resource for all technology-related acquisitions for the campus. This includes maintaining the campus hardware inventory, software licensing and compliance information, and project management services to bring new or updated technology or technology services into the campus. In addition, the department manages the employee and computer lab hardware upgrade cycle. Staff members work with campus constituents and Information Systems staff for planning and management of designated internal and external technology projects. The department also serves as a resource for individuals seeking internal or external grants with technology components.

Network and Systems Services maintains the information technology infrastructure on campus. This includes maintaining the servers that support e-mail, Web access, personal and shared file storage, and various online databases. The department also maintains the campus-wide network, which consists of Ethernet over fiber optics between buildings and category five copper to the desktops within buildings. Wired and wireless network connectivity is available in all classrooms, residence halls, computer labs, offices, and public access spaces, including the Krannert Memorial Library and Schwitzer Student Center. The department is also responsible for managing the University's connectivity to the Internet.

Telecom Services supports the telephone and voicemail needs of the University. The office coordinates the installation, relocation, and maintenance of phone lines in faculty and staff offices and in residential living environments. This department also provides staffing for the University's switchboard.

Web Services is responsible for the development and maintenance of the University of Indianapolis Web portal, My UIndy. Web Services also collaborates with other University departments to create and support online solutions for efficient University business, coursework, and enhancing relationships with students, employees, prospects, alumni, and the community.

Krannert Memorial Library

The **Krannert Memorial Library** provides access to print and electronic information resources that support study and research at the University. The library offers comfortable study spaces for both individuals and groups, including group computer workstations. The library collections include more than 155,000 books, 30,000 bound periodicals, 94,000 media items, approximately 100 electronic databases, and more than 80,000 electronic books. Old and rare books are housed in the Fouts Rare Books Room. Librarians are available by phone, e-mail, text message, and online chat to assist students with research needs. In addition, librarians provide in-class instruction on request.

The **Frederick D. Hill Archives**, located in the Krannert Memorial Library, serves as the official memory of the University of Indianapolis. It collects, organizes, preserves, and makes available for research the official University records that present an historical, legal, fiscal or administrative enduring value. These records include any and all documentation in any form created or received by administrators, faculty, staff, students, alumni, benefactors, and donors of the University of Indianapolis.

Students with Disabilities

The University of Indianapolis provides students with the opportunity to reach their academic potential. Of the many qualified individuals who come to the University each year, some have disabilities. In accordance with the Americans with Disabilities Act, accommodations must be made to ensure that students with disabilities have equal access to the same educational programs and cocurricular activities as other students. The University is committed to creating an atmosphere in which students with disabilities are free to develop their talents.

Reasonable accommodations will be made on an individual basis. It is the responsibility of persons with disabilities to seek available assistance and establish their needs. Any student with a disability who requires assistance or accommodations from the University of Indianapolis should contact Services for Students with Disabilities at (317) 788-6153 or www.uindy.edu/ssd.

Writing Lab

The Writing Lab, located in Krannert Memorial Library, provides skilled consultation to University of Indianapolis students at any stage of the writing process. Students can receive this consultation on various aspects of writing, including topic search, thesis development, organization, documentation styles (APA, MLA, etc.), grammar, and mechanics. The Writing Lab is staffed by faculty members and student tutors who are skilled judges of writing effectiveness. They provide a trained audience for writers of short essays, research papers, and application letters. The lab also has a small library of reference books and handbooks on writing, some of which may be borrowed by lab clients. In addition, students can learn how to use the lab computers to write and revise their papers and to search for electronic sources. No fee is charged for Writing Lab services.

Student Activities and Cocurricular Programs

Community Programs Center

The Community Programs Center, the University's center for service learning and volunteering, is designed to foster volunteer service among individual students as well as collaborative efforts between the University and the community. Students, faculty, and staff are encouraged to use the CPC as a resource for locating interesting and diverse volunteer opportunities, service project funding sources, or information on service learning programs. The Center promotes volunteerism and civic engagement, as they are an integral part of higher education. Student volunteers also may elect to have service hours documented on their transcripts.

Intercollegiate Athletics

The University supports intercollegiate athletic competition in 21 varsity sports involving more than 450 athletes. Proud of the tradition of competitive success of its athletic teams, the institution particularly values its commitment to equity, diversity, and integrity among its sports teams and staff. The personal and academic welfare of individual athletes is of utmost importance. In addition to the numerous forms of support and assistance within each sports program, the department maintains a Student-Athlete Advisory Committee as a general means of promoting communication among student-athletes and athletics-related administration. The student-athlete representatives selected from each sport by their peers are assisted by faculty and athletics administrators acting in an advisory capacity. Further information regarding sponsored sports and the intercollegiate athletics program may be obtained from the Athletic Office.

Student Organizations

University of Indianapolis students find many opportunities for participation and leadership in campus clubs and associations. More than 60 student organizations exist at the University, and each one is distinct in its purpose and goals. The University has no affiliation with national social fraternities or sororities, but, in keeping with the University's focus on an inclusive community, students are offered a broad range of campus organizations with which to sharpen their organizational and leadership skills. Both full-time and part-time students are encouraged to become involved with campus organizations and programs at the University of Indianapolis. The full description of campus organizations and guidelines may be found in the *Student Organization Handbook*, published by the Student Affairs Office.

Student Publications

The students of the University are responsible for two publications: *Etchings*, the student literary magazine sponsored by the Department of English, and the *Reflector*, a newspaper sponsored by the Department of Communication. Students are encouraged to contact the appropriate department for information about serving on the staff of either of these publications.

Washington Internships

Through its affiliation with the Washington Center for Internships and Academic Seminars and with the Institute for Experiential Learning, the University of Indianapolis awards credit to students who complete internships successfully in Washington, D.C. For more information, students may contact the Department of History and Political Science.

Lugar Academy Washington Semester

Senator Richard Lugar, Distinguished Professor of Political Science & International Relations, provides Hoosier students and students from all over the world with a global platform for intellectual growth and experience. Students have the opportunity to immerse themselves in a once-in-a-lifetime experience by spending the fall, spring, or summer with the Lugar Academy's Washington Semester program. Throughout the 15-week program, students will get a first-hand look at the Washington political and policymaking process. They will also meet and interact with Lugar and learn from his experiences and insights as Indiana's longest-serving senator and the former mayor of Indianapolis. The program is open to students from any college or university and includes a four-credit class and high-profile internship.

Academic Information and Policies

The University of Indianapolis has two regular semesters of 15 weeks each, with a final examination period incorporated into each semester. A spring term and two summer sessions follow the regular semesters. Calendars for the 2013–14 and 2014–15 academic years are printed on pages 1–3.

The undergraduate program offers majors and areas of study for students with diverse educational and career interests. Classes are taught in a variety of formats throughout the day, evening, and weekend. Full-time students have the privilege of living on campus in a residence hall and of participating in the full range of cocurricular activities offered by the University. Full-time students also have full access to University facilities, such as the Ruth Lilly Center for Health and Fitness.

School for Adult Learning classes are designed primarily for part-time students and are taught during evenings and on weekends in the accelerated format.

Student Responsibilities and Privileges

Academic Integrity

University of Indianapolis students are expected to adhere to the ideal of academic integrity in all academic work. Academic honesty and respect for the work of others are considered inviolable tenets of an institution of higher education.

Plagiarism and cheating are contrary to the ideal of academic integrity and are not tolerated. Plagiarism is defined as presenting the work of someone else as one's own. Cheating is defined as dishonesty of any kind in connection with assignments or examinations; it applies to both giving and receiving unauthorized help. Students guilty of plagiarism or cheating are subject to disciplinary action that may include failure in the course involved or expulsion from the University. The disciplinary action depends on the judgment of the instructor and the provost.

Some faculty members encourage collaborative work and make assignments that require cooperative effort. Authorized collaboration should not be confused with plagiarism or cheating.

Regulations concerning academic misconduct are described in detail in the *Student Handbook*, available from the Office for Student Affairs.

Student Academic Responsibility

Although the University provides academic advising services through faculty and key advisors, it is ultimately the responsibility of the students to monitor their own progress and to fulfill all graduation requirements, including submission of the application for graduation. Students are encouraged to consult faculty members and advisors and to use the catalog, school and departmental brochures, and curriculum guides in scheduling classes and planning for graduation.

Class Attendance Policies

Class attendance is an important part of the academic process. Students are expected to attend classes regularly and to manage their schedules in order to meet the demands of their courses and other activities. In addition to jeopardizing course grades, failure to attend classes may adversely affect a student's financial aid, eligibility for athletic competition, or other cocurricular programs.

Faculty may establish, publish, and enforce specific attendance policies for their classes. Students should pay careful attention to such stated policies, as they may vary from course to course. Faculty may request reasonable documentation or verification of claims regarding absences. Students may be withdrawn from class administratively for failing to meet such course requirements.

Sometimes students will miss classes as a result of their involvement in University-sanctioned activities such as athletic or speech contests, theatrical or musical performances, or academic field trips. Students engaged in such activities are responsible for alerting faculty in advance of their absences. Students are likewise responsible for arranging makeup work, assignments, and tests to be completed prior to the absence or immediately upon return to class. Faculty are expected to make reasonable accommodations for makeup work for students engaged in such activities.

Students should report absences that result from illness directly to the professor and arrange to make up work, tests, and other assignments. The Student Health Center does not issue absence notes or verify the extent of an illness or the appropriateness of a student's missing classes. The Center can provide verification of an office visit or other appointment, however.

Funerals, jury duty, and military duty, while not University-sponsored activities, are nonetheless reasonable absences and students should be afforded the same consideration given to those involved in sanctioned activities.

Withdrawal Policies

University of Indianapolis withdrawal policies are as follows.

1. The student has the responsibility of initiating official withdrawal from a course or from the University by completing the necessary forms. Discontinuing class attendance is not considered official withdrawal.
2. Official withdrawal must be made in person in the Office of the Registrar, in writing via email from the student's UIndy email account, or in writing in a letter addressed to the registrar. The deadlines for official withdrawal are as follows.

Semester I or II: Withdrawal permitted up to and including Friday of the week prior to the last week of the semester. No withdrawals are permitted during finals week.

Spring Term: Withdrawal permitted up to and including Monday of the second week of Spring Term.

Summer sessions, workshops, accelerated terms, and accelerated classes within regular semesters: Withdrawal permitted up to and including Friday of the week prior to the last week of the session.

3. Changes from credit to audit must be done within the time periods listed above. They must be done in person in the Office of the Registrar with permission of the instructor in writing.
4. Day students who withdraw from all classes during Semester I or II or Spring Term must initiate a complete withdrawal in the Office of the Registrar.
5. Withdrawal from a music ensemble or music organization requires written permission from the chair of the Music Department. Failure to obtain written permission to withdraw from an ensemble or music organization will result in failure in the course.
6. The University reserves the right to withdraw a student administratively for excessive absences or misconduct of any kind. A grade of WN (withdrawn administratively) will appear on the transcript.

Withdrawal from a course has a number of implications for students living in University housing, receiving financial aid, or participating in intercollegiate athletics or other activities. Students should consult with the appropriate University officials—academic advisors, coaches, financial aid staff—before withdrawing from a course or courses. In addition, students are strongly encouraged to discuss the matter of withdrawal with their instructors before making a final decision.

It should be noted that withdrawal from several courses over the period of a college career may have the serious consequence of delaying one's graduation. In order for a full-time student to complete degree requirements in the prescribed period (four years for a baccalaureate degree and two years for an associate degree), the student must earn between 15 and 16 hours per semester. Withdrawal from courses will reduce that number, making it necessary for the student to take overload or attend summer school or additional semesters to complete a degree.

Student Petitioning Process

University of Indianapolis students have the privilege of submitting petitions requesting special permission for exceptions to regulations and policies. These petitions are considered by the Academic Petitions Committee, a standing faculty committee. All student petitions are considered on an individual basis, with attention being given to the student's academic record and the reason for the request. Student petition forms, available in the Office of the Registrar, must be submitted to the receptionist in that office for review. *Please note: Students submitting petitions are responsible for obtaining all necessary signatures on the form before submitting it to the Office of the Registrar.*

Students who have been declared academically ineligible have the privilege of submitting petitions requesting permission to return to the University after an absence of one regular semester (Semester I or II). These petitions for readmission must be submitted to the Academic Petitions Committee. Petitions for readmission are available in the Office of the Registrar and should be submitted to the receptionist in that office for review.

Registration Information

Regular Full-Time Semester Load

Full-time students who plan to complete degree requirements in the prescribed time (four years for a baccalaureate degree and two years for an associate degree) should register for 15 to 18 hours each regular semester (Semester I and II). Students earning fewer than 15 to 18 hours or those needing remedial (noncredit) courses will be able to complete degree requirements in the normal time only by taking additional hours during the regular semesters or summer school or earning hours through examination.

Semester load restrictions are placed on students who are on academic probation or who have been admitted as special undergraduates (SPU). Restrictions are removed when the student raises his or her grade point average to an acceptable level. (Students admitted as special undergraduates should consult the *Special Student* brochure for enrollment guidelines.) Students who have load restrictions should plan to attend summer school or additional semesters in order to complete degree requirements.

Credit hours above 18 in a given semester are considered overload. An additional fee is charged for all hours above 18.

Student Classification and Status

Undergraduate students are classified in one of eight categories.

- Special (SU)** Student not regularly admitted to the University.
(Additional information about this classification is found in the *Special Student* brochure, available in the Admissions Office.)
- Entering Freshman (EF)** First-time student without transfer credit.
- Freshman (FR)** Regularly admitted student who has earned fewer than 26 hours.
- Sophomore (SO)** Student who has earned at least 26 hours but fewer than 60 hours.
- Junior (JR)** Student who has earned at least 60 hours but fewer than 92 hours.
- Senior (SR)** Student who has earned 92 hours or more.
- Transient (TRA)** Student from another college or university who is enrolled temporarily.
- High School (HS)** Student concurrently enrolled in high school and the University.

Student status (full-time or part-time) is calculated on the number of hours of enrollment for the term. The University defines full-time status for undergraduate students according to the following guidelines.

- Semester I or II** Enrollment in 12 or more hours.
- Spring Term** Enrollment in 3 or more hours.
- Summer Session** Enrollment in 12 or more hours.

A student falling below these guidelines at any time during the semester or session is considered part-time.

Student status is an important concept for financial aid eligibility (for both initial awards and repayment requirements), intercollegiate athletic participation, and health and life insurance eligibility. Students who initially enroll full-time should contact the Financial Aid office with questions about the consequences of dropping to part-time status.

Graduate students are considered full-time when enrolled in nine or more hours.

Curriculum Guides

Curriculum guides listing all degree and major requirements are available for every undergraduate degree program offered at the University of Indianapolis. They may be obtained in the offices of the registrar or the key advisors. Students are encouraged to obtain curriculum guides for any majors being considered. Students follow the requirements of these guides based upon the academic year (catalog year), in which the student declared his/her major, minor, and/or concentration.

Students on preprofessional programs are required to declare an academic major and will, therefore, have a curriculum guide for that major. Preprofessional guides also are available to assist students. These guides list courses recommended for admission to professional programs and should be considered complementary to the curriculum guides for the undergraduate majors.

Computerized Academic Progress/Degree Audit Program

The University has an online computer program that produces a report of academic progress. This program, known as CAPP (Curriculum Advising and Program Planning), gives students access to an online or printed document that shows all courses they have completed successfully and all of their remaining requirements. Using this program, a student can monitor academic progress throughout her or his educational career. CAPP is used by the faculty and key advisors as they assist students in schedule planning.

Students have access to the CAPP degree audit program through the University intranet site in Student Self-Service on MyUIndy.

Registration Procedures

Newly admitted full-time students (freshmen and transfers) register on scheduled dates during the summer. On these summer registration days, the students meet with faculty advisors and make preliminary decisions about their Semester I schedules. This program also serves as an orientation to the University for students and their families. A student may declare a major at this time or choose to explore a number of possibilities and defer the decision about a major until later.

During summer registration days, incoming students who have not demonstrated competency in English, modern foreign language, or mathematics may do so by taking the appropriate examinations (see next page). Information about these competencies is included in the section on curriculum in this catalog. Information about the examinations is disseminated through the Office of Admissions or the Office of the Registrar.

Each semester after the first enrollment, registration for the next semester's classes is completed with the help of a faculty advisor, departmental advisor, or key advisor who assists each student in selecting courses that fulfill University requirements. Students receive complete registration instructions with the schedule of classes, available each semester on MyUIndy. The schedule of classes typically is available to students by the first week of March for Semester I and by the first week of October for Semester II. Although the University provides advising assistance through faculty and key advisors, it is important for each student to understand University policies and specific degree and major requirements outlined in the *Academic Catalog* and on the curriculum guides (described above). Students are encouraged to monitor their own academic progress by accessing the degree audit feature on the intranet, UIndy Self-Service.

Advising

The University's academic advising system is designed to provide students with information and recommendations that will ensure academic success. (For additional information about advising, see the section on Student Services and Activities.)

Proficiency/Placement Examinations

Examinations are available to determine competency in writing, mathematics, and modern languages. Competency in each of these areas also may be demonstrated through prior educational experience. (See Curriculum section of this catalog.)

English Proficiency Examination. Any student who has not previously established writing competency is required to take the English proficiency examination. This examination is composed of an objective section and an essay section and is administered to incoming students on all registration days and during Welcome Week (orientation). Students are placed in ENGL-100 Basic Writing or ENGL-101 English Composition, depending on the results of the examination. International students may be placed in ENGL-100-ESL Basic Writing/English as a Second Language. Students enrolled in the BUILD program are enrolled in ENGL-100 Basic Writing/BUILD or ENGL-101 English Composition/BUILD. Students should review the course descriptions for ENGL-100 and ENGL-101 for additional information about these courses.

Students enrolled in English classes offered in the evening or on the weekend take the English placement exam during the first class session.

Modern Language Proficiency Examinations. Proficiency examinations in French, German, or Spanish are administered on summer registration days, during Welcome Week (orientation), and throughout the semester in the department of Modern Languages. These examinations are used to gauge proficiency in a modern language or to determine placement at the appropriate level. Credit for these examinations is awarded only after successful completion of at least three credit hours in the modern language at the University of Indianapolis. (The chair of the Modern Languages Department should be consulted for more information about these exams.)

Mathematics Proficiency Examination. Any student who has not demonstrated mathematics proficiency through prior high school or college work or SAT or ACT mathematics scores is required to take the mathematics proficiency examination. This examination is composed of an Arithmetic and Skills section and an Algebra section and is administered to incoming students on all registration days and on request in the School for Adult Learning Office. Students who do not demonstrate mathematics proficiency through the examination must take MATH-090 Elementary Algebra or MATH-105 Intermediate Algebra prior to enrollment in any course requiring mathematics proficiency. The level of math proficiency required for a course is listed in the description for the course. A student may take the placement test only once. (*Students who are required to take MATH-090 should note that the course is a preparatory course. No credit hours are awarded and no letter grades are given for MATH-090.*)

Special Course Registrations

Repeating a Class

Students may repeat classes under the following guidelines.

1. When repeating a course, only the most recent grade is computed into the grade point average. The grade and the hours for the prior class are no longer calculated into the person's academic record, and the prior class cannot be used to fulfill any requirements, even in those cases in which the grade in the first class is higher than the second.

2. A course must be repeated prior to taking a sequential course in order for the first grade to be taken out of the grade point average calculation.
3. Students can earn credit only once for a course; they cannot earn duplicate credit for repeated courses. (Exceptions to this policy are noted in course descriptions, such as those for special topics courses.)
4. All courses taken and all grades earned are recorded on the student's permanent record with appropriate notations.

It is the student's responsibility to note on the registration form that a course is being repeated. Failure to do so may result in subsequent problems with meeting degree requirements.

Auditing a Class

The University offers students the opportunity to audit many of its classes. Students attending as auditors are expected to participate fully in the classes, but they do not receive grades or credit. The following guidelines and standards should be observed.

1. Auditors must have met prerequisites either by credit or audit for classes being audited.
2. The instructor of the course must allow enrollments on an audit basis.
3. Auditors should attend regularly and prepare for the class by fulfilling assignments. Auditors may be withdrawn from class for poor attendance or failure to follow appropriate classroom order and procedures.
4. Auditors are not required to take examinations, participate in labs, or write papers, but instructors may allow auditors to do so with the understanding that the auditor's work may not receive the same amount of attention in grading and critiquing as that of credit students.
5. An audited course cannot be converted into a course for credit after registration.
6. A student may change an enrollment in a class to audit up to the withdrawal deadline. Students who change to audit are expected to attend the remaining class sessions.
7. The following courses cannot be taken as audit courses or changed to an audit course during the semester.
 - ENGL-100 Basic Writing
 - ENGL-101 English Composition
 - ENGL-102 Western World Literature and Composition
 - ENGL-220 Advanced Composition
 - MATH-090 Elementary Algebra
 - Any computer laboratory class
 - Any studio art class at the undergraduate or graduate levels

Taking a Class Pass/Fail

Any student in good standing who has completed at least 62 semester hours may elect to take one course each semester on a pass/fail basis under the following guidelines.

1. A pass/fail course cannot fulfill a general education core requirement.
2. A pass/fail course cannot be a part of the student's major, minor, or concentration.
3. The instructor of the course must allow enrollments on a pass/fail basis.
4. The course cannot be used as a repeat of a class previously taken.
5. The total number of pass/fail courses taken must not exceed four.

A student may select the pass/fail option up to and including Friday of the week prior to the last week of the semester. To request this option a student must complete a pass/fail form and obtain the appropriate signatures before submitting the form to the Office of the Registrar. Once a student has decided to take a class pass/fail, the class cannot be changed back to one that is regularly graded. *Note: While a grade of P (pass) does not affect a student's GPA, a grade of F is calculated into the GPA.*

Registering for Independent Study

A student may engage in research or advanced study on an independent study basis in most academic disciplines and earn between one and eight hours of credit. Permission to undertake an independent study project is granted on completion of an application (available in the Office of the Registrar) and with the approval of the faculty supervisor, the dean of the school or the chair of the department in which the proposed study is to be completed, and the dean of the college/school in which the course is offered. The application for independent study must be on file in the Office of the Registrar prior to registration day.

Coursework offered through regularly scheduled classes normally cannot be taken as independent study.

Registering for Internships, Practica, or Supervised Teaching

A student registering for an internship, practicum, or supervised teaching must have the approval of the appropriate school or department and must register for the class through the Office of the Registrar. The following definitions apply to these courses.

Practicum. An academic course designed to relate theory and practical experience. A practicum includes both classroom and work activities. A traditional letter grade is assigned based on a combination of academic study and on-site work responsibilities.

Internship. A course designed through an academic school or department to provide the student with a full-time work experience in a practical environment. Internships are arranged and supervised by faculty members and must be approved by the supervisor and the school or department prior to registration. A grade of satisfactory or unsatisfactory (S or U) is assigned by the University supervisor in cooperation with the work supervisor. (Internships for academic credit should not be confused with cooperative education experiences and internships arranged through the Office of Career Services, described elsewhere in this catalog.)

Student (Supervised) Teaching. Experience arranged by the director of Supervised Teaching through the Department of Teacher Education; required for all persons seeking Indiana teacher certification. The University supervisor and the school cooperating teacher consult in the awarding of a grade of satisfactory or unsatisfactory (S or U). (See course descriptions for supervised teaching experiences in the Course Descriptions section of this catalog.)

Academic Credit

Credit Hours

A credit hour normally represents one hour of lecture or recitation or two hours of laboratory/studio per week for the semester. A four-hour lecture course, therefore, meets four hours per week during the regular semesters. Spring Term and summer sessions are accelerated terms, and classes meet more often. (Hours earned for internships, practica, and other clinical or laboratory experiences may vary among schools and departments.)

Other variations of the term "credit hours" are:

- **Attempted hours.** Hours for which a student initially registers.
- **Quality hours.** Hours recorded for classes in which the student earned traditional letter grades (e.g., A, B, C, D, F). Quality hours are used in calculating a grade point average.
- **Earned hours.** Hours that apply toward degree requirements. Earned hours include (1) hours for classes taken at the University of Indianapolis in which grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, CR, P, or S are earned; (2) hours awarded in transfer from other colleges or universities and through correspondence; (3) hours awarded through examination; (4) hours awarded for military service; and (5) hours earned by self-acquired competency demonstrated through a portfolio.

The terms defined above are used on grade reports and transcripts.

Transfer Credit

The transfer policies of the University of Indianapolis are as follows.

1. Credit earned through courses taken at other regionally accredited colleges or universities is transferable to the University of Indianapolis. Courses are evaluated individually, and normally a course is accepted if a grade of C- or better has been earned and if the course is applicable to a program of study offered at UIIndy. (*The following exceptions should be noted: Basic writing and English composition are transferable only if a grade of C or above has been earned. In addition, some academic programs require C or above grades in all major courses. Any course with a grade below a C would not be transferable into these programs.*)
2. Transfer credit is awarded only for courses that have traditional letter grades (e.g., A, B, C) or have grades or scores that are certified on the transcript as representing a grade of C- or above.
3. No transfer credit is granted for credit that another college or university has awarded for placement or proficiency examinations or for self-acquired competencies.
4. No official evaluation of transfer credit will be made until the student has applied, but the registrar or key advisors will discuss general issues of transfer credit with any student or prospective student.
5. The key advisor or program director in each academic unit evaluates transfer work in cooperation with the deans and chairs. Credit awarded in transfer for one program may not apply to another program; therefore, the transfer work will be reevaluated if the student changes majors.
6. Transfer credit appears on a student's academic record, and the hours are included in the student's earned hours. Grades are not transferable and will not appear on the student's record or be calculated into the grade point average.
7. A currently enrolled student with a grade point average of 2.0 or above may petition the key advisor for his or her school or college (e.g., College of Arts and Sciences, School of Business, School of Education, School of Nursing, School of Psychological Sciences, Krannert School of Physical Therapy, or School for Adult Learning) to enroll in courses at other regionally accredited colleges or universities and to have the credit transferred to the University of Indianapolis. Petition forms for making such a request are available in the offices of key advisors and the registrar. These forms must be submitted and approved by the key advisor prior to enrollment at the other college or university. Any transfer course to be used to fulfill a course requirement in a major or minor also must be approved by the dean or department chair of the appropriate school or department.

Transfer Credit—International Students

Transcripts for work completed at colleges or universities located outside of the United States should be evaluated by World Education Services or other authorized evaluation service. The academic advisors, using these evaluations, apply credit appropriately. Applications for requesting evaluation services by WES are available from the Office of Admissions or the International Division.

International students who have attended the University of Indianapolis-Athens, Galen University, or another institution holding a special articulation agreement with the University of Indianapolis should submit official transcripts directly to the University for evaluation.

English as a Second Language (ESL) credit earned from other colleges and universities may not be applied toward the University's freshman English courses (ENGL-100 or ENGL-101). International students who speak English as a second language may be required to enroll in and complete a Basic Writing class prior to enrollment in ENGL-101.

Correspondence Courses

Students are permitted to transfer correspondence credit from other regionally accredited institutions. A student planning to take a correspondence course must have the course approved by her or his faculty or key

advisor in advance. Transfer approval forms, also used for correspondence credit approval, are available in the offices of the key advisors and the registrar.

Military Service Credit

Service personnel and veterans may receive credit for DANTES and CLEP examinations (see below) and military training and experience. The amount of credit for military courses and experience is based on recommendations by the American Council on Education. Individuals who are eligible for such credit should submit official military or testing transcripts. (See the registrar for additional information about appropriate forms to be submitted.)

In addition to credit for courses and examinations, a veteran with one year of service experience may receive credit for KINS-101 Wellness and Fitness for a Lifetime and KINS-320 General Safety by submitting copies of the DD-214 (Report of Discharge) to the registrar.

Credit by Examination

The University of Indianapolis participates in five national and two international credit-by-examination programs.

- College Board Advanced Placement Program (AP)
- Defense Activity for Non-Traditional Educational Support Examination Program (DANTES)
- Educational Testing Service College-Level Examination Program (CLEP)
- National League for Nursing Examination Program (NLN)
- Excelsior College Examination Program (ECE)
- General Certificate of Education (GCE) A Level Exams
- International Baccalaureate Program (IB)

General guidelines for the granting of credit through these programs:

1. Credit that has been awarded by examination appears on a student's academic record, and the hours awarded are included in the student's earned hours.
2. No letter grade is assigned for credit awarded by examination; therefore, this credit is not used in calculating a student's grade point average.
3. Credit is awarded only for those examinations specifically approved by the appropriate dean or department chair. (Information about approved examinations and passing scores is available in the Office of the Registrar and the School for Adult Learning.)
4. The scores recommended by the American Council on Education (or other appropriate agency) may be used in awarding credit for examinations approved by the appropriate dean or chair. The dean or chair determines the amount of credit.
5. The registrar awards credit based on the guidelines established for the individual testing program by the deans and chairs.

In addition to the national and international examinations that are used for the granting of credit, the University offers school or departmental examinations for the purpose of granting credit.

All inquiries about transfer credit, correspondence credit, military credit, or credit-by-examination should be directed to the registrar.

Self-Acquired Competency

It is possible to earn college credit for learning gained from life experience, work experience, business or industrial employee training programs, or volunteer experience. Such credit may be earned by the submission of a portfolio of the learning achieved outside of formal college courses. Credit is given for college-level learning

that has come from the experience, not the experience itself. In compiling evidence and documentation of learning in a Self-Acquired Competency Portfolio, the student must demonstrate a balance between theory and practice. Students pay for the number of credit hours requested. Payment for the credit will equal half the prevailing Extended Programs tuition rate. Please note that three basic University rules govern students' documenting self-acquired competency in a portfolio and submitting it for evaluation.

1. Students are limited to requesting 30 hours of credit through the portfolio system.
2. Students must complete 12 earned hours at the University of Indianapolis before submitting a portfolio.
3. Only students enrolled in accelerated programs are eligible to apply for self-acquired competency credit.

More detailed information is available on the School for Adult Learning website (<http://www.uindy.edu/school-for-adult-learning>) or by contact the School for Adult Learning.

Academic Record

Grading Scale

Academic progress is evaluated on the following 4.0 grading scale:

Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3	FN (non-attendance)	0.0
C	2.0		

The following grades are not used in computing a student's grade point average, but the hours earned are included in the earned hours totals.

- S Satisfactory; credit awarded for grade of C- or above in designated courses
- P Passing; credit awarded for grade of D- or above in a pass/fail course
- CR Credit; credit awarded in credit/no credit course

The following grades are not used in computing a student's grade point average, and hours are not included in either quality hours or earned hours.

- AU Audit; no credit
- MP Mathematics proficiency demonstrated
- MN Mathematics proficiency not demonstrated
- NC No credit awarded for credit/no-credit course
- U Unsatisfactory progress in designated courses
- W Withdrawal; no credit awarded
- WN Withdrawn administratively; no credit awarded

The following grades are temporary grades not used in computing a student's grade point average.

- DE Deferred*
- IN Incomplete**
- IP In progress (used for graduate or doctoral thesis only)
- Z No grade submitted by instructor

- * A DE (deferred) grade is submitted in courses having requirements that normally extend beyond the semester's end (e.g., research/thesis projects and some internships, practica, or student teaching assignments).
- ** An IN (incomplete) grade may be submitted when a student has not completed all work required for a course. The remaining work must be completed within six months of the time the incomplete grade was submitted or within a time frame established by the instructor. If the work is not completed in the prescribed time, the registrar will record a grade of F for the course.

Grade Point Average

A student's grade point average is determined by dividing the total number of quality points earned by the total number of quality hours attempted. Quality points and quality hours are calculated in classes graded by traditional letter grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and FNs, including Fs earned in pass/fail courses).

Example of student enrolled in 16 hours:

	Course	Letter Grade	Hours	Quality Points	Total Quality Points
ART-110	(2 hours)	B	= 2	x 3.0	= 6.0
ENGL-101	(3 hours)	C+	= 3	x 2.3	= 6.9
MATH-190	(4 hours)	A-	= 4	x 3.7	= 14.8
BIOL-155	(4 hours)	B+	= 4	x 3.3	= 13.2
HIST-102	(3 hours)	C	= 3	x 2.0	= 6.0
Totals:			16		46.9

Equation: Total number of quality points (46.9) divided by total number of quality hours (16) equals grade point average.

- Example: $46.9 \div 16 = 2.93$
- The student has a 2.93 grade point average for the semester.
- The student's cumulative grade point average is calculated by dividing the total number of quality points for all semesters by the total number of quality hours for all semesters.

Academic Record and Transcripts

The total record of a student's academic progress, commonly referred to as the permanent record, is kept in the Office of the Registrar. Accelerated students' files are kept in the School for Adult Learning. All courses taken at the University, all grades earned, all transfer work accepted, and all credit awarded by examination are on the record. A transcript of this record is available on request from the Office of the Registrar. The transcripts for all students entering the University after August 1987 are computer-generated. Transcripts for former students are photocopies of the originals on file or combinations of photocopy and computer copy, depending on the periods of attendance.

A fee of \$5 is charged for each transcript. Transcripts can be sent by fax on request. (A transcript sent in this manner is not affixed with the University seal and is not considered official.) All transcript requests must be authorized in person or in writing and must include full name, including maiden or former name, Social Security number or student identification number, date of birth, dates of attendance at the University, the complete name and address of the office or person to receive the transcript, and the signed authorization to release the transcript. (To ensure prompt and accurate delivery of a transcript, persons requesting that a transcript be sent to a large university should always include the name of the individual or office that should receive the

transcript. *Incomplete addresses often delay or prevent the delivery of transcripts.*) The Transcript Request Form is available at <http://registrar.uindy.edu/>.

No official transcripts are released for anyone who has any indebtedness to the University or who has defaulted on a student loan. (Such indebtedness would include outstanding tuition or fee payments, residence hall damage charges, library fines, or traffic fines.)

Retention of Records Policy

The University of Indianapolis permanently retains every student's academic record of classes, grades, and degrees granted. Supporting documents, such as registration forms, curriculum guides, change forms, letters, and transcripts from other universities are systematically destroyed after 10 years. Any student seeking readmission after a 10-year period has elapsed is issued a new student folder and normally is required to adopt a new academic program. In addition, the student might be required to resubmit transcripts from other universities. No credits are lost, but in certain programs a student may be required to audit courses or to validate prior learning through examination.

Confidentiality of Student Records

The University of Indianapolis complies with FERPA, the Family Educational Rights and Privacy Act of 1974, as amended. All student academic information is considered confidential; only directory information is available to the public. The University of Indianapolis defines the following items as directory information.

- Name
- Address (campus, local, permanent)
- Telephone (campus, local, permanent)
- University electronic mail address
- Date and place of birth
- Major field(s) of study
- Admission status
- Student classification (e.g., freshman, sophomore)
- Enrollment status
- University merit scholarship awards
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Previous educational institutions attended

The University shall provide directory information only to legitimate agencies (such as student loan agencies and governmental agencies), to individuals, organizations, or corporations with whom the University has a relationship with respect to the conduct of its educational program, or in accordance with applicable law. No information about a student, even directory information, shall be given without authorization by the student except to persons presenting current and proper credentials from organizations as described above.

A student can request that no information, including directory information, be made available to persons outside the University. Such a request should be submitted in writing to the registrar.

Additional information about the Family Educational Rights and Privacy Act is available in the Office of the Registrar and at www.ed.gov/offices/om/fpc/ferpa/.

Academic Action

Academic Probation and Ineligibility

The University sets standards of academic performance that students are expected to maintain. Students failing to meet the minimum standards either are placed on probation or declared ineligible to reenroll, based on the cumulative grade point average.

Scholarship probation is determined three times a year, at the conclusion of Semester I, Semester II, and Summer Term. Students placed on academic probation are restricted to 13 hours per regular semester and are not eligible for active participation in any organization that represents the institution officially.

Academic eligibility is determined once a year, at the conclusion of the Summer Term for most undergraduate students. For students classified as special, eligibility is determined at the end of each enrollment period.

Any student who has been declared academically ineligible may not return to the University until one regular semester (Semester I or II) has elapsed. Following an absence of at least one regular semester, an ineligible student may petition the Academic Petitions Committee for readmission. (Petitions are available in the Office of the Registrar or online at <http://registrar.uindy.edu/>.) Decisions for readmission will be based on evidence that the applicant is prepared to improve the quality of his or her work.

Academic probation and ineligibility are determined by total hours and minimum cumulative grade point average, or GPA, as indicated below.

Academic Probation		Academic Ineligibility	
Total Hours*	Cumulative GPA Range	Total Hours*	Minimum Cumulative GPA
12–24	1.500–1.699	12–24	1.500
25–36	1.600–1.799	25–36	1.600
37–58	1.700–1.899	37–58	1.700
59 or more	1.900–1.999	59–74	1.800
		75–90	1.900
		91 or more	2.000

* Total hours calculated in determining academic probation and/or ineligibility include (1) quality hours (hours recorded in graded classes), (2) transfer hours, and (3) hours earned by examination or portfolio.

Academic Recovery

The academic recovery policy assists former undergraduate students in getting a second start in higher education. Any student who has been absent from the University for at least four calendar years may petition the Academic Petitions Committee to have all grades taken prior to the granting of academic recovery changed to NC (for grades of D+ or below) or CR (for grades of C- or above), thereby expunging the student's grade point average. Grades for all courses taken subsequent to the granting of academic recovery will be posted as submitted by the instructor and will be calculated into the student's new grade point average.

At the time the student is granted academic recovery, the registrar will enter a notation on the student's permanent record explaining the action and the policy. This notation will appear on all transcripts.

Academic Honors

University Honor Societies

In recognition of academic excellence, the University of Indianapolis sponsors a number of honor societies. Four of these honor societies are interdisciplinary and open to all undergraduate students who qualify: Alpha Chi (national collegiate honor society), Alpha Sigma Lambda (honor society for undergraduate evening

students), Phi Alpha Epsilon (freshman honor society), and Phi Theta Kappa (honor society for students enrolled in associate degree programs). Membership in these University interdisciplinary honor societies is noted on the transcript.

Alpha Chi. The Indiana Eta Chapter of Alpha Chi is an honor society that inducts undergraduate upperclass students. Alpha Chi, one of the oldest and largest general honor societies in the nation, promotes and recognizes academic excellence as well as good character. The society encourages scholarship through national and regional meetings where students participate in scholarly activities.

With the installation of the Indiana Eta Chapter in 1984, the University's original senior scholastic honor society, Epsilon Sigma Alpha, ceased the induction of new members. The society holds a place of esteem in the University, and its records are maintained in the archives. Many of its members, upon invitation, elected to join Alpha Chi.

Students are invited to join Alpha Chi by the faculty. The following criteria apply.

1. Undergraduate students who have not been awarded a baccalaureate degree, who have junior or senior standing (as defined by the University), and who have earned at least 45 semester hours* at the University of Indianapolis are eligible. Part-time students are eligible on successful completion of 92 semester hours, 45 of which must be earned at the University of Indianapolis.*
2. The faculty select students in the top 10 percent of the junior and senior classes respectively for invitation to join Alpha Chi.
3. The faculty consider both high academic scholarship and good character in selecting students for Alpha Chi.

Alpha Sigma Lambda. The Alpha Nu chapter of Alpha Sigma Lambda is a national honor society for undergraduate adult students in continuing higher education. To be eligible for consideration senior students must, on March 1 of their graduating year:

1. be currently enrolled as an undergraduate student in the Extended Programs Division or the Accelerated Programs Division at the University of Indianapolis.
2. be a declared baccalaureate degree program candidate (students working on an associate degree program are not eligible for consideration).
3. not have completed the requirements for a baccalaureate degree nor been awarded a baccalaureate degree.
4. have completed 30 graded semester hours counting summer sessions but not counting the currently-enrolled session at the University of Indianapolis.
5. be in the top 20 percent of all students currently enrolled in the AP/EP divisions (determined by cumulative GPA) at the University of Indianapolis.
6. have earned a GPA of 3.2 or higher in the Extended Programs Division and/or the Accelerated Programs Division at the University of Indianapolis.
7. have attended the University of Indianapolis for a minimum of three semesters, including summer sessions.

Phi Alpha Epsilon. A percentage of full-time baccalaureate degree students who have a cumulative grade point average of at least 3.6 and who have earned a minimum of 26 semester hours* during the first year of University work (two regular semesters and a spring term) will be eligible for election by the faculty to Phi Alpha Epsilon, the freshman honor society.

Phi Theta Kappa. Phi Theta Kappa is the international honor society for associate degree students who have excelled academically. The Beta Alpha Omega chapter was chartered at the University of Indianapolis in March 1995 for both the Indianapolis campus and the Cyprus campus. In order to be eligible for membership, the student must be enrolled in an associate degree program and have completed the total hours and the hours in residence as well as the grade point average as set forth by the bylaws. Membership fees are required prior to initiation.

* Hours for courses that a student takes for pass/fail, math proficiency, satisfactory/unsatisfactory, or credit only (no traditional letter grade assigned) will not be used in determining these honors.

School and Department Honor Societies

Alpha Epsilon Rho is a national broadcasting honor society for majors in communications. The objectives of this society are to encourage and reward scholarship and accomplishment among broadcasting students and high-level accomplishments in the art and science of broadcasting by both student and industry professionals; to promote the advancement of broadcast education; to establish meaningful communication between student and professional broadcasters; and to foster integrity in the use of the powerful instruments of radio, television, and film. Student memberships are limited to undergraduate broadcasting students who have completed the first year of academic requirements and are currently enrolled at the University of Indianapolis. Students must have earned a minimum of a B average in broadcasting courses and a minimum of a C in all other college courses. Students must meet all other requirements outlined by the chapter.

Alpha Kappa Delta is the International Honor Society in Sociology. The purpose of Alpha Kappa Delta is to promote excellence in scholarship in the study of sociology and research of social problems that will improve the human condition. Alpha Kappa Delta was founded in 1920 by Dr. Emory Bogardus. Pi Chapter of Alpha Kappa Delta at the University of Indianapolis was established in 2000. An invitation to graduate students for membership to Pi Chapter of Alpha Kappa Delta in the Applied Sociology Program is based on the completion of four courses and a grade point average of 3.7; for undergraduate students majoring in sociology, the invitation is based on junior standing, completion of four sociology courses at UIndy, an overall grade point average of 3.00, and a grade point average of 3.25 in all Sociology courses.

Delta Mu Delta is a business honor society established at New York University in 1913 to recognize superior scholastic achievement by students in business administration. The Delta Psi Chapter of the University of Indianapolis recognizes bachelor degree and graduate business students who meet the criteria for membership. Eligibility includes, but is not limited to, a minimum GPA of 3.3 for undergraduate students, 3.6 for graduate students, top 20% of your class, and at least 24 hours of residency. An initiation ceremony honoring academic excellence is held each spring.

Kappa Delta Pi is the oldest and largest international honor society in education in the United States. Membership in the Sigma Omicron Chapter is by invitation only and is awarded to the top 20 percent of the education majors. Undergraduate education majors must have completed 60 hours of study with a 3.5 GPA and received faculty recommendation. Graduate students will be nominated for membership by the education faculty once they have completed half of the program in the top 20 percent of their cohort. Once joining this organization, an individual remains a member for life with his or her name recorded permanently in the society headquarters files, with active membership maintained through payment of annual dues. Benefits include publication, conferences, scholarships, and other services from the international society. The Sigma Omicron Chapter offers its members additional opportunities in leadership, service, and professional development and recently was recognized as an ACE (Achieving Chapter Excellence) chapter, placing it among the top five percent of the 600 active chapters.

Mu Phi Epsilon is an international professional music fraternity, having as its purpose the advancement of music throughout the world, the promotion of musicianship and scholarship, loyalty to the alma mater, and the development of friendship. The fraternity comprises collegiate chapters, alumni chapters, and allied members. Election to membership is based on scholarship (minimum of 3.0 in music classes), musicianship, and character. Members are eligible for local and national scholarships and awards based on outstanding performance, scholarship, musicological research, composition, and service to the profession. Eligible students are invited each year to join the University's Beta Psi Chapter.

Phi Alpha Theta is an international honor society in history. It is composed of students and professors who have been elected to membership on the basis of excellence in the study and writing of history. Phi Alpha Theta is also a professional society that promotes the study of history by encouraging research, good teaching, publication, and the exchange of learning and thought among historians. It seeks to bring students, teachers, and writers of history together intellectually and socially.

Phi Epsilon Kappa Fraternity is a national professional fraternity for persons engaged in or pursuing careers in physical education, health, recreation, dance, human performance, exercise science, and sports management. The UIndy chapter serves as an honor society that recognizes academic excellence, leadership ability, and scholarly activities in Kinesiology. It comprises leaders in community health education, exercise science, health and physical education, and sport management. Baccalaureate kinesiology students are eligible when they have completed 60 total credit hours, with 15 credit hours in a kinesiology major, 3.00 overall grade-point average, 3.20 grade-point-average in required major courses, and meet the expectation of academic integrity. Fifty percent of coursework must be completed at UIndy. Eligible students are invited each year by the chapter to join the fraternity. An induction ceremony honoring new students is held each year. Members may participate in local and national activities.

Phi Sigma Iota is the international foreign language honor society. It recognizes outstanding ability and high standards in the foreign languages, literature, and cultures. The University of Indianapolis chapter is Iota Omega.

Psi Chi is the national honor society in psychology. The purpose of Psi Chi is “to encourage, stimulate, and maintain excellence in scholarship of individual members . . . in psychology and to advance the science of psychology.” Requirements are completion of at least nine credits in psychology, 3.0 cumulative GPA or better, an overall GPA within the top 35 percent of class rankings at the University, and a major or minor in psychology.

Sigma Tau Delta, an international English honorary, recognizes excellence in English studies. Students eligible for invitation to membership must have a B average in English classes (beyond the freshman level), rank in the top 35 percent of their class in general scholarship, and have completed at least three semesters or five quarters of college work. Sigma Tau Delta members may submit their creative writing, essays, and photographs to the *Rectangle*, the international honorary’s official journal.

Sigma Theta Tau is an international honor society in nursing. The Lambda Epsilon chapter of this honor society promotes and recognizes academic excellence, leadership ability, and scholarly activities in nursing. It comprises leaders in nursing education, practice and research, and baccalaureate- and graduate-level nursing students who demonstrate academic excellence and leadership potential. Baccalaureate nursing students are required to have completed one-half of the nursing curriculum to be considered for membership. Students invited to membership shall have a minimum cumulative grade point average of 3.0, rank within the upper 35 percent of the graduating class, and meet the expectation of academic integrity. Eligible students are invited each year by the chapter to join the society. An induction ceremony honoring new members is held each year. Members may participate in all local and international activities.

Sigma Zeta is a national science honor society established to encourage and foster the attainment of knowledge in science and to recognize the achievement of those selected for membership. To be eligible for membership in Sigma Zeta, a student must have a minimum grade point average of 3.0 in at least 20 hours of natural science, mathematics and/or computer science courses, and a minimum cumulative grade point average of 3.0. The University of Indianapolis Rho chapter of Sigma Zeta initiates new members each year.

Annual and Semester Honors

Annual and semester honor rolls encourage scholarship of high quality and give proper public recognition to students whose scholastic attainment is meritorious.

Dean’s List. Any student who completes at least 12 semester hours* during a regular semester with a grade point average of 3.7 or above is eligible for the Dean’s List.

Semester Honor Roll. A student who completes at least 12 semester hours* during the regular semester with a grade point average of at least 3.4 but less than 3.7 is eligible for the Semester Honor Roll.

Annual Honor Roll. A student who completes at least 12 semester hours* during an academic year (two regular semesters) with a grade point average of 3.4 or above for the hours earned during that academic year is eligible for the Annual Honor Roll. Any student who has been on the Dean’s List or the Semester Honor Roll for the year would not be eligible for this duplicate honor.

* Hours for courses that a student takes for pass/fail, math proficiency, satisfactory/unsatisfactory, or credit only (no traditional letter grade assigned) will not be used in determining these honors.

Graduation Honors

Academic honors are awarded at Commencement to baccalaureate degree candidates who have maintained unusually high scholarship averages.

The awards are made on the basis of the cumulative grade point averages of students who have earned at least 62 hours* at the University of Indianapolis at the time of graduation.

* Hours for courses that a student takes for pass/fail, math proficiency, satisfactory/unsatisfactory, or credit only (no traditional letter grade assigned) will not be used in determining these honors.

- **Summa cum laude** is awarded to any student who has a grade point average of 3.85 or higher.
- **Magna cum laude** is awarded to any student who has a cumulative grade point average of at least 3.65 but less than 3.85.
- **Cum laude** is awarded to any student who has a cumulative grade point average of at least 3.45 but less than 3.65.
- **With Distinction** is awarded to students who meet the criteria established by the Honors College. For more information, see Academic Programs: Honors College.

Graduation honors noted on the Commencement program are based on the person’s cumulative grade point average at the conclusion of Semester I of the academic year in which the person is graduated. Graduation honors noted on the individual transcript are based on the person’s cumulative grade point average at the conclusion of the degree program.

Academic Degrees

The University of Indianapolis offers the following degrees: Associate in Arts, Associate in Science, Associate in Science in Nursing, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Health Science, Master of Occupational Therapy, Master of Science, Master of Science in Nursing, Doctor of Health Science, Doctor of Physical Therapy, and Doctor of Psychology.

Undergraduate Degrees

Baccalaureate Degrees

Degree Requirements. The University offers eight baccalaureate degrees: the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Liberal Studies, the Bachelor of Music, the Bachelor of Science, the Bachelor of Science in Athletic Training, the Bachelor of Science in Nursing, and the Bachelor of Social Work. Upon initial completion of their degree requirements, students may earn only one baccalaureate degree within a

calendar year, even if requirements for multiple majors are met. (See the *Additional Degrees* section below for more information.)

Bachelor of Arts candidates are required to demonstrate proficiency in a modern foreign language through the 201 level and successfully complete a philosophy course.

Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Athletic Training, Bachelor of Science in Nursing, and Bachelor of Social Work candidates must demonstrate proficiency in a modern foreign language through the 101 or 102 level, depending on the school or college offering the major. (See Curriculum section for more information regarding variations of the bachelor's degree programs.)

Also, to be eligible for any of these bachelor's degrees, the student must:

1. complete a minimum of 124 semester hours.
2. earn the last 30 semester hours of coursework (not including credit-by-examination or self-acquired competency through portfolio) at the University of Indianapolis. (A student enrolled at one of the University of Indianapolis international campuses must complete at least one semester of full-time study on the main campus in Indianapolis, taking courses preapproved by the dean of the school or college offering the student's major.)
3. earn a grade point average of 1.7 or above in the general education core.
4. attain a cumulative grade point average of at least 2.0.
5. earn at least one-third of the hours required in the major at the University of Indianapolis.
6. satisfactorily complete one designated Spring Term course if enrolled full-time for two consecutive semesters in an academic year. (Students who transfer 60 hours or more to the University and students who are full-time during only the final year of a program are exempt from this requirement.)
7. satisfy all requirements, including grade requirements, for the specific degree program as outlined on the official major/program curriculum or requirement guide. (School or department brochures or curriculum or requirement guides should be consulted for additional information.)

Associate Degrees

Degree Requirements. The University of Indianapolis awards three types of associate degrees: the Associate in Arts, the Associate in Science, and the Associate in Science in Nursing. To be eligible for any of these degrees, the student must:

1. complete a minimum of 62 semester hours.
2. earn the last 30 hours of coursework at the University of Indianapolis.
3. attain a cumulative grade point average of at least 2.0.
4. take a minimum of 14 hours of prescribed general education core courses.
5. satisfy all requirements for the specific degree program as outlined on the official program curriculum or requirement guides.

Additional Degrees

A student may earn an additional undergraduate degree from the University of Indianapolis under the following conditions.

Associate degree. At least one year must elapse between the granting of the degrees, and the student must complete a minimum of 15 additional semester hours and the specific degree requirements at the University of Indianapolis, as determined by the dean of the school or the chair of the department.

Baccalaureate degree. At least one year must elapse between the granting of the degrees, and the student must complete a minimum of 30 additional undergraduate semester hours and the specific degree requirements at the University of Indianapolis, as determined by the dean of the school or the chair of the department.

Associate and baccalaureate degrees in one year. The student may earn both an associate and a baccalaureate degree in the same year if there are 30 discrete hours in each academic discipline. Hours used to fulfill general education or total hour requirements may be duplicated.

Commencement Ceremony and Graduation Dates

The University of Indianapolis holds commencement ceremonies on the Friday and Saturday following Semester II for all students completing degree requirements within the academic year (Semester I through Summer Session). Friday's ceremony is for all doctoral and master's students completing requirements. Saturday's ceremony is for all undergraduates completing requirements.

The University awards degrees on three official graduation dates.

1. **The last day of Semester I.** Students completing degree requirements at the end of Semester I are awarded degrees dated the last day of Semester I.
2. **The Saturday following the end of Semester II.** Students completing degree requirements at the end of Semester II are awarded degrees dated the day of Commencement.
3. **The last day of Summer Session.** Students who complete degree requirements at the end of Spring Term or Summer Session are awarded degrees dated the last day of Summer Session.

All diplomas are dated on one of these three days as indicated above, and all degree notations on the transcripts will reflect this date. Diplomas are released to students on or following each of the three dates.

Application for Graduation

Any student planning to complete graduation requirements during an academic year (August to August) must file an application for graduation with his or her key advisor, the Office of the Registrar, or online at <http://registrar.uindy.edu/forms/gradapp/php> by the first week of October of that academic year. Undergraduate students must have a total of 92+ earned credit hours upon applying for a bachelor degree, master candidates must have a total of 30+ earned credit hours, and doctoral candidates must meet credit hours set by their specific department. Undergraduate students also should make an appointment with their key advisor for a degree audit (final check of graduation requirements) when the application is submitted. Day students should have a preliminary audit prior to scheduling classes for Semester I of the final year; School for Adult Learning students are responsible for making an appointment with their key advisor when reaching 80+ earned credit hours.

Although the faculty and key advisors monitor each student's progress, it is the responsibility of the student to complete all degree requirements by the expected date of graduation, to request the degree audit, and to submit an application for graduation. Failure to complete degree requirements or have a degree audit by the published deadline will result in a change in the graduation date or a deletion from the graduation list for the designated year.

Caution: *The course offerings and requirements of the University of Indianapolis are under continual examination and revision. This catalog is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees the official outlines of degree/program requirements. A student should obtain a curriculum guide at the time he or she declares a major and should follow the requirements on that guide until all graduation requirements are met.*

Office of Ecumenical and Interfaith Programs

The dean of Ecumenical and Interfaith Programs is responsible for the administration of those ministries, cocurricular programs, and collaborative initiatives that are consistent with the University's commitment to providing opportunities for students to gain a "deeper understanding of the Christian faith and appreciation and respect for other religious traditions." This commitment is consistent with the University's relationship with the United Methodist Church. The UMC's *Book of Discipline* advocates a proactive and self-critical engagement with other religious traditions: "In these encounters, our aim is not to reduce doctrinal differences to some lowest common denominator of religious agreement, but to raise all such relationships to the highest possible level of human fellowship and understanding." In recent years, conversation with the UMC has prompted the University to undertake new programs in response to the needs of the denomination in Indiana, and the University has challenged the church to think more carefully about what it means for the denomination to be a university-related church.

In addition, this office administers Christian Vocations curricular programs offered through the Lantz Center for Christian Vocations and Formation and shares administrative responsibility with the chair of the Philosophy and Religion Department for joint initiatives in theological education. The Office of Ecumenical and Interfaith Programs is responsible for working with other offices of the University to foster the mission reflected in the University motto, "Education for Service," including programmatic initiatives for faculty and staff formation that support the mission and identity of this church-related, comprehensive University.

Supervised by the dean, the chaplains constitute the Campus Ministries staff and are responsible for both programming and pastoral presence on campus. The director of the Lantz Center for Christian Vocations and Formation provides direction of the Christian formation programs offered by the Lantz Center. The programs include the Christian Vocations and Formation curriculum and Youth Ministry Training concentration (a joint venture between the Philosophy and Religion Department and Christian Theological Seminary). Campus ministry internships are available for selected undergraduates and seminarians.

Ecumenical and interfaith programs are developed in conversation with faculty and students alike. The University chaplain serves as the convener of the Ecumenical Christian Ministries Council, a group that includes representatives from ministries that are campus-based and those that represent off-campus agencies. An Ecumenical and Interfaith Council includes representatives of Jewish, Muslim, and non-Western religions as well as the Campus Ministries staff and interested Christians on campus. This office also oversees the development of short-term and long-term ecumenical and interfaith partnerships in the city of Indianapolis and beyond.

The dean of Ecumenical & Interfaith Programs provides ongoing interpretation of the University's relationship with the United Methodist Church and coordinates the relationships between various offices of the University and the church. In addition, the dean works with the colleges and various schools of the University to provide opportunities for orientation of new faculty in relation to the University's motto, "Education for Service." Similar vocation exploration and formation opportunities are available for the staff of the University.

Curriculum

The undergraduate curriculum has two primary components: the general education core grounded in the liberal arts and the major program of study. These components are enhanced by electives, minors, and additional majors.

University Learning Goals

As a part of its most recent Strategic Plan, approved by the Board of Trustees in 2006, and in support of its commitment to the Higher Learning Commission's AQIP (Academic Quality Improvement Program) accreditation process, the University has established four institution-wide learning goals. These goals are pursued within the curriculum and featured as part of a campus-wide series of co-curricular events sponsored by Academic Affairs and Student Affairs. The learning goals are as follows.

- **Critical Thinking:** Students will make judgments through the application of intellectual criteria. The core components of critical thinking include evaluation, self-regulation, interpretation, analysis, inference, and explanation.
- **Creativity:** Students will use their imagination and inventiveness in modifying or generating results.
- **Performance:** Students will be able to demonstrate their mastery of subject content through their execution and communication of educational objectives.
- **Social Responsibility:** Students will be able to make connections between the academic disciplines and the social environment of the local and broad community. The dimensions of social responsibility are identified by the Association of American Colleges and Universities as striving for excellence; cultivating personal and academic integrity; contributing to a larger community; taking seriously the perspective of others; and developing competence in ethical and moral reasoning.

General Education Core

The general education core meets three major goals: (1) it is derived from the University mission; (2) it is sequenced; and (3) it has an integrative approach that shows the connections among the various academic disciplines.

It is the mission of the University to help students "to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the teachings of the Christian faith and an appreciation and respect for other religions; to cultivate rationality and tolerance for ambiguity; and to use the intellect in the process of discovery and the synthesis of knowledge." Eight learning goals have been defined: critical thinking, fine arts appreciation, history, engagement in local/global communities, literature, natural sciences, philosophy and ethics, religion, social science. These learning goals are supported by competency areas in mathematics, modern language, communication, and wellness, as well as additional general education requirements in order to meet the stated mission.

New Student Experience & First Year Seminars

New Student Experience

The New Student Experience course is designed to help new students to UIndy in their first semester of enrollment to develop skills and relationships that will serve them well as they pursue their degree and career goals. The course consists of a series of personal, academic, and campus success sessions designed to help new students make successful transition to campus. Students will meet the New Student Experience requirement by taking the freshman orientation or seminar in their respective major areas or by taking INTD-101 New Student Experience (for those students who are undecided about their majors or whose academic areas do not offer an orientation course).

First-Year Seminars

First-Year Seminars focus in depth on a question or topic in a disciplinary or interdisciplinary context. By means of its specific focus, the seminar explores the thinking, research, and writing practices in a particular field and the ways in which ideas are communicated across fields or to wider audiences. FYS might cover a wide range of knowledge, but they are not introductory surveys. FYS should engage issues and highlight advanced, cutting-edge topics. Most FYS courses will also satisfy a distribution area of the general education core.

- Each seminar uses a sequence of readings to develop the intellectual focus of the seminar and provide material for discussion.
- Each seminar provides instructional support for research by asking students to engage in some form of structured investigation beyond the common sequence of readings.
- Each seminar provides instructional support for writing, using an array of different writing assignments. Students should write regularly, though not all writing need be graded.
- Each seminar provides structured occasions for students to take an active part in shaping discussion.

Students seeking a baccalaureate degree will satisfy the First Year Seminar area of the core by successfully completing one of the following courses:

FYS-100.....	First-Year Seminar
FYS-110.....	First-Year Seminar: Literature
FYS-120.....	First-Year Seminar: History
FYS-130.....	First-Year Seminar: Natural Science
FYS-140.....	First-Year Seminar: Social Science
FYS-150.....	First-Year Seminar: Religion
FYS-160.....	First-Year Seminar: Philosophy/Ethics
FYS-170.....	First-Year Seminar: Fine Arts/Theoretical
FYS-171.....	First-Year Seminar: Fine Arts/Applied
FYS-172.....	First-Year Seminar: Fine Arts Theory & Applied
FYS-180.....	First-Year Seminar: Local/Global Theoretical
FYS-181.....	First-Year Seminar: Local/Global Applied
FYS-182.....	First-Year Seminar: Local/Global Theory & Applied

Transfer students with 18 or more credit hours are exempt from the New Student Experience and First-Year Seminar requirements of the core.

Distribution Areas

Literature

Upon completion of the literature distribution requirement, successful students will be able to:

- read and interpret literature in English in at least three genres and from more than one century
- argue that literature reflects and shapes social, economic, and political ideas and events
- analyze texts in the context of current research in the field from various critical perspectives and through different theoretical approaches
- improve their ability to research and to write critically about the literary texts they have read.

Students seeking a baccalaureate degree will satisfy the literature distribution area of the core by successfully completing one of the following courses:

FYS-110.....	First-Year Seminar: Literature
EDUC/ENGL-218....	Young Adult Literature: Yesterday to Today
ENGL-102.....	Western World Literature & Composition
ENGL-212.....	British Literature II
ENGL-214.....	American Literature II

ENGL-218..... Young Adult Literature: Yesterday to Today

LANG-324 Literature in Translation

History

Upon completion of the History distribution requirement, successful students will be able to:

- explain cause and effect in historical context
- identify important historical trends, themes, and individuals
- employ evidence to support written historical argument
- demonstrate understanding of different cultures, beliefs, and perspectives and how they have changed over time
- identify and contrast competing historical interpretations and arguments

Students seeking a baccalaureate degree will satisfy the history distribution area of the core by successfully completing one of the following courses:

FYS-120.....	First-Year Seminar: History
HIST-201.....	World History to 1700
HIST-202.....	World History since 1700
HIST-217.....	United States History to 1865
HIST-218.....	United States History since 1865

Natural Sciences

Upon completion of the Natural Sciences distribution requirement, successful students will be able to:

- examine some aspect of the world in a scientific context
- formulate and evaluate a testable problem or new idea through experimentation using the scientific method
- participate in inquiry-based learning, empirical or logic analysis, and discovery-based learning, within a scientific content-based course
- evaluate scientific information presented in a lay format
- explore historical and/or contemporary thought and findings in a science course
- identify credible sources of scientific information using both popular and scientific sources

Students seeking a baccalaureate degree may satisfy this component of the core by taking a course from the following list of natural science offerings (please check to make sure any prerequisites have been satisfied):

FYS-130.....	First-Year Seminar: Natural Science (3)
ANTH/BIOL-130....	Monkeys, Apes, and Humans: Biology & Behavior (3)
BIOL-104.....	Principles of Human Physiology (4)
BIOL-112.....	Biology for Elementary Education (3)
BIOL-155.....	Intro to the Diversity of Life (4)
BIOL-165.....	Introduction to Cell Biology (4)
BIOL-245.....	Ornithology (4)
CHEM/PHYS-100....	Elements of Chemistry and Physics (3)
CHEM-103.....	Introduction to Chemistry (3)
ESCI-100.....	Elements of Earth-Space Sciences (3)
ESCI-150.....	Physical Geology (3)
ESCI-202.....	Physical Geography (3)
ESCI-206.....	Time, Trilobites, and Tyrannosaurus Rex (3)
PHYS-153.....	General Physics I, Calculus Based (4)
PHYS-207.....	Astronomy (3)
SCI-210.....	The Science of Food (3)

Social Sciences

Upon completion of the Social Sciences distribution requirement, successful students will be able to:

- distinguish empirically researchable questions from questions that cannot be studied empirically
- analyze and explain ideas, using sound reasoning and empirical evidence rather than relying on unsupported opinion
- apply current social science knowledge to describe a contemporary issue
- explain how individuals, groups, institutions, and other contextual factors interact with one another
- demonstrate sensitivity to diverse audiences
- discuss strategies to address psychological or social problems, showing awareness of the established knowledge and ethics of the discipline

Students seeking a baccalaureate degree will satisfy the social sciences distribution area of the core by successfully completing one course from the following list:

FYS-140.....	First-Year Seminar: Social Science
ANTH-100.....	Cultural Anthropology
ANTH-200.....	Global Problems
ANTH-210.....	The Eskimo World
ANTH-290.....	Images of “Indians”
EDUC-203.....	Psychology of Development, Learning & Instruction
PSCI-101.....	American National Government
PSY-330.....	Psychology of Gender
SOC-101.....	Principles of Sociology
SOC-103.....	Social Problems
SOC-200.....	The Family: A Global Perspective

Religion

Upon completion of the Religion distribution requirement, successful students will be able to

- explore the Christian tradition in terms of its foundational documents, its historical development, and theological issues that have arisen and which people encounter today
- identify methodologies that have been developed in a variety of academic religious disciplines as a result of their exploration of the Christian tradition
- articulate the Christian tradition’s specific concerns for character formation that include the respect for human and religious diversity
- explore analytical skills from this in-depth encounter with the Christian tradition that can be applied to the respectful appreciation of other religions, emphasizing the Christian tradition of respect for all people

Students seeking any undergraduate degree may satisfy the Religion requirement by successfully completing one of the following courses:

FYS-150.....	First-Year Seminar: Religion
REL-100.....	Christianity
REL-200.....	Old Testament Life and Literature
REL-210.....	New Testament Life and Literature
REL-220.....	Christian Theology
REL-250.....	History of Christianity I: 30–1500
REL-260.....	History of Christianity II: 1500–present
REL-300.....	World Religions
REL-310.....	Christian Ethics

Philosophy & Ethics

Upon completion of the Philosophy and Ethics distribution requirement, successful students will be able to:

- identify and appraise topics for argument, and the evidence to support these arguments, for the purpose of developing skills in constructing plausible arguments that integrate ethical or philosophical principles with empirical or conceptual claims
- identify the classical philosophical or ethical theories that have informed the serious reflections of the civilized world
- employ inductive and deductive arguments, and avoid fallacies in reasoning, while analyzing philosophical or ethical viewpoints
- how familiarity with the development of thought about human values, such as free-will, happiness, moral goodness, and duty, and include the reasoning given to support each position

Students seeking a baccalaureate degree will satisfy the philosophy & ethics distribution area of the core by successfully completing one course from the following list:

FYS-160.....	First-Year Seminar: Philosophy/Ethics
EDUC-300.....	Social & Political Contexts of Education (3)
HON-201.....	Artistic Works, Value, and Criticism (3)
PHIL-101.....	Introduction to Philosophy (3)
PHIL-110.....	Critical Thinking (3)
PHIL-130.....	Honors Philosophy (3)
PHIL-201.....	Ethics (3)
PHIL-210.....	Philosophy, Science & Values (3)
PHIL-215.....	Aesthetics (3)
PHIL-230.....	Issues in Applied Philosophy (3)
PHIL-240.....	Social & Political Philosophy (3)
PHIL-260.....	Asian Philosophy (3)
PHIL-299.....	Issues in Philosophy (3)
PHIL-340.....	Philosophy of Religion (3)

Fine Arts

Upon completion of the Fine Arts distribution requirement, successful students will be able to:

- analyze the structure of a work of art and identify its formal elements, using vocabulary appropriate to the art form
- interpret and critically analyze works of art using standards appropriate to the form and to the social, cultural, and historical context
- demonstrate an understanding of aesthetics and the relationship between artistic technique and the expression of a work’s underlying concept
- engage in the artistic process, including conception, creation, and critical analysis at each stage.

Students seeking a baccalaureate degree will satisfy the fine arts distribution area of the core by successfully completing one theory and one applied course from the following lists:

Lecture/theory courses:

FYS-170.....	First-Year Seminar: Fine Arts/Theory
FYS-172.....	First-Year Seminar: Fine Arts/Theory & Applied
ART-110.....	Art Appreciation
ENGL-270.....	Introduction to Creative Writing
MUS-100.....	Music Fundamentals

MUS-110.....	Introduction to Music
MUS-112.....	Introduction to Jazz
MUS-121.....	Elementary Theory
MUS-210.....	Music in World Culture
THE-110.....	Introduction to Theatre

Applied courses:

FYS-171.....	First-Year Seminar: Fine Arts Applied
FYS-172.....	First-Year Seminar: Fine Arts/Theory & Applied
ART-100.....	Art Experience
ART-101.....	Intro to Computer for Artists
ART-120.....	Fundamentals of 2-D Design
ART-130.....	Beginning Drawing
ART-140.....	Fundamentals of 3-D Design
ART-150.....	Beginning Oil Painting
ART-161.....	Point & Shoot Photography
ART-220.....	Ceramics—Hand Building
ART-230.....	Ceramics—The Potter’s Wheel
ART-261.....	Digital Photography I
ENGL-270.....	Introduction to Creative Writing
MUS-113.....	Voice Class (2) (for non-music majors)
MUS-114.....	Guitar Class I
MUS-116.....	Piano Class I
MUS-174.....	African Drum Ensemble
MUS-176.....	Beginning Handbell Ensemble
MUS-276.....	Advanced Handbell Ensemble
THE-120.....	Stagecraft
THE-121.....	Introduction to Theatre Design
THE-131.....	Acting I
THE-134.....	Theatrical Makeup

The following music courses requiring auditions also fulfill the applied fine arts requirement: private music lessons, MUS-160 Concert Choir, MUS-161 Symphonic Wind Ensemble, MUS-163 UIndy Jazz Ensemble, MUS-165 Crimson Express, MUS-166 Women’s Chorus, MUS-172 Baroque Ensemble, MUS-173 Guitar Ensemble, MUS-175 Percussion Ensemble, MUS-275 Schola, and MUS-276 Advanced Handbell Ensemble.

Engagement in Local/Global Communities—Theoretical

Upon completion of the Local/Global—Theoretical distribution requirement, successful students will be able to:

- display awareness of diverse cultural perspectives, different from their own, in both local and global contexts;
- demonstrate global geographical and historical awareness by comparing at least two cultural, social, and political systems, and explaining current events and social and political issues across those two systems;
- integrate key disciplinary concepts to real-world problems in one or more communities or societies.

Students seeking a baccalaureate degree will satisfy the local/global—theoretical distribution area of the core by successfully completing one of the following courses:

FYS-180.....	First-Year Seminar: Local/Global—Theoretical
FYS-182.....	First-Year Seminar: Local/Global—Theoretical & Experiential

ANTH-200.....	Global Problems
ANTH -290.....	Images of “Indians”
ANTH-335.....	Global Health
EDUC-290.....	Teaching in a Diverse Society
GERO-301.....	Interdisciplinary Perspectives in Aging
IREL-100.....	World Geography
IREL-101.....	Introduction to International Relations
SOC-200.....	The Family: A Global Perspective

Engagement in Local/Global Communities—Experiential

Upon completion of the Local/Global—Experiential distribution requirement, successful students will be able to

- complete an approved, outside-the-classroom experience that entails actual engagement with another community (e.g., service learning, travel, internships, practica);
- complete a reflective component

Students seeking a baccalaureate degree will satisfy the local/global—experiential distribution area of the core by successfully completing one of the following courses:

FYS-181.....	First-Year Seminar: Local/Global—Experiential
FYS-182.....	First-Year Seminar: Local/Global—Theoretical & Experiential
EXD-101.....	Introduction to Experience Design
EXD-300.....	Experience Design Outreach

Competency Areas***Communication, Written, and Spoken Learning Objectives***

Upon completion of their required courses of study, successful students will be able to:

- analyze and synthesize information to make reasoned, well-organized arguments in written work and oral presentations with introductions, thesis statements, supporting evidence, and conclusions appropriate to the discipline
- use credible evidence, integrated and documented accurately according to styles preferred in the major.
- demonstrate proficiency in standard edited American English, including correct grammar, sentence structure, word choice, and punctuation
- produce presentations and written work that employ the organizational techniques, formats, voice, tone, technology, and genres (oral, written, and/or visual) typical for purpose(s) and audience(s) in the discipline and/or workplace
- engage in pre-writing, planning, writing, revising, and editing as a process for achieving effective communication
- evaluate the strengths and weaknesses of their own communication skills and those of other students

Students seeking a baccalaureate degree will satisfy the communication competency area of the core by successfully completing one of the following courses:

BADM-231.....	Business Communications
COMM-100.....	Public Speaking
COMM-200.....	Business & Professional Communication
COMM-201.....	Classroom Communication
ENGL-210.....	Introduction to Literacy Criticism & Theory
ENGL-220.....	Advanced Composition: Expository Writing

Wellness

The concept of **balance** is the overall individual goal to everyday living, everyday function and in everyday outlook. Balance is attained through high levels of understanding and being active in **each** dimension of wellness: physical, mental, social, spiritual, intellectual, environmental, occupational, and financial.

Upon completion of the wellness requirement, the students will be able to:

- explain and apply the multidimensional, functional approach to wellness inclusive of all eight dimensions (physical, mental, social, spiritual, intellectual, environmental, occupational and financial) through discussions and self-reflective assignments
- complete pre- and post self-evaluations of health and wellness behaviors including all eight dimensions
- participate in a thorough personal health risk appraisal, determine personal risk factors for various disease-states, illnesses and behaviors via assignments and self-questionnaires and set personal goals based on results
- determine which dimensions of wellness need maintenance or improvement and actively work to improve those dimensions throughout the semester
- develop and implement a personal plan for continuous engagement in practicing positive health and wellness behaviors by establishing short-term and long-term wellness goals stemming a) from any/all dimensions and b) from pre and post health and fitness testing
- spend a significant percentage of class time discovering and exploring opportunities for physical activity through participating in various forms of health-enhancing physical activities and receiving constructive feedback

Students seeking a baccalaureate degree will satisfy the communication competency area of the core by successfully completing one of the following courses:

- KINS-101 Wellness/Fitness for a Lifetime
 KINS-104 Honors: Wellness/Fitness for a Lifetime

Modern Language

Upon completion of Modern Language studies, successful students will be able to:

- read, write, listen, and speak in the targeted language as determined by the standards within the Department of Modern Languages
- demonstrate an appreciation of and respect for diverse cultures and peoples, particularly those where the target language is spoken
- engage in and reflect upon the local, national, and international current events, geography, history, art, literature, and music as they pertain to the target language
- explain the importance and role of language in an increasingly global society
- reflect critically on the relationship between language and cultural identity

Modern foreign language competency (101 level or above) for general education in the schools of Education, Business, and Nursing may be demonstrated through one of the following:

1. prior education experience as demonstrated by the successful completion (passing grade) of two years of the same modern foreign language in high school.
2. achievement of the recommended score on the placement exam.
3. completion of a modern foreign language at the 101 level.

The modern language requirement for the College of Arts and Sciences is proficiency through 102 for a Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work degree and through 201 for a Bachelor of Arts degree. Competency for either of these two levels can be demonstrated through the

placement exam or through the appropriate course. (*See the Modern Languages section of the catalog for further information about language requirements.*)

Mathematics

Upon completion of Math studies, successful students will be able to:

- interpret quantitative information (i.e., formulas, graphs, tables, models, and schematics) and draw inferences from them
- formulate a problem quantitatively and use appropriate arithmetical, algebraic, and/or statistical methods to solve the problem
- evaluate logical arguments using quantitative reasoning
- communicate and present quantitative results effectively

Students seeking a baccalaureate degree may satisfy the mathematics requirement by completion of:

- MATH-108..... Discovery in Mathematics
 MATH-150..... Finite Mathematics
 MATH-180..... College Algebra and Trigonometry
 MATH-190..... Calculus and Analytic Geometry I
 MATH-195..... Discrete Mathematics
 MATH-210..... Elementary Teachers' Mathematics III

Incoming students are expected to demonstrate competency in mathematics. Students who do not demonstrate proficiency in this areas will take courses to help them reach the level of competency required for successful performance at the University level.

Mathematics competency may be demonstrated in one of the following ways:

1. achieving a score of at least 550 on the math portion of the SAT taken within the last two years.
2. receiving a passing grade in a college-level math course of three hours or more taken within the last three years.
3. receiving a grade of C- or higher in MATH-105 Intermediate Algebra.
4. passing the department placement test at the MATH-105 level.
5. earning a passing grade in high school or college calculus.

Additional General Education Requirements

English Composition

English Composition is a course designed to increase the student's ability to write clear, organized, vigorous expository prose with attention to the mechanics of English and correct grammatical forms. Students who are placed in ENGL-101 without having taken ENGL-100 and who receive a C- or lower will be assigned to ENGL-100 or a repetition of ENGL-101 at the discretion of the instructor. Students assigned to ENGL-100 must earn a C or above before repeating ENGL-101. Students reassigned to ENGL-101 will be required to repeat the course until a grade of C or above is achieved.

Incoming students are expected to demonstrate competency in writing, which may be demonstrated through one of the following:

1. Prior education experience consisting of all three (a, b, and c) of the following:
 - a. a score of 420 or higher on the verbal section of the SAT.
 - b. a "B" average or higher in junior and senior high school English courses.
 - c. an overall grade point average in high school of 2.7.

2. Placement in ENGL-101 through the placement exam.
3. Completion of ENGL-100 Basic Writing with a grade of C or higher.

Lecture/Performance Series

INTD-201/202 Lecture/Performance Series is an opportunity for students to attend programs of intellectual and/or cultural significance outside of the normal classroom setting. The format of the Lecture/Performance Series is designed to give students some choice in the events they attend and to provide for flexibility in scheduling. Events are scheduled throughout the week at different times and places and vary in length from one to three hours.

All full-time students of sophomore standing (those who have earned at least 26 credit hours but fewer than 60 credit hours) are required to take the Lecture/Performance Series for 1.0 credit hour as part of the general education experience.

To earn .5 hour of academic credit, a student must attend a total of 10 events. The student may attend these events at his/her own pace; however, the Lecture/Performance Series requirement must be satisfied by the end of the fall semester of the junior year. If a deficiency exists after that time, for each .5 credit hour outstanding, the student will be required to complete a 3.0-credit-hour liberal arts course in addition to the regular graduation requirement of 124 credit hours.

Spring Term

Spring Term, a three-week May term, offers students the opportunity to enroll in a course not offered during the regular semesters. Each Spring Term course has an interdisciplinary, creative, or innovative focus, and some involve national or international travel. Spring Term is required for all baccalaureate degree-seeking freshmen or sophomores who enroll full-time in two regular semesters in the same academic year. The following conditions apply to Spring Term:

1. The Spring Term requirement may be met by taking a service learning course during Spring Term.
2. Students may be allowed to count Spring Term courses toward the major or minor at the discretion of the dean or chair.
3. The Spring Term requirement should be fulfilled within the student's first two years. Transfer students with 60 or more hours in transfer credit are exempt from the Spring Term requirement.
4. Students failing to meet the requirement within the first two years will be required to take three additional hours in the general education core to fulfill this requirement, thus increasing the graduation requirement from 124 to 127.

Core Requirements for Associate Degree Students

Associate degree students are required to complete 14 hours of general education courses as determined by their school or department. (See curriculum guides for general education requirements for associate degrees.)

Sequencing Requirements of Core

The general education core is designed to provide students with an integrative approach to the eight learning goals that form its basis. In order to achieve these goals, students are expected to follow the sequences in the curriculum guides. In all areas in which students select from menus of courses, it is expected that freshmen and sophomores will take 100- and 200-level courses and juniors and seniors will take 300- and 400-level courses.

Majors and Minors

Major. A major is a program of study composed of at least 24 hours in one academic discipline. A grade of C- or higher is required in those major courses designated on the curriculum guide and in the academic catalog. (Some schools and departments have established grade requirements of C or above for some or all courses in the major. Specific grade requirements are noted on the curriculum guides and in the school or departmental sections of this catalog. Students should consult these documents for both course and grade requirements.)

A student may complete more than one major and in certain cases may even use some of the same courses for each major, as long as each major has at least 24 *discrete hours*. Completion of requirements for multiple majors during a student's initial baccalaureate degree study does not qualify a student to earn more than one baccalaureate degree within the same calendar year. (See the **Undergraduate Degrees, Additional Degrees** section for more information.)

Minor. A minor is composed of at least 18 hours of coursework in one academic discipline or an approved combination of coursework in more than one discipline for baccalaureate degree-seeking students. A grade of C- or above is required in all courses in the minor.

Concentration. A concentration is a group of 12 to 15 hours of coursework within an academic major or minor focusing on a specialized subject, available to baccalaureate degree-seeking student. Concentrations are available in a number of areas and are described in the undergraduate catalog in the section devoted to the major or minor. A grade of C- or above is required in all courses in a concentration.

A student must have at least one of the majors listed on the following pages in order to complete a degree at the University of Indianapolis. Although the University does not require a minor or concentration for graduation, some major programs are designed with required minors or concentrations. Students are encouraged to have additional majors, minors, and concentrations beyond those required.

The requirements for majors, minors, and concentrations are noted on the curriculum guides and in the school and departmental sections of this catalog.

Length of Program

The baccalaureate degree programs listed below can be completed in four years if the student:

1. declares the major during the first semester of enrollment,
2. successfully completes at least 31 hours per year, and
3. fulfills all degree requirements, including any specific requirements for the program, such as music ensembles and practical training.

Most majors can be completed in four years even though the student declares the major his or her sophomore year, but students should be aware that a delay in declaring one's major might require additional coursework. Students who change majors after initial enrollment should consult with the key advisor in the academic unit offering the major to determine the amount of time it will take to complete the new degree program.

The University offers the following majors:

Baccalaureate Degree Majors

Accounting/CPA track
Accounting/non-CPA track
Actuarial Science
Anthropology
Archeology

Art

with major areas in:

Studio Art

Visual Communication Design

with programs in:

Pre-Art Therapy

Pre-Medical Illustration

Athletic Training

Biology

with concentrations in:

Cell and Molecular

Science and Technical Writing

Business Administration

Chemistry

with concentrations in:

Biochemistry

Chemical Physics

Environmental Chemistry

Industrial Chemistry

Communication

with major areas in:

Electronic Media

Human Communication

Journalism

Public Relations

Sports Information

Community Health Education

Computer Science

Criminal Justice

with concentrations in:

Corrections

Law Enforcement

Earth-Space Science

Economics

Engineering/Computer, Electrical, or Mechanical* (See Physics & Earth Space Science Department)

English

Creative Writing

Literary Studies

Professional Writing

Writing and Publishing

Entrepreneurship

Environmental Science

Environmental Sustainability

Exercise Science

Experience Design

with concentrations in:

Design

Management

Research & Development

Finance

French

German

Global Leadership

History

with concentrations in:

Modern European History

Non-Western History

Premodern History

United States History

Human Biology

Human Resources Management

Information Systems (Computer)

International Business

International Relations

Marketing

Mathematics

Medical Laboratory Science** (See Chemistry Department)

Music

with concentrations in:

Business of Music

Jazz Studies

Music Technology and Recording

Organ & Church Music

Theory/Composition

Music Performance

Nursing

Operations and Supply Chain Management

Philosophy

Physics

With a concentration in:

Laboratory Instrumentation

Physics

Scientific Computing

Political Science

Psychology

with a concentration

Occupational Science

Clinical & Counseling Studies

Religion

With a concentration in:

Ancient Greek

Ethics

Pre-Theology

Youth Ministry Training

Respiratory Therapy
 Social Work
 Sociology

with concentrations in:

*Community Organizing
 Social Research*

Spanish
 Sport Management
 Sports Marketing
 Theatre

with concentration in:

Musical Theatre

Baccalaureate Degree Teaching Majors

Elementary Education

Senior High/Junior High/Middle School Teaching

with majors in:

Business

English

Earth-Space Science

French

German

Mathematics

Physics

Social Studies Teaching (History, Government, Geography)

Spanish

Theatre

All-Grade Teaching

with majors in:

Music

Physical Education/Health

Visual Arts

*Accelerated Baccalaureate Degree Majors**

Emergency & Disaster Management

Liberal Studies

Organizational Leadership

Associate Degree Majors

Business Administration

Chemistry

Information Systems (Computer)

Liberal Arts

Nursing

Physical Therapist Assistant

*Accelerated Associate Degree Major**

Life Science

Minors

Minors are offered in nearly all fields listed above to baccalaureate-seeking students. In addition, the following are offered only as minors or add-on licensure options; they are not offered as majors.

Art History

Child and Youth Programs

Civic Engagement and Community Leadership

Digital Photography (*available to non-Art majors*)

Digital Commercial Photography

Geology

Reading (Teaching) add-on license

Special Education/Mild Intervention (Teaching) add-on license

Visual Journalism

Certificate Program

Aging Studies

** The accelerated baccalaureate and associate degree majors are offered only through the School for Adult Learning. Admission to the accelerated degree programs is restricted to those students who qualify according to School for Adult Learning guidelines.*

Preprofessional Programs

The University of Indianapolis prepares students for a number of professional and graduate programs and provides guidance in the selection of those courses recommended or required for admission to most of these programs. A student interested in seeking admission to a professional or graduate program is assigned a faculty advisor who counsels the student about an appropriate undergraduate major (see majors listed above) as well as the steps to be taken toward fulfilling the ultimate goal of admission to a professional or graduate program. This procedure allows the student to complete an undergraduate major while fulfilling prerequisites for future professional or graduate study. It also provides the student the flexibility of a wide range of options upon graduation from the University.

The University offers preparation for most graduate programs, and faculty in undergraduate schools and departments can advise students about further study in a particular discipline. In addition, the University offers guidance in the following preprofessional programs that have an interdisciplinary approach:

Preprofessional Program

Suggested Undergraduate Majors

Pre-Art Therapy.....	Art
Pre-Medical Illustration.....	Art
Pre-Dental	Biology, Chemistry, other*
Pre-Law	Business, English, History, Philosophy, Political Science, Criminal Justice, Sociology, other*; courses in oral and written communications and logic or critical thinking highly recommended
Pre-Medical	Biology, Chemistry, Exercise Science, other*
Pre-Occupational Therapy	Anthropology, Art Therapy, Biology, Chemistry, Exercise Science, Psychology, Sociology, other*
Pre-Optometry.....	Biology, Chemistry, other*
Pre-Pharmacy	Chemistry, other*
Pre-Physical Therapy	Anthropology, Biology, Chemistry, Exercise Science, Psychology, Sociology, Athletic Training, other*

Pre-Theology Philosophy, Religion, other*
 Pre-Veterinary Biology, Chemistry, other*

*Students should seek advice of preprofessional faculty advisors about other appropriate majors.

Baccalaureate Degrees for Students Who Receive Early Admission to Health-Related Professional Programs

Some institutions with professional programs that typically require a bachelor's degree for entry (such as dental, medical, occupational therapy, or physical therapy schools) may offer selected applicants the opportunity to enter after three years of undergraduate work. Some of these programs do, however, require that early-admission students earn the bachelor's degree from the undergraduate institution, typically by the end of the first year of the professional program. Please note that these requirements for earning the bachelor's degree in combination with early admission to a professional program are independent of any eligibility requirements the professional program may set for applicants. In order to be eligible to receive a bachelor's degree after early admission to a health professions program, the following conditions must be met:

1. successful completion of all general education core requirements;
2. completion of a minimum of 94 undergraduate hours, at least 30 of which must be from the University of Indianapolis;
3. a. successful completion of the undergraduate major; OR
 b. in approved majors, successful completion of the first three years of the undergraduate major as outlined on the curriculum guide (in this case remaining major requirements are fulfilled through the courses taken the first year of the professional program);
4. successful completion of the first year of the professional program.

Students who receive early acceptance into a professional program and who meet the requirements outlined above will be awarded a baccalaureate degree on completion of the first year of the professional program. Students who seek early admission are advised to remain in close contact with University advisors throughout their undergraduate careers and during their first year of the professional program to ensure that they meet the requirements for the baccalaureate degree.

Graduate Degree Programs

The University offers the graduate programs listed below. Each program is described in detail in the graduate catalog published by the academic unit that offers it. For a copy of one of the graduate catalogs, contact the appropriate unit.

Master's Degree Programs

Center for Aging & Community

Gerontology (MS)

Certificate Programs available in:

Aging Studies

Project Management for Human Services Professionals

College of Arts and Sciences

Anthropology (MS)

Applied Sociology (MA)

English (MA)

History (MA)

Human Biology (MS)

International Relations (MA)

Studio Art (MA)

College of Health Sciences

Kinesiology

Sport Management (MS)

Krannert School of Physical Therapy

Postprofessional Master of Health Science (MHS)

School of Occupational Therapy

Professional Program in Occupational Therapy (MOT)

Postprofessional Master of Health Science (MHS)

Certificate Programs available in:

Neurology

Orthopedics

Pediatrics

School for Adult Learning

Strategic Leadership & Design (MS)

School of Business

Graduate Business Programs

Master of Business Administration (MBA)

Executive Master of Business Administration (MBA)

Certificate Programs available in:

Finance

Global Supply Chain Management

International Business

Organizational Leadership

Technology Management

Marketing

School of Education

Master of Arts in Teaching (MAT)

Educational Leadership (MA)

Woodrow Wilson (MAT)

Teacher License Renewal (MAT)

School of Nursing

Primary Care Adult/Gerontological Nurse Practitioner (MSN)

Primary Care Family Nurse Practitioner (MSN)

Primary Care Women's Health Nurse Practitioner (MSN)

Neonatal Nurse Practitioner (MSN)

Nurse Educator (MSN)

Nurse-Midwifery (MSN)

Nursing and Health Systems Leadership (MSN)

Nursing and Health Systems Leadership/Accelerated Masters Program (MSN)

Certificate Programs available in:

Clinical Educator

Nurse Management

Post-master's options are available in selected master's tracks.

School of Psychological Sciences

Clinical Psychology (MA)

Mental Health Counseling (MA)

Doctoral Degree Programs

College of Health Sciences

School of Occupational Therapy

Postprofessional Doctor of Health Science (DHS)

Krannert School of Physical Therapy

Professional Doctor of Physical Therapy (DPT)

Postprofessional Doctor of Physical Therapy (DPT)

Postprofessional Doctor of Health Science (DHS)

School of Nursing

Doctor of Nursing Practice (DNP)

School of Psychological Sciences

Clinical Psychology (PsyD)

Degree Programs Offered Overseas

The University of Indianapolis offers a number of the degree programs listed above at the University of Indianapolis-Athens (Greece), at the Ningbo Institute of Technology (China), at Zhejiang Yuexiu University of Foreign Languages (China), and at Galen University (Belize).

Academic Programs**Honors College**

The Honors College was established at the University of Indianapolis to promote academic excellence throughout the University. It is designed to provide academically challenging opportunities to all students who wish to strengthen their University education. Additional information about any of the honors courses can be found in the section entitled Course Descriptions.

Honors Degree Requirements

To receive a baccalaureate degree “with distinction,” students must:

1. enroll in an Honors course (HIST-102 HON, ENGL-102 HON, etc.).
2. apply for full admission to the Honors College by February 1 of either their freshman or sophomore year. Full admission to Honors College is based on minimum cumulative GPA; two letters of recommendation, at least one of which is from an Honors College faculty member; and an essay.
3. complete at least 12 hours of Honors coursework over the course of their freshman, sophomore, and junior years, with no grade lower than a B (3.0) counting toward Honors College credit.
4. successfully complete Honors Proseminar and have an Honors Project Proposal approved by the Honors College Committee at least one year prior to graduation or entry into a pre-baccalaureate graduate program (i.e., Physical Therapy).
5. complete a three- to six-credit-hour Honors Project (HON-490) as a capstone experience.
6. earn an overall GPA of 3.3 or higher.
7. successfully complete 18.5 total hours of Honors College credit.

To maintain membership in the Honors College, students must take at least three honors credits (and preferably six) per academic year or request permission for special dispensation from the chair of the Honors College for this requirement.

Contact the chair of Honors College to obtain detailed information regarding Honors Project requirements and the proposal process. Students are encouraged to begin thinking about their Honors projects early in their college career. *Note: Students may register for HON-490 only after the Honors College Committee has approved the Honors project proposal.*

Honors Courses

Most of the classes listed below are offered on a regular basis. Please check the current class schedules for availability. In addition, any course can be taken for honors credit (as an Honors Option) with the approval of the Honors College Committee.

Recommended Honors Courses:

At least ONE of the following: HON-201 or HON-301

SOCS-200

Required Honors Courses

HON-400/410..... Honors Proseminar (.5 hr. each)

HON-490..... Honors Project (3–6 hrs.)

Additional Honors Credit

Other ways to accrue Honors College credit include the following:

- participate in Honors Service Learning
- travel abroad (approval required for credit)

- participate in National Collegiate Honors Council Honors Semester
- successfully complete an approved graduate course (approval required for credit)
- earn a grade of B (3.0) or above in designated interinstitutional events (lectures, conferences, field trips, or research opportunities available through other campuses or organizations)

For more information about the Honors College, contact the executive director, Dr. Amy Allen Sekhar, at (317) 788-3355.

Additional information about honors courses can be found in the section of the catalog entitled Course Descriptions.

Christian Vocations Program

The mission of the Lantz Center for Christian Vocations and Formation is to foster a curriculum that sustains a community of Christian Formation, vocational exploration, mentoring relationships, and Christian service. Named after the sixth president of the University of Indianapolis, G. Benjamin Lantz, Jr., the Center was started in 1998 with his encouragement.

The CVOC curriculum is an integral part of the Lantz Center. The curriculum introduces the student into a spiral of learning as each course takes the student deeper and deeper into the Christian journey of vocational exploration and formation. Not unlike a potter who takes time to center the clay on the spinning wheel, the CVOC courses serve to center the students in Christ. In the context of a community, the students have the opportunity to envision new possibilities for themselves.

- During the first year of courses (CVOC-110 and 111), students have the opportunity for vocational exploration while becoming more familiar with the practices of Christian spiritual formation.
- In the second year (CVOC-210 and 211), students build on the foundation of exploration and formation they began in the first year by incorporating the practices they have learned into a Rule of Life. As they live their Rule in the company of their classmates, students have the opportunity to reflect on their practice of the Christian faith. They also have the opportunity to develop mentoring skills.
- In CVOC-105-01 and CVOC-105-50 ASP, students have the opportunity to volunteer hours of community service and reflect on their experience in light of their Christian faith.
- An opportunity for students who want to work in a closely supervised context of practical experience in a particular field of Christian service is offered in an internship (CVOC-406).

These courses may be taken at any point in a student's career provided that this sequence is followed: CVOC-110, followed by (or taken in conjunction with) CVOC-111, then CVOC-210 followed by (or in conjunction with) CVOC-211. Students who participate in all four courses in their career will be invited to participate in the Christian Vocations Commissioning Service to occur each spring. CVOC-105-01 Service Learning has no prerequisite. CVOC-406 has a prerequisite of CVOC-210. Students also will be encouraged to participate in various noncredit retreats, programs, and lectures offered through the Lantz Center. All courses through the center are graded on a Satisfactory/Unsatisfactory basis.

Additional information about the courses listed above can be found in the section of the catalog entitled Course Descriptions.

Academic Units College, Schools, Departments

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College of Arts and Sciences

The College of Arts & Sciences is the home of both traditional and innovative programs in the humanities, fine arts, and sciences. Because intellectual flexibility is demanded by 21st-century careers, we've made the development of crucial skills like communication, critical thinking, and collaboration the cornerstone of our programs. We also combine solid disciplinary understanding with practical applications through applied-learning experiences.

The College of Arts and Sciences also offers an Associate in Arts in Liberal Arts degree, described below.

Requirements for Major and Minors

Associate in Arts in Liberal Arts

First-Year Learning Goals

New Student Experience

First-Year Seminar

This course may also be used to satisfy one of the distribution area requirements of the general education core.

Distribution Areas

Undergraduate associate-degree-seeking students must complete one course in each of the following areas. Please refer to the description of the General Education Core curriculum in this catalog for a complete list of courses to satisfy each of these requirements.

Natural Sciences

Social Sciences

Literature

History

Fine Arts—Theoretical

Fine Arts—Applied

Philosophy & Ethics

Religion

Engagement in Local and Global Communities—Experiential

Engagement in Local and Global Communities—Theoretical

Competency Areas

Communication

Wellness

Modern Language

Mathematics

Other General Education Core Requirements:

ENGL-101 English Composition

Information Literacy: Students are required to take an WS-designated course above the 100-level in any College of Arts and Sciences department.

Lecture/Performance Series

Electives to complete 62-hour degree requirement

Anthropology

Professor Gregory A. Reinhardt, Chair; Professor John Langdon, Assistant Professor Krista E. Latham, Assistant Professor Christopher R. Moore, Professor Stephen P. Nawrocki, Assistant Professor Alyson J O'Daniel, Professor Christopher W. Schmidt.

As the world's most comprehensive academic discipline, anthropology considers virtually everything that has to do with human beings—past, present, and future—everywhere in the world. Anthropology divides itself into four fields, each with its own distinctive interests. Archeology concentrates on material remains relating to living and prehistoric peoples, human ancestors, and the things they make and use. Biological anthropology considers the biology of past and present humans, including their physical variation and evolution, and also studies primates, as our nearest living and fossil relatives. Anthropological linguistics takes a humanistic approach to describing languages and dialects. Unifying all four fields is a focus on culture: what people use, how they act, and what they imagine. This department offers two majors, in Anthropology and Archeology, plus a minor in each of these two fields.

Requirements for Majors and Minors

Anthropology Major

General courses:

ANTH-475 Ethnographic Writing

Statistics/Research courses.

One of the following:

MATH-220 Elementary Statistics

MATH-245 Statistics for the Sciences

Sociocultural Anthropology:

ANTH-100 Cultural Anthropology

Two of the following (one of which must be in Anthropology):

ANTH-200 Global Problems

ANTH-210 The Eskimo World

ANTH-290 Images of "Indians"

ANTH-310 Religion and Magic

ANTH-335 Global Health

ANTH-360 Cultural Linguistics

ANTH-410 Ethnographic Techniques

Biological Anthropology:

ANTH/BIOL-130 Monkeys, Apes, and Humans

or ANTH/BIOL-345 Human Evolution

Two of the following:

ANTH-205/BIOL-210 Human Biological Variation

ANTH-390 Osteoarcheology

ANTH/BIOL-411 Human Biology and Culture

ANTH/BIOL-425 Dental Science

ANTH/BIOL-450 Human Osteology

BIOL-225 Introduction to Genetics

BIOL-305 Human Functional Anatomy

BIOL-460 Topics in Biology (only topics involving biological anthropology)

Archeology:

Two of the following:

ANTH-110 Archeology Method and Theory

ANTH-220 North American Archeology

ANTH-251 Classical Archeology

ANTH-370 Archeology Laboratory Methods

ANTH-375 Archeology Field Methods

ANTH-380 Field Archeology

ANTH-430/REL-299 Biblical Archeology

ANTH-470 Archeology Seminar

ANTH-480 Advanced Field Archeology

Anthropology Minor

ANTH-100, either ANTH/BIOL-130 or ANTH/BIOL-345, and 12 hours of anthropology, to be selected in consultation with the faculty advisor for anthropology from the departments of Anthropology and Biology. The minor has two optional tracks: cultural anthropology and biological anthropology. At least nine of the total 18 hours required for the minor should be selected from one track, in consultation with the appropriate anthropology advisor from either department. Besides anthropology courses, the following courses generally meet the criteria for fulfilling the minor, but students should contact either department for specific details about courses and requirements.

ANTH/BIOL-130 Monkeys, Apes, and Humans

ANTH-430 Special Topics

BIOL-210/ANTH-205 Human Biological Variation

BIOL-225 Introduction to Genetics

BIOL-280 Evolutionary Biology

BIOL-305 Human Functional Anatomy

BIOL-325 Advanced Genetics

ANTH/BIOL-345 Human Evolution

ANTH/BIOL-411 Human Biology and Culture

ANTH/BIOL-425 Dental Science

ANTH/BIOL-450 Human Osteology

BIOL-460 Topics in Biology (only topics involving biological anthropology)

ANTH-360 Cultural Linguistics

Archeology Major

Archeology core courses

ANTH-100 Cultural Anthropology

ANTH-110 Archeology Method and Theory

ANTH/BIOL-130 Monkeys, Apes, and Humans

ANTH-370 Archeology Laboratory Methods

ANTH-375 Archeology Field Methods

ANTH-380 Field Archeology

ANTH-470 Archeology Seminar

ANTH-480 Advanced Field Archeology

Geology courses

Two of the following:

- ESCI-205Physical Geology
- ESCI-206.....Historical Geology
- ESCI-230Introduction to Geophraphic Information Systems
- ESCI-401Geoarcheology
- ESCI-425Soil Morphology

Biological Anthropology

Two of the following:

- ANTH-205/BIOL-210Human Biological Variation
- ANTH/BIOL-345.....Human Evolution
- ANTH-390Osteoarcheology
- ANTH/BIOL-425.....Dental Science
- ANTH-430/BIOL-460Special Topics (only topics involving biological anthropology)
- ANTH/BIOL-450.....Human Osteology

Graphic Skills

One of the following:

- ANTH-405Technical Photography
- ART-130Beginning Drawing
- ART-261Digital Photography I
- COMM-223Photojournalism

Geographical Areas

One of the following:

- ANTH-220North American Archeology
- ANTH-251Classical Archeology
- ANTH-430/REL-299Biblical Archeology

Statistical Interpretation and Competence

One of the following:

- MATH-220.....Elementary Statistics
- MATH-245.....Statistics for the Sciences

Archeology Minor

ANTH-100 and ANTH-110, and either ANTH-370 or ANTH-375, and nine hours of Anthropology/ Biology options from the requirements listed for the Archeology Major, to be selected in consultation with a faculty advisor for Anthropology. The following courses meet the criteria for fulfilling the minor, but students should contact the Anthropology department for specific details about courses and requirements.

- ANTH-130/BIOL-130Monkeys, Apes, and Humans
or ANTH-205/BIOL-210.....Human Biological Variation
- ANTH-220North American Archeology
- ANTH-251Classical Archeology
- ANTH-345/BIOL-345Human Evolution
- ANTH-380Field Archeology
- ANTH-450/BIOL-450Human Osteology
- ANTH-470Archeology Seminar
- ANTH-480Advanced Field Archeology

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Art and Design

Associate Professor James Viewegh, Chair; Associate Professor Donna Adams, Professor Dee E. Schaad, Assistant Professor Wei Tan, Associate Professor Julia Taugner.

The Department of Art and Design offers courses leading to Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees.

Many art courses do not require prerequisites and provide elective options for all students. Those who major in art experience a thorough and wide-ranging program designed to provide an understanding of the fundamental principles of art and to develop the skills needed for a competitive job market. Early in Semester II of each year, high school seniors may submit portfolios of their artwork for scholarship consideration. Several endowed art awards are presented each spring to outstanding students in the department.

Requirements for Majors and Minors

Bachelor of Fine Arts

Studio Art

- ART-101 Introduction to Computers for Artists
 - ART-105 Freshman Seminar for Art Majors
 - BIOL-131 Biology for Artists
 - ANTH-100 Cultural Anthropology
 - PHIL-110 Critical Thinking
 - ART-120 Fundamentals of Two-Dimensional Design
 - ART-130 Beginning Drawing
 - ART-140 Fundamentals of Three-Dimensional Design
 - ART-150 Beginning Oil Painting
 - ART-200 Painting II
 - ART-210 Intaglio
or ART-311 Printmaking Media
 - ART-220 Ceramics—Hand Building
 - ART-230 Ceramics—The Potter’s Wheel
 - ART-248 The Business & Practice of Art
 - ART-261 Digital Photography I
 - ART-271 Digital Photography II
 - ART-281 History of Western Art I
 - ART-282 History of Western Art II
 - ART-290 Drawing II
 - ART-297 Sophomore Portfolio Review*
 - ART-384 Art Since 1900
 - ART-389 Women in Art
- Twelve additional hours in studio concentration: ceramics, drawing, painting, or digital photography.
Six additional hours in studio electives: ceramics, printmaking, drawing, painting, or digital photography.
ART-471 Senior Thesis

**A portfolio review is required after completing 45 semester hours.*

***The Bachelor of Fine Arts in Studio Art with a studio concentration in Digital Photography requires ART-387 History of Photography (3 credits) and any 3 of the following Art History courses: ART-281, ART-282, ART-384 or ART-389.*

Bachelor of Fine Arts**Professional Degree Program****Visual Communication Design/Graphic Design**

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-170	Introduction to Visual Communication Design
ART-250	Typography and Computer Imagery I
ART-261	Digital Photography I
ART-272	Introduction to Commercial Photography
ART-275	Computer Utilization for Graphic Design
ART-281	History of Western Art I
ART-282	History of Western Art II
ART-290	Drawing II
ART-296	Visual Communication Design II
ART-297	Sophomore Portfolio Review*
ART-298	Graphic Production
ART-331	Typography and Computer Imagery II
ART-355	Visual Communication Design III
ART-371	Introduction to Web Design
ART-372	New Media Design
ART-375	Portfolio and Internship Preparation
ART-381	History of Graphic Design
ART-410	Art in Print Communication
ART-415	Visual Communication Design IV
ART-420	Internship in Visual Communication Design**
ART-431	Senior Studio in VCD

Three additional hours of art history electives chosen from ART-384 or 389 (or ART-387 if minoring in Studio Art with a concentration in Digital Photography).

*A portfolio review is required after completing 45 semester hours.

**Four hours of ART-420 Internship in Visual Communication Design.

Bachelor of Arts or Bachelor of Science**Art**

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-248	The Business & Practice of Art
ART-261	Digital Photography I
ART-290	Drawing II
ART-297	Sophomore Portfolio Review*

*A portfolio review is required after completing 45 semester hours.

Eighteen hours of art electives; at least nine hours must be in area of concentration: ceramics, drawing, painting, or digital photography.

Six hours of art history electives chosen from ART-281, 282, 384, 389

ART-470 Senior Portfolio

Bachelor of Arts or Bachelor of Science**Visual Communication Design/Graphic Design****Preprofessional Liberal Arts Degree**

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-150	Beginning Oil Painting
ART-170	Introduction to Graphic Design
ART-250	Typography and Computer Imagery I
ART-261	Digital Photography I
ART-272	Introduction to Commercial Photography
ART-275	Computer Utilization for VCD
ART-296	Visual Communication Design II
ART-297	Sophomore Portfolio Review*
ART-311	Printmaking Media
ART-331	Typography and Computer Imagery II
ART-298	Graphic Production
ART-371	Introduction to Web Design
ART-372	New Media Design
ART-375	Portfolio and Internship Preparation
ART-410	Art in Print Communication
ART-420	Internship in Visual Communication Design**
ART-470	Senior Portfolio

Required: Six hours of Art History. Choose from ART-281, 282, 381, 384, 389 (or ART-387 if seeking a studio minor in Digital Photography).

* A portfolio review is required after completion of 45 semester hours

** Four to five hours of ART-420 Internship in Visual Communication Design; five or six hours of additional art electives.

Pre-Art Therapy Program*

ART-101	Introduction to Computers for Artists
ART-104	Service Learning in the Arts (3 hours)
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-160	Introduction to Art Therapy
ART-220	Ceramics—Hand Building
ART-248	The Business & Practice of Art

ART-261	Digital Photography I
ART-280	Teaching of Elementary School Art
ART-297	Sophomore Portfolio Review
ART-470	Senior Portfolio
ART-473	Capstone: Service Learning in the Arts
Three hours from ART-282 or ART-384	
PSY-120	Introduction to Psychology
PSY-220	Child/Adolescent Development
PSY-245	Lifespan Development
PSY-250	Personality & Socio-Cultural Psychology
PSY-330	Psychology of Gender
PSY-345	Abnormal Psychology
PSY-360	Adult Development and Aging
PSY-425	Foundations of Psychotherapy

Twelve additional hours of Psychology or Social Work electives

** Completion of an accredited master's degree program is required to become a registered art therapist. Pre-art therapy offered by the University of Indianapolis prepares students for admission into an accredited graduate program in art therapy. Pre-art therapy includes coursework that also may prepare students for graduate work in other disciplines, including clinical psychology, occupational therapy, and social work. The requirements for admission into these graduate programs can be fulfilled while completing the requirements for pre-art therapy. Graduate art therapy programs based on psychology may require Statistics. Art-based programs may require a portfolio. Students interested in fulfilling requirements for specific graduate programs should consult with their faculty advisors for assistance in schedule planning.*

Students in pre-art therapy may select an additional undergraduate major in a related discipline, such as art education, psychology, or social work.

Art Education (Grades K–12)

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-200	Painting II
ART-210	Intaglio
or ART-311	Printmaking Media
ART-220	Ceramics—Hand Building
ART-230	Ceramics—The Potter's Wheel
ART-248	The Business & Practice of Art
ART-261	Digital Photography I
ART-269	3-D Extended Media
ART-280	Teaching of Elementary School Art
ART-290	Drawing II
ART-297	Sophomore Portfolio Review
Three hours of studio art course chosen from ART-210, 250, 271, 275, 305, 311, 361, 470.	
Designated education courses (see School of Education section).	
Twelve hours of Art History chosen from ART-281, 282, 384, 389.	

Pre-Medical Illustration

Requirements:

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-170	Introduction to VCD
ART-200	Painting II
ART-220	Ceramics-Hand Building
ART-250	Typography & Computer Imagery I
ART-261	Digital Photography I
ART-271	Digital Photography II

ART-275	Computer Utilization for Graphic Design
ART-290	Drawing II
ART-297	Sophomore Portfolio Review
ART-305	Painting III
ART-320	Ceramics
ART-391	Drawing III
ART-470	Senior Portfolio
BIOL-155	Intro to the Diversity of Life
BIOL-165	Intro to Cell Biology
BIOL-230	Cell Biology
BIOL-225	Introduction to Genetics
BIOL-305	Human Functional Anatomy
BIOL-330	Mammalian Physiology
CHEM-150/151	General Chemistry I and Lab
Six hours of Art History electives choose from ART-281, 282, 381, 384, 389	
Two to three hours of Additional Studio electives	
Four hours of Biology elective(s) from BIOL-450 or BIOL-460	

The Pre-Medical Illustration at the University of Indianapolis is accredited by NASAD, the National Association of Schools of Art and Design. Completion of a certified master's degree program is required to become a medical illustrator. Pre-Medical Illustration offered by the University of Indianapolis prepares students for admission into the Association of Medical Illustrators certified graduate program.

History of Art Minor: Select 15 hours from ART-281, 282, 384, 387, 389, or 485; select a total three hours from ART-440 and/or 475.

Studio Art Minor (for non-art majors): ART-120, 130, 150, and one art history course from ART-281, 282, 384, 389; and six hours in an area of concentration: drawing, painting, ceramics, and printmaking.

Minor in Visual Communication Design for Studio Art, Pre-Art Therapy, and Art Education Majors: ART-170, 250, 275, 298, and 371.

Studio Art Minor (for non-BFA Art students): Art majors in Art Education, Pre-Art Therapy, Visual Communication Design, or Pre-Medical Illustration may add a studio art minor by taking nine hours from the following courses: ART-200, 220 or 230, 210 or 311, 261, 290. Student must take an additional

nine hours in a single studio concentration and one hour in ART-470. Total hours required: 18.

Visual Communication Design/Graphic Design Minor (for non-art majors): ART-101, 120, 130, 170, 250, 275.

Digital Photography Minor (for non-art majors): ART-261, 271, 361, 387 and 425.

Prerequisite: none.

Digital Commercial Photography Minor: ART-101, 261, 272, 322, 422, 432

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Biology

Associate Professor P. Roger Sweets, Chair; Associate Professor Sandra L. Davis, Instructor Mary Ann Gobbett, Instructor K. Molly Hill, Professor John H. Langdon, Assistant Professor Krista E. Latham, Professor Stephen P. Nawrocki, Associate Professor Mary K. Ritke, Associate Professor Douglas J. Stemke, Associate Professor Gerald W. Zimmerman, Associate Adjunct Instructor Michael Pratt, Adjunct Assistant Professor Nelson Kraus.

The Biology Department, through its undergraduate and graduate programs, serves the needs of students who major in biology, those enrolled in preprofessional programs, and those who choose biology as a part of their general education core experience. Students taking Biology courses are trained to use critical thinking to solve problems. Using scientific methodologies, our students design experiments, conduct observations, collect and analyze data, and present and interpret results. Our majors are provided with extensive hands-on laboratory and field experiences, and have abundant opportunities to do independent research in direct association with faculty and graduate students working in the master's program in Human Biology.

The department offers three majors that prepare students for careers in the life sciences or for graduate study. For undergraduate students majoring in Biology, the program offers a broad coverage of the life sciences, including rigorous preparation in the areas of cellular, molecular, organismal, and environmental biology. The major is strongly aligned with the pre-medical track as well as pre-physical therapy, pre-veterinary, pre-optometry, and other medical careers. Specialized tracks in cell and molecular biology, and science and technical writing and an associate degree program in biology prepare students for careers or further study in the modern biotechnology and biomedical industries. The Human Biology major is designed specifically for students interested in public health, anatomy and physiology, human genetics, pre-physical therapy, and pre-occupational therapy. The program explores the biological aspects of our own species in the context of our complex history and culture, combining an anthropological perspective with a strong foundation in the natural sciences. The Human Biology major is especially well-suited for those interested in the forensic sciences, including forensic anthropology, forensic biology, and forensic DNA analysis. The Respiratory Therapy major is a four-year program that leads to a career in respiratory therapy and also confers an undergraduate B.S. degree. As part of the Indiana Respiratory Therapy Education Consortium, the student spends two years in a General Studies program at the University of Indianapolis campus and their final two years at IU Health Methodist Hospital for respiratory therapy coursework.

A grade of C or above is required in any biology course taken either for a biology major or minor or as a prerequisite to a higher-level biology course.

Requirements for Majors and Minors

Biology Major

BIOL-155 Introduction to the Diversity of Life

BIOL-165 Introduction to Cell Biology

BIOL-225 Introduction to Genetics

BIOL-265 Ecology

Eighteen additional hours of biology electives. Electives must be 210 level or greater.

At least three elective courses must include a laboratory.** (See page 105.)

CHEM-150/151 General Chemistry and Lab I

CHEM-160/161 General Chemistry and Lab II

CHEM-250/251 Organic Chemistry and Lab I

CHEM-260/261 Organic Chemistry and Lab II

Three to four additional hours of chemistry electives** (See page 105.)

Computer elective: CSCI-132 Software Application for Science recommended

Eight hours of mathematics electives: MATH-190 Calculus I, MATH-191 Calculus II, or MATH-245 Statistics for the Sciences recommended

PHYS-150/153 General Physics and Lab I or General Physics and Lab I/Calculus-Based
 PHYS-160/163.....General Physics and Lab II or General Physics and Lab II/Calculus-Based

Human Biology Major

BIOL-155.....Introduction to the Diversity of Life
 BIOL-165.....Introduction to Cell Biology
 BIOL-225.....Introduction to Genetics

Required Support Courses:

ANTH-100.....Cultural Anthropology
 CHEM-150/151.....General Chemistry and Lab I
 CHEM-160/161.....General Chemistry and Lab II
 Computer elective: CSCI-132 Software Application for Science recommended.
 MATH-220 or 245 Elementary Statistics or Statistics for the Sciences (see course descriptions for prerequisites)

PHYS-150/153.....General Physics and Lab I or General Physics and Lab I/Calculus-Based
 PHYS-160/163.....General Physics and II or General Physics and II/Calculus-Based

Elective Courses:

At least four elective courses must include a laboratory.

Two courses in the Anatomy and Physiology Core Area

BIOL-240 Vertebrate Anatomy
 BIOL-305 Human Functional Anatomy
 BIOL-330 Mammalian Physiology
 BIOL-450 Human Osteology

Two courses in the Human Variation and Evolution Core Area

BIOL-210Human Biological Variation
 BIOL-280 Evolutionary Biology
 BIOL-345 Human Evolution
 BIOL-411 Human Biology and Culture

Eleven additional hours of Biology electives from the courses above or from the following list.

BIOL 220 General Microbiology
 BIOL 245 Ornithology
 BIOL 265 Ecology
 BIOL 270 Immunology
 BIOL-325 Advanced Genetics
 BIOL-390 Molecular Biology
 BIOL-425 Dental Science
 BIOL 435 Forensic & Historic DNA Analysis
 BIOL-460 Topics in Biology
 ESCI-206..... Time, Trilobites, and Tyrannosaurus Rex
 ESCI-403..... Paleontology
 ANTH-430..... Special Topics in Anthropology

Biology Major Cell/Molecular Concentration

BIOL-155 Introduction to the Diversity of Life
 BIOL-165 Introduction to Cell Biology
 BIOL-220 General Microbiology
 BIOL-225 Introduction to Genetics

Eighteen additional hours of biology electives from the following choices.** (See page 105.)

BIOL-230 Cell Biology
 BIOL-270 Immunology
 BIOL-325 Advanced Genetics
 BIOL-330 Mammalian Physiology
 BIOL-390 Molecular Biology
 BIOL-490 Senior Research Project

Support Courses:

CHEM-150/151 General Chemistry and Lab I
 CHEM-160 General Chemistry II
 CHEM-250 Organic Chemistry I
 CHEM-260 Organic Chemistry II
 BIOL/CHEM-320 Biochemistry
 Computer elective: CSCI-132 Software Application for Science recommended

Biology Major Science and Technical Writing Concentration

BIOL-155 Introduction to the Diversity of Life
 BIOL-165 Introduction to Cell Biology
 BIOL-225 Introduction to Genetics
 BIOL-265 Ecology
 BIOL-300 Biology Internship
 BIOL-365 Medical Writing
 BIOL-465 Supervised Writing

Ten additional hours of biology electives** (See page 105.)

CHEM-150/151 General Chemistry and Lab I
 CHEM-160/161 General Chemistry and Lab II
 CHEM-250/251 Organic Chemistry and Lab I
 CHEM-260/261 Organic Chemistry and Lab II

Four additional hours of chemistry electives** (See page 105.)

Computer elective: CSCI-132 Software Application for Science recommended

ENGL-220..... Advanced Composition
 ENGL-313..... Technical Editing and Writing

Eight hours of mathematics electives: MATH-190 Calculus I, MATH-191 Calculus II, or
 MATH-245 Statistics for the Sciences recommended

PHYS-150/153 General Physics and Lab I or General Physics & Lab I/Calculus-Based
 PHYS-160/163 General Physics and Lab II or General Physics & Lab II/Calculus-Based

Respiratory Therapy

BIOL-103 Principles of Human Anatomy
 BIOL-104 Principles of Human Physiology
 BIOL-109 Freshman Seminar in Biology
 CHEM-104 Introduction to Organic and Biological Chemistry
 Computer elective:
 CSCI-132..... Software Application for Science recommended
 MATH-245..... Statistics for the Sciences
 PHYS-150/153 General Physics I or General Physics II/Calculus-Based

Seventy hours of clinical coursework in junior and senior years. RESP courses may be taken only by students who have applied for and received admission to the clinical component of the Respiratory Therapy Program.

RESP-303	Introduction to Human Diseases for Respiratory Therapists
RESP-311	Cardiorespiratory Physiology
RESP-315	Cardiorespiratory Assessment and Patient Care
RESP-325	General Respiratory Care
RESP-326	Respiratory Care Techniques I
RESP-333	Cardiorespiratory Pharmacology I
RESP-350	Cardiorespiratory Diseases
RESP-355	Life Support
RESP-356	Respiratory Care Techniques II
RESP-371	Pulmonary Diagnostics
RESP-385	Respiratory Care Practicum I
RESP-395	Respiratory Care Practicum II
RESP-405	Neonatal-Pediatric Respiratory Care
RESP-420	Introduction to Research in Respiratory Care
RESP-430	Management and Leadership for Respiratory Care
RESP-440	Advanced Cardiac Life Support
RESP-444	Cardiorespiratory Pharmacology II
RESP-445	Seminar in Cardiorespiratory Care
RESP-451	Cardiorespiratory Monitoring and Special Techniques
RESP-456	Respiratory Care Practicum III
RESP-461	Pulmonary Rehabilitation and Geriatrics
RESP-480	Patient Education Techniques for Respiratory Therapists
RESP-485	Respiratory Care Practicum IV

Associate of Science in Biology

BIOL-155	Introduction to the Diversity of Life
BIOL-165	Introduction to Cell Biology
BIOL-220	General Microbiology
BIOL-225	Introduction to Genetics
BIOL-230	Cell and Molecular Biology
CHEM-150/151	General Chemistry and Lab I
CHEM-160/161	General Chemistry and Lab II
CHEM-250/251	Organic Chemistry and Lab I
CSCI-132.....	Microcomputer Applications
MATH-245	Statistics
PHYS-150.....	General Physics & Lab I

Biology Minor

BIOL-155, 165, 225, 265, and two additional hours of biology electives.

Human Biology Minor

BIOL-210, 345, and 12 hours of biology or related courses selected in consultation with an advisor.

*** Students who are admitted to a professional medical, occupational therapy, or physical therapy program following completion of all core and major requirements at the end of the junior year will fulfill up to four hours of biology electives and four hours of chemistry electives during the first year of professional school.*

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Chemistry

Associate Professor Katherine W. Stickney, Chair; Associate Professor Joe C. Burnell, Assistant Professor Brad M. Neal, Assistant Professor David J. Styers-Barnett, Assistant Professor Levi H. Mielke, Adjunct Instructor Lori Bolyard, Adjunct Instructor Robert W. Burchfield, Adjunct Instructor Susan Frantsi, Adjunct Instructor S. Justin P'Pool, Adjunct Instructor Jonathan Stack, Adjunct Instructor Allyson L. Talyor, Adjunct Instructor John Wyeth, Laboratory Director Brian Vermillion, Medical Laboratory Science Clinical Instructor Carla Clem, Medical Laboratory Science Clinical Instructor Brian Goff, Medical Laboratory Science Clinical Instructor DeAnne Maxwell, Medical Laboratory Science Clinical Instructor Xiaoying Wan.

The Chemistry Department provides instruction in the basic principles of chemistry, shows students how to collect and analyze data, and prepares students to use the scientific method to solve problems in and out of the laboratory.

The Chemistry Department offers Bachelor of Science, Bachelor of Arts, and Associate in Science degrees in chemistry. The bachelor's degree in Chemistry allows students to tailor the degree to their interests and career goals while providing training in the essential areas of chemistry. Students also may choose to pursue concentrations in specialty areas like Biochemistry, Chemical Physics, Environmental Chemistry, and Industrial Chemistry.

The bachelor's degree in Medical Laboratory Science combines three years of coursework with one year of clinical study in an affiliated hospital. This major prepares students for careers in medical laboratory settings.

The department participates in interdisciplinary programs to prepare students for successful completion of professional programs in medicine, dentistry, optometry, veterinary medicine, physical therapy, occupational therapy, pharmacy, and others. In addition, the department prepares students interested in pursuing advanced degrees in such areas as chemistry, chemical engineering, biochemistry, pharmacology, toxicology, business, and law, careers in the chemical or pharmaceutical industries, or careers in education.

Students interested in pursuing careers in chemistry or a related field should have completed four years of high school mathematics in a college preparatory curriculum (at least through advanced algebra and trigonometry) and three years of high school science that includes broad exposure to areas of chemistry and physics.

Concentrations

Biochemistry—The strong foundation in chemistry is supplemented by advanced courses in Biochemistry, Genetics, and Cell and Molecular Biology to provide a course of study appropriate for students interested in a medically related professional school, graduate school in biochemistry or molecular biology, or careers in the pharmaceutical or biotechnology industries.

Chemical Physics—A strong minor in Physics is combined with the Chemistry major to prepare students for graduate study in physical chemistry or spectroscopy or for careers in analytical spectroscopy or instrument development.

Environmental Chemistry—The Chemistry major is supported by the interdisciplinary minor in Environmental Sciences to prepare students for industrial or governmental careers in environmental monitoring or graduate school in various areas of environmental science.

Industrial Chemistry—A strong focus on analytical chemistry, spectroscopy, and instrumentation is included to prepare students for careers in industrial organic or analytical chemistry.

Requirements for Majors and Minors

Chemistry Major—Bachelor's Degree

Core Courses (required for all concentration areas)

Required Chemistry Courses

CHEM-150/151	General Chemistry I and Lab(4)**
CHEM-160/161	General Chemistry II and Lab (4)**
CHEM-250/251	Organic Chemistry I and Lab (5)**
CHEM-260/261	Organic Chemistry II and Lab (5)**
CHEM-301	Chemistry Seminar (1)**
CHEM-310	Analytical Chemistry (5)**
CHEM-370	Physical Chemistry I (3)**
CHEM-375	Physical Chemistry Laboratory (2)**

Required Support Courses:

BIOL-165	Introduction to Cell Biology (4)*
MATH-190.....	Calculus and Analytic Geometry I (4)*
MATH-191.....	Calculus and Analytic Geometry II (4)*
PHYS-153.....	General Physics I, Calculus-Based (4)†
PHYS-163.....	General Physics II, Calculus-Based (4)†

Bachelor of Arts option:

CHEM-ELEC..... Chemistry Electives (7 hours at CHEM-230 level or above)** and four additional hours of a modern language (201-level) See CAS-BA core guide for details.

Bachelor of Science option:

CHEM-380	Physical Chemistry II** (3)
	and CHEM-280..... Intermediate Inorganic Chemistry** (4)
	or CHEM-400
	Advanced Laboratory Techniques** (4) SII

* Requires a grade of C- or above

** Requires a grade of C or above

† PHYS-153 and PHYS-163 are recommended. PHYS-150 and PHYS-160 also may be used to satisfy the major requirement. PHYS-153 and PHYS-163 are required for the Chemical Physics concentration.

Choose One Concentration

Concentration in Chemistry

Required Courses: See core courses above.

Required Support Courses for Chemistry Concentration:

BIOL ELEC.....	Biology Elective (BIOL-155 or above)* (4)
COMP-150.....	Microcomputer Applications* (3)
	or CSCI-130
	Microcomputer Applications* (3)
	or CSCI-132
	Software Applications for the Sciences* (2)
	or CSCI-155
	Introduction to Programming Using C++* (4)
ELEC-XXX	Science and/or Math electives outside Chemistry (above 200 level)* (12)

* Requires a grade of C- or above

** Requires a grade of C or above

The Chemistry major requires a total of 74 or 75 hours.

Concentration in Biochemistry

Required Courses: See core courses on previous page.

Required Chemistry Courses for Biochemistry Concentration

CHEM-320 Biochemistry I** (3)
CHEM-380 Physical Chemistry II** (3)

Required Biology Courses for Biochemistry Concentration:

BIOL-225 Introduction to Genetics** (4)
or BIOL-390 Molecular Biology** (4)
BIOL-230 Cell Biology** (4)
BIOL-395 Biochemistry II** (3)

Required Support Courses for Biochemistry Concentration

BIOL-ELEC..... Biology Elective (BIOL-155 or above)* (4)
COMP-150..... Microcomputer Applications* (3)
or CSCI-130 Microcomputer Applications* (3)
or CSCI-132 Software Applications for the Sciences* (2)
or CSCI-155 Introduction to Programming Using C++* (4)
ELEC-XXX Science and/or Math electives outside Chemistry (above 200 level)* (1)

*Requires a grade of C- or above

**Requires a grade of C or above

Completion of the Chemistry Major/Biochemistry Concentration requires 74 or 77 hours.

The above courses allow the student to have a major in chemistry. This concentration can be used to build a second major in Biology with limited additional work. Consult the Curriculum Guide for Biology Major for details.

Chemical Physics Concentration

Required Courses: See core courses on previous page.

Required Chemistry Courses for Chemical Physics Concentration:

CHEM-380 Physical Chemistry II** (3)
CHEM-400 Advanced Laboratory Techniques** (4)

Required Physics Courses for Chemical Physics Concentration:

PHYS-153 General Physics I, Calculus-Based** (4)
PHYS-163 General Physics II, Calculus-Based** (4)
PHYS-230 Laboratory Instrumentation I** (2)
PHYS-250 Modern Physics** (5)
PHYS-280 Scientific Computing I** (3)

*Requires a grade of C- or above

**Requires a grade of C or above

Required Support Courses for Chemical Physics Concentration:

CSCI-155 Introduction to Programming Using C++* (4)
MATH-330 Differential Equations* (3)

* Requires a grade of C- or above

** Requires a grade of C or above

Completion of the Chemistry Major—Chemical Physics Concentration requires 79 hours.

The above courses earn the student a major in Chemistry and a minor in Physics. A student can receive a math minor by adding MATH-280 Linear Algebra (4) and a Statistics elective (3-4).

Environmental Chemistry Concentration

Required Courses: See core courses on page 105.

Required Chemistry Courses for Environmental Chemistry Concentration

CHEM-230 Environmental Chemistry** (4)
CHEM-400 Advanced Laboratory Techniques** (4)

Required Environmental Science Courses for Environmental Chemistry Concentration:

ANTH-200 Global Problems** (3) or
SOC-235 Environmental Sociology** (4)
BIOL-265 Ecology** (4)
ENSC-101 Environmental Science** (4)

At least six (6) hours from the following:

ESCI-150 Physical Geology** (3)
ESCI-211 Meteorology** (3)
ESCI-230 Introduction to Geographic Information Systems** (2)
ESCI-410 Hydrogeology** (3)

Required Support Courses for Environmental Chemistry Concentration:

BIOL-155 Introduction to the Diversity of Life* (4)
COMP-150 Microcomputer Applications* (3)
or CSCI-130 Microcomputer Applications* (3)
or CSCI-132 Software Applications for the Sciences* (2)
or CSCI-155 Introduction to Programming Using C++* (4)

* Requires a grade of C- or above

** Requires a grade of C or above

Completion of the Chemistry Major/Environmental Chemistry concentration requires 81 or 82 hours.

The above courses earn the student a major in Chemistry with a concentration in Environmental Chemistry.

Industrial Chemistry Concentration

Required Courses: See core courses on page 105.

Required Chemistry Courses for Industrial Chemistry Concentration:

CHEM-280 Intermediate Inorganic Chemistry** (4)
CHEM-380 Physical Chemistry II** (3)
CHEM-400 Advanced Laboratory Techniques** (4)

* Requires a grade of C- or above

** Requires a grade of C or above

Required Support Courses for Industrial Chemistry Concentration:

COMP-150 Microcomputer Applications* (3)
or CSCI-130 Microcomputer Applications* (3)
or CSCI-132 Software Applications for the Sciences* (2)
or CSCI-155 Introduction to Programming Using C++* (4)
MATH-245 Statistics for the Sciences* (4)

ELEC-XXX Science and or Math electives outside Chemistry* (above 200 level) (4)

Completion of the Chemistry Major/Industrial Chemistry concentration requires 70 or 71 hours.

Associate of Science in Chemistry Major*Required General Education Courses:*

- ENGL-101..... English Composition (3)
 REL-ELEC..... Judaic-Christian Religion elective (3)
 LIB-ELEC..... Liberal Arts electives (5)
 INTD-101 New Student Experience (1) (day students only)

Required Chemistry Courses:

- CHEM-150/151 General Chemistry I and Lab** (4)
 CHEM-160/161 General Chemistry II and Lab** (4)
 CHEM-250/251 Organic Chemistry I and Lab** (5)
 CHEM-260/261 Organic Chemistry II and Lab** (5)
 CHEM-310 Analytical Chemistry** (5)
 CHEM-ELEC..... Chemistry Elective (CHEM-230 level or above)** (3 or 4)

Required Support Courses:

- BIOL-165 Introduction to Cell Biology* (4)
 CSCI-130..... Microcomputer Applications* (3)
 or CSCI-132 Software Applications for the Sciences* (3)
 or CSCI-155 Introduction to Programming Using C++* (4)
 or COMP-150 Microcomputer Applications* (3)
 MATH-180..... College Algebra and Trigonometry* (4)
 MATH-245..... Statistics for the Sciences* (4)
 PHYS-150..... General Physics I and Lab* (4)

* Requires a grade of C- or above

** Requires a grade of C or above

The Associate in Science degree requires a minimum of 57 hours.

Chemistry Minor

- CHEM-150/151 General Chemistry I and Lab** (4)
 CHEM-160/161 General Chemistry II and Lab** (4)
 CHEM-250/251 Organic Chemistry I and Lab** (5)
 CHEM-310 Analytical Chemistry** (5)
 CHEM-ELEC..... Chemistry Electives (CHEM-230 level or above)** (2)

(Some electives require prerequisites not listed above. Consult the catalog before scheduling.)

** Requires a grade of C or above

Medical Laboratory Science Major—Bachelor's Degree*Required Chemistry Courses for the Medical Laboratory Science Major:*

- CHEM-150/151 General Chemistry I and Lab** (4)
 CHEM-160/161 General Chemistry II and Lab** (4)
 CHEM-250/251 Organic Chemistry I and Lab** (5)
 CHEM-260/261 Organic Chemistry II and Lab** (5)
 CHEM-310 Analytical Chemistry** (5)

Required Biology Courses for the Medical Laboratory Science Major

- BIOL-103 Principles of Human Anatomy* (4)
 BIOL-104 Principles of Human Physiology* (4)
 BIOL-165 Introduction to Cell Biology* (4)
 BIOL-220 General Microbiology* (4)

BIOL-225 Introduction to Genetics* (4)

BIOL-270 Immunology* (3)

Required Support Courses for the Medical Laboratory Science Major:

- COMP-150..... Microcomputer Applications* (3)
 or CSCI-130 Microcomputer Applications* (3)
 or CSCI-132 Software Applications for the Sciences* (2)
 or CSCI-155 Introduction to Programming Using C++* (4)
 MATH-190..... Calculus and Analytic Geometry I* (4)
 PHYS-150..... General Physics I* (4)
 or PHYS-153 General Physics I, Calculus-Based* (4)
 PHYS-160..... General Physics II* (4)
 or PHYS-163 General Physics II, Calculus-Based* (4)
 ELEC-XXX..... Science and Math Electives (above the 200-level)* (4)

* Requires a grade of C- or above.

** Requires a grade of C or above.

The Medical Laboratory Science curriculum requires, in addition to the above courses, the completion of the 12-month program in Medical Laboratory Science at one of the hospitals affiliated with the University of Indianapolis (currently affiliated hospitals are IU Health Methodist Hospital, Indianapolis, Indiana; Franciscan St. Francis Health, Indianapolis, Indiana; and Parkview Health, Fort Wayne, Indiana). Student must apply for admittance to these programs. This clinical program replaces the final year of undergraduate academic work if a student has completed all Medical Technology prerequisites and all core courses for the College of Arts and Sciences, and at least 92 hours of undergraduate coursework counting toward a degree.

The Medical Laboratory Science major requires a minimum of 64 hours.

The Bachelor of Science degree requires a minimum of 124 hours.

These programs may require attendance in both day and extended programs classes. See the College of Arts & Sciences General Education Core Guide/Bachelor of Science or Bachelor of Arts for additional course requirements.

Communication

Associate Professor Darryl Clark, Chair; Associate Professor Jeanne Criswell, Instructor Audrey Cunningham, Assistant Professor Rebecca A. Deemer, Associate Professor Robert H. Gobetz, Instructor Scott Uecker.

The Department of Communication provides instruction in electronic media, human communication, journalism, and public relations; helps students develop, through theory and practice, skills in speaking, listening, critical thinking, managing, and writing; shows students how to research and reason from their discoveries; and prepares students to become responsible producers and consumers of communication.

Faculty members demonstrate a professional commitment to teaching and are cognizant of developments in their respective disciplines. Their scholarship, either research-oriented or creative, extends beyond course preparation. The Department of Communication serves three groups: the student body, majors and minors in the department, and the community. First, it provides basic courses in communication to all University students, helping them to make their ideas clear and cogent. Second, it gives students the opportunity to develop competency in their major areas within the department by providing them with a sound academic curriculum and applied opportunities. Third, it serves the University and surrounding communities with its programs and publications in journalism, radio, television, public relations, and speech.

The department works cooperatively within the major areas of communication, offering an integrated approach to the disciplines. Although diverse, electronic media, human communication, journalism, and public relations view communication as a theoretically based discipline rather than a form of popular entertainment. The department, therefore, gives students the opportunity to develop insights that will help them become viable candidates for careers in communication, business, or education or for graduate school.

Philosophically, the department is committed to applied learning grounded in academic programs. The curriculum provides flexibility and emphasizes the need for a liberally based education. Faculty suggest minors in English, business, history and political science, economics, or the social sciences. Early in the educational process, students have applied opportunities to work on the student newspaper, a public radio station that reaches 22 central Indiana counties, a campus television station, a nationally competitive forensics team, and a student-run public relations agency.

No departmental course in which the student earns a grade lower than a C- will be counted toward a major or minor. A student must receive a minimum grade of C- in prerequisite courses.

Only four hours of applied courses count toward the major. No more than eight hours of applied courses can count toward graduation.

Requirements for Major and Minor

Communication Major

Core Courses (19 hours):

- COMM-101 Computer Applications in Communication
 - COMM-115 Introduction to the Electronic Media
 - COMM-125 Introduction to Journalism
 - COMM-135 Introduction to Human Communication
 - COMM-240 Communication Research Methods
 - COMM-440 Communication Law
 - COMM-441 Senior Project
- and choose one of the following:*
- COMM-330 Group Communication
 - COMM-331 Interpersonal Communication
 - COMM-332 Argumentation and Debate
 - COMM-340 Persuasion

COMM-432 Public Address and Criticism
(an approved COMM-341 course)

Applied Courses (four hours; may repeat the same course)

- COMM-110 Applied Radio
- COMM-111 Applied Television
- COMM-120 Applied Journalism
- COMM-130 Forensics
- COMM-140 Applied Public Relations

At least one of the applied courses must be in the major area.

Major areas: Choose one of the following:

Major Area in Human Communication (nine hours)

- COMM-330 Group Discussion and Communication
- COMM-331 Interpersonal Communication
- COMM-332 Argumentation and Debate
- COMM-340 Persuasion
- COMM-432 Public Address and Criticism
- COMM-430 Organizational Communication

Major Area in Electronic Media (nine hours)

One of the following:

- COMM-220 Introduction to Media Writing
- COMM-311 Writing for the Electronic Media

One of the following:

- COMM-118 Studio Production
- COMM-119 Field Production

One of the following:

- COMM-410 Media Sales and Marketing
- COMM-420 Media Management
- COMM-411 Media Genres and Criticism

Major Area in Journalism (nine hours)

One of the following:

- COMM-220 Introduction to Media Writing
- COMM-320 Writing for Print and Online Media

One of the following:

- COMM-221 Copy Editing
- COMM-222 Publication Design

One of the following:

- COMM-410 Media Sales and Marketing
- COMM-420 Media Management
- COMM-411 Media Genres and Criticism

Major Area in Public Relations (nine hours)

- COMM-321 Public Relations Principles
- COMM-322 Public Relations Methods

One of the following:

- COMM-220 Introduction to Media Writing
- COMM-221 Copy Editing
- COMM-222 Publication Design

Recommended elective:

COMM-324 Public Relations Analysis

Major Area in Sports Information* (nine hours)

Follow the Public Relations pattern

Select COMM-312 Sports Media as one of the Communication electives

*Sports Information majors are strongly encouraged to do the following: select the sports departments within their applied classes, and/or spend at least one semester working in the Sports Information Office of the University, and/or select a minor or series of courses in Sports Administration or Sports Marketing.

Electives (nine hours required):

May choose from any of the above courses plus the following; six hours must be 300-level or above.

COMM-200 Business and Professional Communication

COMM-211 Announcing

COMM-230 Voice and Diction

COMM-223 Photojournalism

COMM-231 Introduction to Speech Pathology and Audiology

COMM-232 Oral Interpretation

COMM-310 Programming

COMM-312 Sports Media

COMM-313 Television Directing

COMM-314 Communication Technology

COMM-323 Magazine Writing and Editing

COMM-324 Public Relations Analysis

COMM-341 Topics in Communication

COMM-421 Information Gathering and Dissemination

COMM-431 Gender and Communication

Internship (highly recommended); hours count toward graduation but not the major (4–8 hours)

COMM-442 Communication Internship (junior or senior standing required, 2.3 cumulative GPA, 2.5 GPA in major, 18 hours in major, 3 hours if applied)

Note: The Communication major requires a total of 41 hours. A grade of C- (1.7 on a 4.0 scale) or higher is required in all courses that are applied toward the Communication major.

Communication Minor (19 hours):

One of the following: COMM-115, 125, or 135; COMM-240, COMM-440; nine hours of communication courses (six hours in 300 or higher-level courses). One hour of applied communication from one of the following: COMM-110; COMM-111; COMM-120; COMM-130, or COMM-140.

Visual Journalism Minor (18 hours):

Complete COMM-111, 120, 125, and COMM-440 (9 hours), and choose one of the following tracks (9 hours):

Online/Web Track: COMM-117, ART-101, and ART-371*Design Track:* COMM-222, ART-101, and ART-170*Photojournalism Track:* COMM-223, ART-261, and ART-271

Community Programs

Marianna Foulkrod, Director; Matthew Williams, Wheeler Arts Community Outreach Coordinator; Stephanie Sachs, Outreach and Student Activities Coordinator.

The Community Programs Center of the University of Indianapolis is a resource center for students, faculty, and staff involved in community volunteer programs and/or community service learning activities. It exists to provide information and opportunities for service learning placements and volunteering, information on grants for service learning projects, course development, forms for recording service learning hours on academic transcripts, descriptions of service learning courses, and much more.

The Community Programs Center also supports the development of courses in Community Service Learning and provides information and support for the minor in Civic Engagement and Community Leadership. Under the leadership of the College of Arts and Sciences, this program is an interdisciplinary minor with required introductory and capstone courses in community service learning (CSL).

The other courses in the minor are discipline-based courses utilizing a service learning approach. (See Social Sciences academic section for more information about the Civic Engagement and Community Leadership minor.)

English

Professor William R. Dynes, Chair; Associate Professor Kyoko Amano, Assistant Professor Jessica Bannon, Associate Professor Jennifer Camden, Professor Jennifer Drake, Associate Professor Richard M. Marshall, Assistant Professor Kevin McKelvey, Assistant Professor Mike Milam, Professor Toni J. Morris, Assistant Professor Karen Newman, Assistant Professor Salvatore Pane II, Associate Professor Elizabeth Weber.

The English Department educates its majors to think critically and creatively, to enjoy literature and understand a range of critical approaches, to have knowledge of the history and structure of the English language, and to perform complex writing tasks. In addition to exploring literary traditions, the department values literature for the picture it can provide of contemporary society and for its ability to illuminate life. Selections read in English classes reflect cultural diversity.

Students are placed in ENGL-100 or 101 on the basis of a written examination given prior to enrollment. (Some students may be exempt from the placement examination on the basis of SAT or ACT verbal test scores and high school English grades.) *Students placed in ENGL-100 must earn a C or above to progress to ENGL-101. Students in ENGL-101 must earn a C or above to progress to ENGL-102 or to earn an undergraduate degree from the University.*

ENGL-100, 101, and 102 are not considered part of the major. Major courses are listed below.

Requirements for Majors and Minors

English Major (36 hours)

Required Freshman Course:

ENGL-105..... Freshman Seminar: English (does not count toward number of hours in major)

Literature Track Core (15 hours):

ENGL-210..... Introduction to Literary Criticism and Theory
ENGL-220..... Advanced Composition: Expository Writing
ENGL-305..... Portfolio Development
ENGL-350..... Language Studies for Students of Writing & Literature
or ENGL-360..... Language Studies for Teachers
ENGL-405..... Portfolio Completion
ENGL-430..... Shakespeare

Literature Track: Survey Requirements (9 hours):

Choose three of the following three-hour courses:
ENGL-211..... British Literature I
ENGL-212..... British Literature II
ENGL-213..... American Literature I
ENGL-214..... American Literature II

Literature Track: 300 and 400-Level Course Electives (12 hours) Junior and Senior Year

Choose one section from the Studies in Genre list
Choose one section from the 300- or 400-level Alternative and Minority Literature Traditions list
Choose two other 400-level courses with a literature or literary criticism focus

Note: Requirements for the English Portfolio are posted on the English Department website.

English Teaching Major (39 hours)

Required Courses: (24 hours):

ENGL-210..... Introduction to Literary Criticism and Theory

ENGL-305..... Portfolio Development
ENGL-325..... Poetry
ENGL-350..... Language Studies for Students of Writing & Literature
or ENGL-360..... Language Studies for Teachers
ENGL-365..... Issues of Literacy and Language for the English Classroom
ENGL-405..... Portfolio Completion
ENGL-422..... Teaching Writing: Theory and Practice
ENGL-430..... Shakespeare
ENGL-435..... Multicultural American Literature
ENGL-465..... Teaching Writing: Theory and Practice

English Teaching Track: Literature Survey Requirements (9 hours):

Choose three of the following four courses:

ENGL-211..... British Literature I
ENGL-212..... British Literature II
ENGL-213..... American Literature I
ENGL-214..... American Literature II

English Teaching Track: Elective (6 hours):

Choose two 300-level or 400-level electives

English Teaching Majors must enroll in three hours chosen from the list below:

COMM-130..... Forensics (1)*
COMM-330..... Group Communication (3)
COMM-332..... Argumentation and Debate (3)
COMM-340..... Persuasion (3)

**May take for a maximum of 3 credit hours.*

See the School of Education section of the Catalog for additional Education requirements.

Creative Writing Major (36 hours)

Required Freshman Course:

ENGL-105..... Freshman Seminar: English (does not count toward number of hours in major)

Creative Writing Track Core (24 hours):

ENGL-220..... Advanced Composition: Expository Writing
ENGL-270..... Introduction to Creative Writing
ENGL-305..... Portfolio Development
ENGL-311..... Short Story
ENGL-325..... Poetry
ENGL-370..... Poetry Writing Workshop
ENGL-371..... Fiction Writing Workshop
ENGL-405..... Portfolio Completion
ENGL-471..... Advanced Poetry Writing Workshop
or ENGL-472..... Advanced Creative Writing Workshop

Creative Writing Track: Literature Electives (6 hours) Junior or Senior Year

Choose two literature, language, or literary criticism courses.
At least one must be at the 400 level.

Creative Writing Track: Career-related Electives (6 hours)

Choose any two courses from the following lists, based on your career goals and interests.
(Completion of a minor can substitute for this requirement; options include the minors in Marketing or Business Administration for non-business majors, the Professional Writing minor, or the Literary Studies minor.)

Advertising / Marketing:

MKTG-290..... Marketing
MKTG-295..... Consumer Behavior
or MKTG-393 Advertising

Preparation for Graduate Study in Literature or Creative Writing:

ENGL-210..... Introduction to Literary Criticism
ENGL-371/372..... Etchings I & II
ENGL-410..... Literary Criticism
Any 300-level or 400-level literature course

Literary Arts Administration:

ENTR-280..... Small Business Venture
MGT-281..... Management
ENGL-371..... Etchings I
ENGL-372..... Etchings II
COMM-120 Applied Journalism
COMM-321 Public Relations Principles
and COMM-322 .. Public Relations Methods
or COMM-324..... Public Relations Analysis
COMM-430 Organizational Communication

Professional Writing in English Major (30 hours)

Required Freshman Course:

ENGL-105..... Freshman Seminar: English (does not count toward number of hours in major)

Required General Education Course (not counted in the hours for the major):

ENGL-101..... English Composition
COMM-200 Business and Professional Communication
One course from the Literature distribution area

Required Major Courses (21 hours):

ENGL-220..... Advanced Composition: Expository Writing
ENGL-270..... Introduction to Creative Writing
ENGL-280..... Introduction to Professional Writing
ENGL-310..... Non-Fiction Prose
ENGL-387..... Composition Theory and Practice
ENGL-415..... Contemporary Literature and Culture
ENGL-481..... Substantive Editing: Making Text Readable
ENGL-495..... Capstone

Focused Writing Component (12 hours):

Choose 12 hours from the following lists, based on your career goals and interests:

Advertising or Marketing

MKTG-290..... Marketing
MKTG-295..... Consumer Behavior
or MKTG-395..... Advertising

Literary Arts Administrator

COMM-140 Applied Public Relations
COMM-321 Public Relations Principles
COMM-322 Public Relations Methods
or COMM-324..... Public Relations Analysis
COMM-430 Organizational Communication
ENTR-280..... Small Business Venture
MGT-281..... Management

Professional Writing (including M.A. or Ph.D. program preparation)

BADM-231 Business Communications
BADM-332..... Research/Writing/Project Management
COMM-120 Applied Journalism
COMM-311 Writing for Electronic Media
COMM-320 Writing for Print Media
COMM-323 Magazine Writing and Editing
ENGL-180..... Applied Professional Writing
ENGL-450..... English Internship
ENGL-482..... Writing for the Web and Content Management Systems
ENGL-485..... Professional Writing Studio
ENGL-489..... Writing for Nonprofit Organizations

Editing and Publishing

ENGL-379..... *Etchings* Journal
ENGL-385..... Book Editing and Publishing
ENGL-485..... Professional Writing Studio
ENGL-479..... *Etchings* Press

Creative Writing (including M.A. or M.F.A. program preparation)

ENGL-370..... Poetry Writing Workshop
ENGL-371..... Fiction Writing Workshop
ENGL-379..... *Etchings* Journal
ENGL-465..... Teaching Writing: Theory and Practice
ENGL-471..... Advanced Poetry Workshop
ENGL-472..... Advanced Fiction Workshop
ENGL-479..... *Etchings* Press

Writing Internship Options:

A writing internship taken for credit may count toward the career-related elective requirement. Credit-bearing on-campus options include ENGL-371 Etchings I and ENGL-372 Etchings II, the Kellogg Writers Series internship, and the University of Indianapolis Summer Writers Workshop internship. Off-campus options include internships at Indiana Writers' Center, Indianapolis-Marion County Public Library, Indianapolis Children's Museum, Indianapolis Museum of Art, Indiana Historical Society, Emmis Communications, the Wheeler Arts Academy, and other Fountain Square/Southeast-side community-based organizations and schools. ENGL-101 teaching assistantships are available off-campus and on-campus on a competitive basis.

Creative Writing Minor (21 hours)

Creative Writing Minor Core Requirements (12 hours)

ENGL-270..... Introduction to Creative Writing (3)
Choose one of the following groups of courses (9 hours):

- ENGL-311 Short Story (3)
 ENGL-371 Fiction Writing (3)
 ENGL-472 Advanced Fiction Writing Workshop (3)
 or
 ENGL-325 Poetry (3)
 ENGL-370 Poetry Writing Workshop (3)
 ENGL-471 Advanced Poetry Writing Workshop (3)

Creative Writing Minor: Electives (9 hours)

Choose three 300-level or 400-level literature or creative writing courses.

English Minor (21 hours)*Literary Studies Minor Core Requirements (6 hours):*

- ENGL-210 Introduction to Literary Criticism and Theory
 ENGL-430 Shakespeare

Literary Studies Minor: Additional Requirement (3 hours):

Choose one of the following courses:

- ENGL-211 British Literature I
 ENGL-212 British Literature II
 ENGL-213 American Literature I
 ENGL-214 American Literature II

Literary Studies Minor: Electives (12 hours):

Choose four 300-level or 400-level courses in literature or literary criticism.

Professional Writing Minor (21 hours)*Professional Writing Minor: Core Requirements (6 hours)*

- ENGL-220 Advanced Composition: Expository Writing
 ENGL-280 Introduction to Professional Writing
 ENGL-387 Composition Theory and Practice

Professional Writing Minor: Additional Requirement (6 hours)

Choose two of the following courses:

- ENGL-270 Introduction to Creative Writing
 ENGL-310 Non-Fiction Prose
 ENGL-385 Book Editing and Publishing
 ENGL-415 Contemporary Literature and Culture
 ENGL-481 Substantive Editing: Making Text Readable
 ENGL-482 Basic Desktop Publishing: Adobe InDesign
 ENGL-485 Professional Editing
 ENGL-489 Writing for Nonprofit Organizations

Professional Writing Minor: Electives (6 hours)

Choose at least six hours from the following courses:

- ENGL-180 Applied Professional Writing
 ENGL-370 Poetry Writing Workshop
 ENGL-371 Fiction Writing Workshop
 ENGL-379 *Etchings* Journal
 ENGL-450 English Internship
 ENGL-465 Teaching Writing: Theory and Practice
 ENGL-471 Advanced Poetry Workshop

- ENGL-472 Advanced Fiction Workshop
 ENGL-479 *Etchings* Press
 COMM-120 Applied Journalism
 COMM-140 Applied Public Relations
 COMM-311 Writing for Electronic Media
 COMM-320 Writing for the Print Media
 COMM-321 Public Relations Principles
 COMM-322 Public Relations Methods
 COMM-323 Magazine/Webzine Writing and Editing
 COMM-324 Public Relations Analysis
 COMM-430 Organizational Communication

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Experience Design

Associate Professor Samantha A. Meigs, Program Director

Experience Design is an interdisciplinary field of study that focuses on the creation, development, and implementation of interactive experiences. This bachelor's degree program emphasizes research, design, and management techniques centering around multisensory experiences that both educate and entertain. Experience designers work in many different environments, both for-profit and nonprofit, such as museums, learning centers, sporting events, classrooms, theme parks, and corporate events. In learning to design and create experiences—both real and virtual—for a variety of target audiences, Experience Design students learn to utilize a wide variety of methods and interpretations drawn from such disciplines as art, theatre, communications, and business. In this program students take classes that emphasize both research and creativity, and document their skills through a capstone portfolio. In addition, students have many opportunities for gaining practical experience through internships and actual on-campus event planning. Experience Design offers a 30-hour major, with three specialized tracks in Design, Research and Development, and Management, plus an 18-hour minor and a 12-hour stand-alone concentration that can be attached to any other major.

Experience Design Major

Core Curriculum (18–19 hours):

- EXD-101 Introduction to Experience Design (3)
- EXD-250 For-Profit Experience Design (3)
- EXD-251 Nonprofit Experience Design (3)
- EXD-450 Experience Design Internship (2) or one additional EXD class (3)
- EXD-490 Senior Capstone Portfolio (1)
- ART-101 Introduction to Computer for Artists (3)

Choose one of the following:

- COMM-118 Studio Production (3)
- COMM-119 Audio & Field Production(3)
- COMM-232 Oral Interpretation (3)
- COMM-321 Public Relations Principles (3)
- COMM-322 Public Relations Methods (3) (prerequisite COMM-321)

Experience Design Concentration Areas: Design, Research & Development, and Management

In addition to the 18-hour Experience Design Core students must complete 12 credit hours of coursework, choosing classes listed under one of the three concentration areas.

Design Track

- ART-120 Fundamentals of Two-Dimensional Design (3)
- ART-140 Fundamentals of Three-Dimensional Design (3)
- ART-170 Introduction to Visual Communication Design (3)
(prerequisite ART-101, ART-120)
- COMM-314 Communication Technology (3)
- THE-221 Scene Design (3)
or THE-222 Lighting Design (3)
- THE-223 Costume Design (3)
or THE-134 Makeup Design (3)
- EXD-450 Internship in Experience Design (3 hours may apply toward this track)
- EXD-480 Special Topics in Experience Design (3)

Research & Development Track

- ANTH-100 Cultural Anthropology (3)
- ANTH-370 Archeology Lab Methods (4)
or ANTH-375 Archeology Field Methods (3)
- ANTH-475 Anthropology Seminar: Ethnography (3) (prerequisite ANTH-100)
- BADM-332 Research/Writing/Project Management (3)
(prerequisites ENGL-101, COMP-150)
- ENGL-489 Writing for Nonprofit Organizations (3)
(prerequisite ENGL-101, ENGL-102)
- EXD-472 Experience Design Theory and Methods (3)
- EXD-450 Internship in Experience Design (3 hours may apply toward this track)
- EXD-480 Special Topics in Experience Design (3)

Management Track

- MGT-234 Organizational Behavior (3)
- BADM-332 Research/Writing/Project Management (3)
- FIN-210 Finance (3)
- MKTG-290 Marketing (3)
- MGT-281 Management (3)
- COMM-312 Sports Media (3)
- COMM-420 Media Management (3)
- MATH-220 Elementary Statistics (4) (prerequisite MATH-150, 180, or 190)
- EXD-450 Internship in Experience Design (3 hours may apply toward this track)
- EXD-480 Special Topics in Experience Design (3)

Experience Design Minor

The Interdisciplinary Minor in Experience Design consists of the 18 credit hour core curriculum.

Experience Design Core (18-19 hours)

- EXD-101 Introduction to Experience Design (3)
- EXD-250 For-Profit Experience Design (3)
- EXD-251 Nonprofit Experience Design (3)
- EXD-450 Experience Design Internship (2) or one additional EXD class (3)
- EXD-490 Senior Capstone Portfolio (1)
- ART-101 Introduction to Computer for Artists (3)

Choose one from the following menu:

- COMM-118 Studio Production (3)
or COMM-119 Audio & Field Production(3)
- COMM-232 Oral Interpretation (3)
- COMM-321 Public Relations Principles (3)
- COMM-322 Public Relations Methods (3) prerequisite COMM-321

Experience Design Concentration (12 hours)

This is a stand-alone concentration that can be combined with any major.

- EXD-101 Introduction to Experience Design (3)
- 9 additional hours of courses coded EXD

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

History and Political Science

Professor Lawrence Sondhaus, Chair; Associate Professor Edward Frantz, Associate Professor A. James Fuller, Assistant Professor Chad A. Martin, Associate Professor Samantha A. Meigs, Assistant Professor Jamal Ratchford, Associate Professor Jyotika Saksena, Assistant Professor Maryam T. Stevenson, Associate Professor Milind Thakar, Assistant Professor James B. Williams, Associate Professor Douglas Woodwell.

The goal of the History and Political Science Department is to assist all students in developing historical consciousness and perspective, mature judgment on current and timeless issues, and cultural literacy. The department's curriculum offers a broad range of courses on the history of the United States, Europe, Asia, Africa, and Latin America and on the theory and practice of government, politics, and international relations. The department works closely with the School of Education in preparing high school social studies teachers.

Courses numbered 300 or above are not open to freshmen.

Requirements for the Majors and Minors

History Major

HIST-101/201	World History to 1700
HIST-102/202	World History Since 1700
HIST-217	United States History to 1865
HIST-218	United States History Since 1865
HIST-275	Transition/Outcomes Assessment I
HIST-375	Transition/Outcomes Assessment II
HIST-475	Historiography

History Electives: at least two courses from each of the following areas:

U.S. Area (8 hours) (For optional concentration in U.S. History, take 12 hours)

HIST-401	Colonial and Revolutionary America
HIST-404	Early American Republic
HIST-405	Civil War and Reconstruction
HIST-406	The United States, 1877–1945
HIST-410	History of African Americans to 1910
HIST-415	History of the Civil Rights Movement
HIST-420	Indiana and the Midwest
HIST-464	United States Diplomatic History to 1945
HIST-465	The United States and the World Since 1945
HIST-480	Special Topics in History

World Area (8 hours) (For optional concentration in European History, take 12 hours from HIST-303, 402, 403, 416, 422, 423, 427, and 482; for optional concentration in Non-Western History, take 12 hours from HIST-331, 353, 419, and 481)

HIST-303	Modern Europe
HIST-331	History of Latin America
HIST-353	Modern Africa
HIST-402	Medieval Europe
HIST-403	Early Modern Europe
HIST-416	The Third Reich: Rise, Fall, and Aftermath

HIST-419	Modern Colonialism
HIST-422	History of the British Isles to 1714
HIST-423	Modern Britain
HIST-427	Modern Russia
HIST-481	Special Topics in History
HIST-482	Special Topics in History

History Minor

HIST-217, HIST-218, and 12 hours of HIST electives at the 300 level or above.

International Relations Major

IREL-100	World Regional Geography
IREL-101	Introduction to International Relations
HIST-102/202	World History Since 1700
IREL-345	International Relations Theory
PSCI-301	Research Design and Methods
IREL-475	Capstone Research Project

International Relations electives: 8 hours from among the following:

IREL-309	Economic Geography and Globalization
IREL-335	Comparative Politics
IREL-336	Political Development
IREL-343	Foreign Policy Analysis
IREL-346	U.S. Foreign Policy: Decision-Making and Process
IREL-347	International Conflict and Conflict Resolution
IREL-348	International Organizations and Interdependence
IREL-354	Terrorism: Past, Present, and Future
IREL-438	Politics of South Asia
IREL-480	Special Topics in International Relations
IBUS-201	International Business

Applied International Relations: minimum 2 hours from among the following:

IREL-300	Model United Nations
IREL-302	Model European Union
IREL-450	Internship in International Relations

History elective: Four hours from among the following:

HIST-303	Modern Europe
HIST-331	History of Latin America
HIST-353	Modern Africa
HIST-416	The Third Reich: Rise, Fall, and Aftermath
HIST-419	Modern Colonialism
HIST-423	Modern Britain
HIST-427	Modern Russia
HIST-465	The United States and the World Since 1945
HIST-481/482	Special Topics in History

Foreign Language Requirement

Three hours of modern language (French, German or Spanish) at the 300 level.

No more than eight hours of IREL courses may be double-counted toward both the international relations major and the political science major.

For optional concentration in Global Experience (IRGE) please contact the department for details. Study abroad options and course approvals are typically determined/arranged during a student's sophomore (second) year for completion during the junior (third) year.

International Relations Minor

IREL-100, IREL-101, and 12 hours of IREL electives at the 300 level or above. IREL elective courses may not be double-counted toward both the international relations minor and the political science major.

Political Science Major

PSCI-101	American National Government
PSCI-205	State and Local Government
HIST-102/202	World History Since 1700
IREL-101	Introduction to International Relations
PSCI-301	Research Design and Methods
PSCI-475	Capstone Research Project

Political Science and International Relations electives: 21 hours from the following two groups:

Group I: American Government and Political Theory (12 hours minimum)	
PSCI-323	Public Administration
PSCI-356	Political Theory
PSCI-410	Campaigns and Elections
PSCI-444	Constitutional Law I: Powers of Government
PSCI-445	Constitutional Law II: Civil Rights and Liberties
PSCI-450	Internship in Political Science
PSCI-480	Special Topics in Political Science
Group II: International Relations and Comparative Politics (5 hours minimum)	
IREL-300	Model United Nations
IREL-302	Model European Union
IREL-309	Economic Geography and Globalization
IREL-335	Comparative Politics
IREL-336	Political Development
IREL-343	Foreign Policy Analysis
IREL-345	International Relations Theory
IREL-346	U.S. Foreign Policy: Decision-Making and Process
IREL-347	International Conflict and Conflict Resolution
IREL-348	International Organizations and Interdependence
IREL-438	Politics of South Asia
IREL-450	Internship in International Relations
IREL-480	Special Topics in International Relations

No more than eight hours of IREL courses may be double-counted toward both the international relations major and the political science major. Students with a double major in international relations and political science must complete 16 hours of advanced (300/400-level) PSCI courses, in addition to PSCI-301.

Political Science Minor

PSCI-101, 205, and 12 hours of PSCI electives at the 300 level or above. IREL courses may not be counted toward the political science minor.

Social Studies Teaching Major

For students currently entering the University, the major consists of a single track leading to secondary education certification in History, Government, and Geography. Required social studies courses are listed below. *Required education courses are listed in the Department of Teacher Education section.*

History:

Complete the requirements for the History major.

Government:

PSCI-101	American National Government
PSCI-205	State and Local Government
IREL-101	Introduction to International Relations
<i>One advanced Political Science elective from the following courses:</i>	
PSCI-323	Public Administration
PSCI-356	Political Theory
PSCI-410	Campaigns and Elections
PSCI-444	Constitutional Law I: Powers of Government
PSCI-445	Constitutional Law II: Civil Rights and Liberties

Geography:

ESCI-202	Physical Geography
ESCI-230	Earth Science Laboratory
IREL-100	World Regional Geography
IREL-309	Economic Geography and Globalization

Other Social Studies (required):

ECON-111	Macroeconomics
SOC-101	Principles of Sociology
or PSY-120	Introduction to Psychology

Other Social Studies (recommended):

ECON-110	Macroeconomics
SOC-101	Principles of Sociology
and PSY-120	Introduction to Psychology

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Mathematics and Computer Science

Professor Jeffrey Oaks, Chair; Professor Nadjib Bouzar, Associate Adjunct Terry Boyd, Professor Leslie Gardner, Associate Professor William Higdon, Assistant Professor Livia Hummel, Associate Professor Krystina Leganza, Associate Adjunct Richard Maupin, Instructor Myra Maxwell, Assistant professor Travis K. Miller, Associate Professor Octavian Nicolio.

A knowledge of mathematics is essential for every educated person. Students majoring in mathematics or mathematics teaching will achieve a genuine depth of understanding of the field, providing excellent preparation for future employment or further studies. The programs in mathematics are designed in compliance with guidelines from the major professional societies in this field, the MAA and the AMS; the major in Mathematics Teaching also complies with state and national guidelines for teacher preparation.

Actuarial science is the science of risk assessment and risk management. Actuarial Science majors take courses in mathematics, economics, and finance that prepare them for a career as an actuary. These courses also prepare students to achieve professional standing as an actuary, providing the background students need to pass a set of exams required by the Society of Actuaries and the Casualty Actuarial Society. Actuaries work primarily for insurance companies, financial firms, and government agencies.

Computer science is the science behind the use of computer hardware and computer software to solve problems. Students of computer science learn programming skills, technical algorithms, and how to use software development tools. In addition, they learn how to work with databases, computer networks (such as the Internet) and other technologies. People with a degree in computer science are likely to find themselves working on a team, along with other software-oriented people, and/or working with customers to determine their needs; contrary to a popular misconception, computer science people do not work alone. The employment outlook for people with degrees in computer science is excellent, and coursework in computer science may be helpful to students regardless of major. The computer science program is designed to comply with the curriculum recommendations of ACM and IEEE—the two major professional societies for computer science.

The Department of Mathematics and Computer Science offers a variety of literacy and service courses in both mathematics and computer science. These are designed to provide excellent and appropriate instruction in both of these crucial areas of knowledge and to help students attain goals in numerical literacy and computer literacy.

A grade of C- or higher is required in any mathematics or computer science course taken either for a departmental major or minor or as a prerequisite to a higher-level course in mathematics or computer science.

Policy statement for giving credit for previous calculus experience:

Students entering the University of Indianapolis with previous experience in calculus have the following options:

1. Students may enroll in MATH-191 and, upon successful completion of the course (C or better), receive credit for the MATH-191 course and MATH-190 for a total of eight credit hours.
2. Students may enroll in MATH-270 and, upon successful completion of the course (C or better), receive credit for the MATH-270, MATH-190, and MATH-191 courses for a total of 12 credit hours.

Requirements for Majors and Minors

Mathematics Major

MATH-185..... Orientation to the Mathematical Sciences
MATH-190..... Calculus and Analytic Geometry I
MATH-191..... Calculus and Analytic Geometry II
MATH-270..... Calculus and Analytic Geometry III
MATH-280..... Linear Algebra

MATH-300..... Foundations of Abstract Mathematics
MATH-430..... Abstract Algebra I
MATH-450 Probability and Statistics I
MATH-480 Real Analysis I
PHYS-153..... General Physics I, Calculus-Based
CSCI-155..... C/C++ Language Programming
Two courses from the following:
MATH-431..... Abstract Algebra II (highly recommended)
MATH-451 Probability and Statistics II
MATH-481 Real Analysis II (highly recommended)
One additional mathematics course (325 or above; approved by department)

Mathematics Teaching Major

MATH-185 Orientation to the Mathematical Sciences
MATH-190 Calculus and Analytic Geometry I
MATH-191 Calculus and Analytic Geometry II
MATH-270 Calculus and Analytic Geometry III
MATH-280 Linear Algebra
MATH-300 Foundations of Abstract Mathematics
MATH-380 Modern Geometries
MATH-430 Abstract Algebra I
MATH-450 Probability and Statistics I
MATH-480 Real Analysis I
PHYS-153..... General Physics I, Calculus-Based
CSCI-155..... C/C++ Language Programming
One of the following:
MATH-431 Abstract Algebra II
MATH-451 Probability and Statistics II
MATH-481 Real Analysis II

(Please note that the required education courses for this degree are listed in the School of Education's Teacher Education section of this catalog.)

Mathematics Minor:

MATH-190, MATH-191, MATH-280. Two additional courses to be chosen from the list below; one of these courses must be at the level of MATH-270 or above: MATH-195, MATH-220, MATH-245, MATH-270, MATH-300, MATH-330, MATH-380, MATH-430, MATH-431, MATH-450, MATH-451, MATH-480, MATH-481. (Only one of MATH-220, MATH-245, or MATH-450 can be used to satisfy these requirements.)

Actuarial Science Major

MATH-185..... Orientation to the Mathematical Sciences
MATH-190..... Calculus and Analytic Geometry I
MATH-191..... Calculus and Analytic Geometry II
MATH-270..... Calculus and Analytic Geometry III
MATH-280..... Linear Algebra
MATH-356..... Mathematical Theory of Interest
MATH-450..... Probability and Statistics I

MATH-451.....	Probability and Statistics II
MATH-456.....	Actuarial Mathematics
MATH-466.....	Loss Models
ACCT-210.....	Financial Accounting
ACCT-212.....	Managerial Accounting
CIS-153.....	Visual Basic
ECON-110.....	Microeconomics
ECON-111.....	Macroeconomics
FIN-210.....	Finance
FIN-350.....	Investments
PHYS-153.....	General Physics I, Calculus-Based

Two courses from the following:

MATH-325.....	Special Topics in Mathematics
MATH-330.....	Differential Equations
MATH-510.....	Applied Statistics
FIN-330.....	Risk Management & Insurance
FIN-410.....	Derivative Securities
MBA-680.....	Corporate Financial Theory*

*Requires approval of the MBA Admissions Committee prior to enrolling.

Computer Science Major

The computer science major consists of nine required courses in computer science (CSCI) and two CSCI electives. These courses are four semester hours each and comprise 44 hours of the 124 semester hours needed for graduation. Additionally, the CSCI program requires a departmental orientation course and four supporting courses in mathematics. CSCI majors also are required to take General Physics I.

Requirements:

CSCI-155.....	Introduction to Programming Using C++
CSCI-156.....	Introduction to Object-Oriented Programming
CSCI-230.....	Computer Architecture
CSCI-240.....	Data Structures and Algorithms
CSCI-310.....	Graphical User Interfaces
CSCI-350.....	Programming Languages
CSCI-370.....	Database Systems
CSCI-420.....	Computer Networks and Distributed Computing

Two courses from among the following electives:

CSCI-340.....	Computer Algorithms
CSCI-390.....	Internet Programming
CSCI-400.....	Topics in Computer Science
CSCI-430.....	Software Engineering
CSCI-450.....	Computer Graphics
MATH-185.....	Orientation to the Mathematical Sciences
MATH-190.....	Calculus and Analytical Geometry I
MATH-191.....	Calculus and Analytical Geometry II
MATH-195.....	Discrete Mathematics
MATH-280.....	Linear Algebra
PHYS-153.....	General Physics I, Calculus-Based

Computer Science Minor

CSCI-155, CSCI-156, CSCI-240, and two additional CSCI courses at or above the 200 level. (One of these may be substituted with CIS-153.)

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Modern Languages

Associate Professor Daniel H. Briere, Interim Chair; Assistant Professor Amy Allen Sekhar, Assistant Professor Maribel Campoy, Professor Gerburg Garmann; Associate Professor Mary Beth Bagg, Assistant Professor Sarah Ohmer; Instructor José Diaz Perez, Instructor Patricia Cabrera.

The objective of the Department of Modern Languages is to teach communicative competency in modern foreign languages. Since learning a language is a dynamic and interactive process, the department emphasizes oral proficiency in the vast majority of its courses. The degree program requirements include foundation courses in French, German, and Spanish languages, literatures, and cultures as well as new courses in task-based language learning, such as business and translation courses, and courses in intercultural management, medical and technical, and legal writing and presenting. In support of developing language proficiency, the department sponsors travel/study programs to countries in which one of the department's traditionally taught languages is spoken. The department also strives to introduce students to the peoples, cultures, and artistic and literary expressions of other countries. Basic texts are supplemented by audiovisual sources and printed media. Individual interests in non-structured learning are encouraged through directed readings in the language of choice. Students in consultation with their advisors and modern language professors also may elect to spend a semester or year studying in an appropriate country to improve their skills in their language of choice.

The department offers an Applied Language & Literatures program that offers parallel courses throughout our three major languages: French, German, and Spanish. A major in any language requires 36 semester hours above the 101 level. A minor in any language requires 22 hours above the 101 level.

The department also offers teaching majors in French, German, and Spanish. A teaching major requires 36 hours above the 101 level. Teaching minors are not offered in the state of Indiana.

Students may fulfill part or all of the modern language requirements of the general education core, the College of Arts and Sciences core, or the Bachelor of Arts degree by completing the Modern Language Placement and Proficiency Test, administered by the department, and testing out of the appropriate course(s).

Policy statement regarding students who have studied a modern language previously and want to enroll in a beginning course in the same language:

1. Students who have studied a language previously and who wish to enroll in a class in the same language at the University of Indianapolis must take the Modern Language Placement and Proficiency Test.
2. Students who have taken two years of a modern foreign language in high school meet the general education language requirement (101 equivalency).
3. To meet the language requirements of the College of Arts and Sciences or the School of Psychological Sciences core (102-level equivalency) or of the Bachelor of Arts degree (201-level equivalency), students must take the Modern Language Placement and Proficiency Test, and, based on the results of the exam, qualify for exemption from 102 and/or 201 or enroll in the appropriate course(s).

Policy statement for giving credit for previous language experience:

Students entering the University of Indianapolis with previous language experience in one or more modern languages have the following options, based on Modern Language Placement and Proficiency Test results:

1. Students who take the Modern Language Placement and Proficiency Test may be able to test out of one, two, three, or more semesters of modern language study. No credit will be given for testing out.
2. Students may enroll in a 102 course and, upon successful completion* of the 102 course, receive credit for the 102 course and the 101 course, for a total of eight hours of credit.
3. Students may enroll in a 201 course and, upon successful completion* of this course, receive credit for the 201 course and the 101 and 102 courses, a total of 12 hours of credit.

4. Students may enroll in one or more courses above 201 and, upon successful completion* of three or more hours of advanced work, receive credit for the course(s) completed and for eight additional hours of credit on the 100 and/or 200 levels.

* Successful completion as used in this statement shall mean a grade of C (2.0) or above and the course must be completed at the University of Indianapolis.

Requirements for Majors and Minors

Applied French Major

Required Classes (19 credits):

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)
FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)
FREN-345	French Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits):

FREN-310	French Conversation I (3)
FREN-311	French Conversation II (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-346	French Writing and Correspondence II (3)
TRVL/STUDY FREN	French-Speaking Country

Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440.....	Directed Readings in French (3) (<i>Must be a literature topic to count in Area A</i>)
FREN-480	Selected Topics in Literature (3)

Area B: Engagement in Business: Choose at least 3 credits

FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-440.....	Directed Readings in French (3) (<i>Must be a business topic to count in Area B</i>)

Area C: Engagement in the Profession: Choose at least 2 credits

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied French major requires a minimum of 36 hours, excluding the 4 hours of FREN 101.

French Teaching Major

Required Classes (19 credits)

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)
FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)
FREN-345	French Writing and Correspondence I (3)
LANG-485	Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

FREN-310	French Conversation I* (3)
FREN-311	French Conversation II* (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-346	French Writing and Correspondence II (3)

Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440	Directed Readings in French (3) (Must be a literature topic to count in Area A)
FREN-480	Selected Topics in Literature (3)

Area B: Engagement in Business: Choose at least 3 credits

FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-440	Directed Readings in French (3) (Must be a business topic to count in Area B)

Area C: Engagement in the Profession: Choose at least 2 credits

LANG-205	Foreign Language Diction (3)
LANG-324	Literature in Translation (3)
LANG-398	Multilingual Translation/Conversation (3)
LANG-400	Modern Language Community Service (2)**
LANG-450	Internships in Modern Language (2-8)
LANG-451	Practicum in Modern Languages (2-4)

*Education majors must take **two conversation** courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

Note: The French Teaching Major requires a minimum of 36 hours, excluding the 4 hours of FREN-101.

Applied French Minor

Required Courses (14 credits):

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)

FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)

Advanced Expression and Culture (Choose 3 credits):

FREN-310	French Conversation I (3)
FREN-311	French Conversation II (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-345	French Writing/Correspondence I (3)
FREN-346	French Writing/Correspondence II (3)

Engagement in Literature and Business (Choose at least 3 credits):

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440	Directed Readings in French (3-4)
FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-480	Selected Topics in French Literature (2-3)

Electives:

In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits):

LANG-324	Literature in Translation (3)
LANG-398	Multilingual Translation/Conversation (3)
LANG-400	Modern Language Community Service (2)
LANG-450	Internships in Modern Language (2-8)
LANG-451	Practicum in Modern Languages (2-4)

Note: The Applied French minor requires a minimum of 22 hours, excluding the 4 hours of FREN-101.

Applied German Major

Required Classes (19 credits)

GERM-102	German Language & Culture II (4)
GERM-201	German Language & Culture III (4)
GERM-321	German Translation I (German to English) (3)
GERM-322	German Translation II (English to German) (3)
GERM-345	German Writing and Correspondence I (3)
LANG-485	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits):

GERM-310	German Conversation I (3)
GERM-311	German Conversation II (3)
GERM-317	German Culture & Civilization (3)
GERM-318	German Culture through Media (3)
GERM-346	German Writing and Correspondence II (3)
TRVL/STUDY GERM	German-Speaking Country

Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

- GERM-415 Early German Literature (3)
 GERM-425 Modern German Literature (3)
 GERM-435 Literature of the German-Speaking World (3)
 GERM-440 Directed Readings in German (3)
 (Must be a literature topic to count in Area A)
 GERM-480 Selected Topics in Literature (3)

Area B: Engagement in Business: Choose at least 3 credits

- GERM-461 Intro to Business German (3)
 GERM-462 Emerging Topics in Business German (3)
 GERM-463 Cross-Cultural Issues in the German-Speaking World (3)
 GERM-440 Directed Readings in German (3)
 (Must be a business topic to count in Area B)

Area C: Engagement in the Profession: Choose at least 2 credits

- LANG-205 Foreign Language Diction (3)
 LANG-324 Literature in Translation (3)
 LANG-398 Multilingual Translation/Conversation (3)
 LANG-400 Modern Language Community Service (2)
 LANG-450 Internships in Modern Language (2-8)
 LANG-451 Practicum in Modern Languages (2-4)

Note: The Applied German major requires a minimum of 36 hours, excluding the 4 hours of GERM-101.

German Teaching Major

Required Classes (19 credits):

- GERM-102 German Language & Culture II (4)
 GERM-201 German Language & Culture III (4)
 GERM-321 German Translation I (German to English) (3)
 GERM-322 German Translation II (English to German) (3)
 GERM-345 German Writing and Correspondence I (3)
 LANG-485 Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

- GERM-310 German Conversation I* (3)
 GERM-311 German Conversation II* (3)
 GERM-317 German Culture & Civilization (3)
 GERM-318 German Culture through Media (3)
 GERM-346 German Writing and Correspondence II (3)

Electives: Minimum of 8 credits: Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

- GERM-415 Early German Literature (3)
 GERM-425 Modern German Literature (3)
 GERM-435 Literature of the German-Speaking World (3)

- GERM-440 Directed Readings in German (3)
 (Must be a literature topic to count in Area A)

- GERM-480 Selected Topics in Literature (3)

Area B: Engagement in Business: Choose at least 3 credits

- GERM-461 Intro to Business German (3)
 GERM-462 Emerging Topics in Business German (3)
 GERM-463 Cross-Cultural Issues in the German-Speaking World (3)
 GERM-440 Directed Readings in German (3)
 (Must be a business topic to count in Area B)

Area C: Engagement in the Profession: Choose at least 2 credits

- LANG-205 Foreign Language Diction (3)
 LANG-324 Literature in Translation (3)
 LANG-398 Multilingual Translation/Conversation (3)
 LANG-400 Modern Language Community Service (2)**
 LANG-450 Internships in Modern Language (2-8)
 LANG-451 Practicum in Modern Languages (2-4)

*Education majors must take **two conversation** courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

Note: The German Teaching Major requires a minimum of 36 hours, excluding the 4 hours of GERM-101.

Applied German Minor

Required Courses (14 credits)

- GERM-102 German Language & Culture II (4)
 GERM-201 German Language & Culture III (4)
 GERM-321 German Translation I (German to English) (3)
 GERM-322 German Translation II (English to German) (3)

Advanced Expression and Culture (Choose 3 credits)

- GERM-310 German Conversation I (3)
 GERM-311 German Conversation II (3)
 GERM-317 German Culture & Civilization (3)
 GERM-318 German Culture through Media (3)
 GERM-345 German Writing/Correspondence I (3)
 GERM-346 German Writing/Correspondence II (3)

Engagement in Literature and Business (Choose at least 3 credits)

- GERM-415 Early German Literature (3)
 GERM-425 Modern German Literature (3)
 GERM-435 Literature of the German-Speaking World (3)
 GERM-440 Directed Readings in German (3-4)
 GERM-461 Intro to Business German (3)
 GERM-462 Emerging Topics in Business German (3)
 GERM-463 Cross-Cultural Issues in the German-Speaking World (3)
 GERM-480 Selected Topics in German Literature (2-3)

Electives: In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits)

LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Applied Spanish Major

Required Classes (19 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)
SPAN-345.....	Spanish Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits)

SPAN-310.....	Spanish Conversation I (3)
SPAN-311.....	Spanish Conversation II (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-346.....	Spanish Writing and Correspondence II (3)

Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3) <i>(Must be a literature topic to count in Area A)</i>
SPAN-480.....	Selected Topics in Literature (3)
TRVL/STUDY SPAN.....	Spanish-Speaking Country

Area B: Engagement in Business: Choose at least 3 credits

SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-440.....	Directed Readings in Spanish (3) <i>(Must be a business topic to count in Area B)</i>

Area C: Engagement in the Profession: Choose at least 2 credits

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied Spanish major requires a minimum of 36 hours, excluding the 4 hours of SPAN-101.

Spanish Teaching Major

Required Classes (19 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)
SPAN-345.....	Spanish Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

SPAN-310.....	Spanish Conversation I* (3)
SPAN-311.....	Spanish Conversation II* (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-346.....	Spanish Writing and Correspondence II (3)

Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

Area A: Engagement in Literature: Choose at least 3 credits

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3) <i>(Must be a literature topic to count in Area A)</i>
SPAN-480.....	Selected Topics in Literature (3)

Area B: Engagement in Business: Choose at least 3 credits

SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-440.....	Directed Readings in Spanish (3) <i>(Must be a business topic to count in Area B)</i>

Area C: Engagement in the Profession: Choose at least 2 credits

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)**
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

*Education majors must take **two conversation** courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

Note: The Spanish Teaching Major requires a minimum of 36 hours, excluding the 4 hours of SPAN-101.

Applied Spanish Minor

Required Courses (14 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)

Advanced Expression and Culture (Choose 3 credits)

SPAN-310.....	Spanish Conversation I (3)
SPAN-311.....	Spanish Conversation II (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-345.....	Spanish Writing/Correspondence I (3)
SPAN-346.....	Spanish Writing/Correspondence II (3)

Engagement in Literature and Business (Choose at least 3 credits)

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3-4)
SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-480.....	Selected Topics in Spanish Literature (2-3)

Electives: In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits)

LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Music

Associate Professor John Berners, Associate Professor Brenda Clark, Associate Professor Kathleen Hacker, Assistant Professor Austin Hartman, Assistant Professor Elisabeth Hoegberg, Professor Paul J. Krasnovsky, Professor Harry Miedema, Assistant Professor Vu Nguyen, Assistant Professor Sharon Parr, Professor Richard J. Ratliff, Associate Professor Pete Schmutte, Associate Professor Rebecca Sorley, Assistant Professor Mitzi Westra.

The University of Indianapolis is an accredited institutional member of the National Association of Schools of Music. Information about arts accreditation is available at <http://www.arts-accredit.org> or by e-mail at info@arts-accredit.org.

An audition before the music faculty is required before a student may declare a music major.

The University of Indianapolis requires all students, regardless of major, to encounter the arts in a combination of lecture/discussion and experiential components to ensure a citizenry that will value this heritage and whose individuals may experience a better quality of life. It is the mission of the Music Department not only to serve the general student body but also to offer undergraduate major programs for those who are musically talented and who wish to pursue a career in a music or music-related field. Finally, it is our mission to provide for the Indianapolis community the opportunity for education in music and the opportunity to hear high-quality presentations of great music.

The following programs of study reflect this mission:

Bachelor of Music in Music Education with Indiana Teacher Certification (152.5 hours)

- 119.5 hours of music core, music methods, and education
- 47.5 additional General Education core requirements
- 2.5 duplicate hours

Total Hours: 152.5

Bachelor of Music in Performance (124-130.5 hours)

- 79.5 hours of music core and performance in the Vocal track
- 85.5 hours of music core and music performance coursework in the Instrumental track
- 47.5 hours of additional General Education core work
- 2.5 duplicate hours
- Total Hours/Vocal: 124.5
- Total Hours/Instrumental: 130.5

Bachelor of Arts/Science in Music, a liberal arts degree (85-97 hours total)

- 52 hours of required music core coursework
- 47.5-55.5 hours of additional General Education core hours for the Bachelor of Science
- 2.5 duplicate hours

Jazz Concentration add:

- 18 hours required Jazz Concentration coursework

Music Technology and Recording Concentration add:

- 13 hours required Music /Technology coursework

Church Music Concentration add:

- 19 hours required Church Music coursework

Music Theory/Composition Concentration add:

- 13 hours of additional Composition coursework
or 12 hours of additional Theory coursework

Music Business Concentration add:

- 15 hours of selected business coursework
- 7 hours of additional Music Business coursework

The Music Department provides for the general student body opportunities for (1) class and private applied study, (2) varied ensemble experience, and (3) courses in classical music appreciation, music in world culture, jazz, theory fundamentals, etc. For the community, the Music Department provides (1) educational opportunities through the School for Adult Learning, workshops, and the varied offerings of the Community Music Center—including private lessons, the Community Jazz Band, Vocal Arts Institute, Chamber Music Institute, etc.—and (2) cultural enrichment and entertainment through the Faculty Artist Series and the Student Ensemble Series (all free to the public), as well as concerts by such ensembles in residence as the Indianapolis Baroque Orchestra and the New Century String Quartet. The department also provides other University-sponsored concerts for which there is a ticket cost.

Core Requirements for All Music Degrees

MUS-100.....	Music Fundamentals (or proficiency)
MUS-105.....	Foundations for the Collegiate Musician
MUS-106.....	Freshman Seminar in Music
MUS-121.....	Elementary Theory
MUS-125.....	Microcomputer Applications in Music
MUS-131.....	Music History Survey I*
MUS-150.....	Performance Disciplines
MUS-150.....	Sophomore Evaluations
MUS-210.....	Music in World Culture
MUS-220.....	Intermediate Theory
MUS-223.....	Advanced Theory
MUS-232.....	Music History and Survey II*
MUS-233.....	Music History and Survey III*
MUS-257.....	Basic Conducting
MUS-322.....	Tonal Forms
MUS-323.....	20th-Century Masters**
MUS-332.....	Music History and Survey IV*

* Prerequisite: MUS-100 Music Fundamentals

**Strongly encouraged, but not required for the Bachelor of Music in Music Education degree

Private Applied Major

Private Applied Minor

All students must have at least one year of piano.

Ensembles: 4.5 hours/8 semesters: Major ensemble each semester of full-time enrollment with one semester of a jazz ensemble or Jazz Improvisation I for all instrumental majors or Jazz Keyboard for all pianists or Jazz Pedagogy for Instrumental Music Education majors. Majors with piano or guitar as the primary area are expected to participate in a large ensemble for two years. All other majors are expected to enroll in large ensembles every semester they are enrolled in the degree program. All Music Education students are required to register for seven semesters of large ensemble at .5 credits and a minimum of two semesters of small ensembles at .5 credits. Students wishing to participate in music ensembles during the student teaching semester may seek approval from the ensemble director in conjunction with the director of music education and then petition the Teacher Education Petition Committee. All other music majors must enroll in a minimum of one semester of small ensemble.

Recital attendance: Six semesters of 14 concerts each (see *Department of Music Student Handbook* for details).

Applied Lesson: Each Music Major will be required to register for a minimum of one hour of applied lesson and one hour of an area-specific Performance Discipline class in each semester of required enrollment. Music Performance majors will register for additional applied lesson hours as prescribed by the major. Secondary lessons will not require the Performance Disciplines corequisite.

Sophomore Evaluation: All students must register for Sophomore Evaluation in the second semester of the sophomore year, or, in the case of the transfer student, as determined at the time of acceptance by the Music Department chair. This evaluation is pass/fail. If the student is unable to pass the evaluation at the first attempt, permission to register for 300- or 400-level coursework in the music major will not be given. In addition, the student will be given an IN for the evaluation and receive the requisite six months to meet evaluation competency. If the student is not able to meet competency within six months, the IN will automatically revert to a failing grade and the student will be advised out of the major and into another degree with the potential for the music minor. In certain instances, the student may petition the full-time faculty for special permission to register for upper-level courses before the Sophomore Evaluation is completed. Admission will be granted on a case-by-case basis.

Academic Standing: Any student wishing to move through the music theory sequence must first complete MUS-100 Music Fundamentals with a minimum grade of B- or may determine a starting point for theory by taking a theory placement exam. Scholarship students are required to maintain a B average in all music classes in order to retain scholarships. A minimum grade of C for all music courses must be achieved in order to credit a music course toward any music degree program.

Additional Requirements for Specific Degrees

Bachelor of Science in Music

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Music Electives: Four hours; may be additional hours of ensembles and applied study as well as music coursework.

Bachelor of Science in Music with a Concentration in Jazz Studies

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-207..... Jazz Keyboard

MUS-208..... Jazz Improvisation I

MUS-209..... Jazz Improvisation II

MUS-307..... Jazz History

MUS-308..... Jazz Pedagogy

MUS-309..... Jazz Arranging

MUS-409..... Jazz Styles

Ensembles: Jazz Ensemble (6 semesters); Jazz Combo (4 semesters);

Symphonic Wind Ensemble (2 semesters)

Each Jazz Concentration major will complete first a half junior recital with repertoire of the classical style. After the Junior recital is successfully completed and after a year of study with a qualified professional jazz performer, the student will present a full senior recital with repertoire in the style of jazz as a culminating experience for the concentration.

Bachelor of Science in Music with a Concentration in Music Technology & Recording

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours
Performance Disciplines: minimum of 6 hours
(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-226..... Electronic Music Media I
MUS-227 Audio Recording I
MUS-326..... Electronic Music Media II
MUS-327 Audio Recording II
MUS-428..... Music Technology Capstone Project
or MUS-429..... Internship (optional)

Bachelor of Science in Music with a Concentration in Theory/Composition

Core requirements listed above

Concentration Core

MUS-215..... Introduction to Compositional Techniques
MUS-315..... 2 hours (1 hour Composition each semester of Sophomore year)
MUS-324..... Counterpoint
MUS-455..... Instrumental/Choral Arranging

Private Applied major:

Applied Lessons: minimum of 6 hours
Performance Disciplines: minimum of 6 hours
(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-215..... Introduction to Compositional Techniques
MUS-260..... Species Counterpoint
MUS-315..... Composition I (4 hours Comp. Emphasis; 1 hour Theory Emphasis)
MUS-323..... 20th-Century Masters
MUS-415..... Composition II (4 hours Comp. Emphasis; 1 hour Theory Emphasis)

Required for Composition Emphasis:

MUS-150..... 2 hours (1 hour Perf. Disciplines each semester of Sophomore year)
MUS-415..... 4 hours (1 hour Composition each semester of the Junior/Senior year)
MUS-150..... 4 hours (1 hour Perf. Disciplines each semester of the Junior/Senior year)
Half-hour recital of original compositions
MUS-456..... Orchestration
Half-hour recital of original music

Required for Theory Emphasis:

MUS-423..... Issues and Analysis
MUS-435HON Beethoven/Schubert Seminar

MUS-455..... Instr/Choral Arranging
MUS-415..... 4 hours (1 hour Composition each semester of the Junior/Senior year) may be replaced with 1 or 2 semesters of Independent Study with an analytical focus, and/or one or two theory courses drawn from the following:
MUS-208..... Jazz Improv I
MUS-325..... Compositional Studies in Electronic Music
MUS-424..... Contemporary Techniques
MUS-455..... Instr/ Choral Arranging
Half-hour Theoretical lecture, recital

Bachelor of Science in Music with a Concentration in Church Music

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours
Performance Disciplines: minimum of 6 hours
(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-113..... Class Voice
MUS-172..... Baroque Ensemble*
MUS-176..... Beginning Handbell Ensemble*
MUS-140..... Basic Service Organ playing
MUS-340..... Advanced Service Organ Playing
MUS-363..... Advanced Choral Conducting I
MUS-365..... Advanced Choral Conducting II
MUS-402..... Church Music Administration and Special Topics
MUS-434..... Survey of Church Music Literature and Hymnody
MUS-429..... Church Music Internship

*may be used as small ensemble credit

Ensembles: Baroque Ensemble required as small ensemble for two semesters.
Handbell Ensemble required as small ensemble for two semesters.

Bachelor of Science in Music with a Concentration in Music Business

Core requirements listed above

Survey Course (3 hours):

BADM-110..... Introduction to Business (3)

Foundations Courses (9 hours):

ACCT-210 Financial Accounting (3)

MKTG-290..... Marketing (3)

FIN-210..... Finance (3)

Application Courses (10 hours):

ENTR-280..... Small Business Venture (3)

MUS-380..... Professional Development Workshop (1)

MUS-429..... Music Internship (3)

MUS-460..... Senior Seminar (3)

Bachelor of Music in Music Performance

Core requirements listed on previous page

Private Applied Major:

Vocal Track:

Applied Lessons: 4 semesters at 100 level/8 hours at the 300 level

Performance Disciplines: 8 semesters

Instrumental Track:

Applied Lessons: 16 hours/8 semesters

Performance Disciplines: 8 hours/8 semesters

Required for Voice Majors:

MUS-213..... Diction I (voice majors)

MUS-214..... Diction II (voice majors)

MUS-250..... Voice Techniques (voice majors)

MUS-370..... Junior Recital

MUS-431..... Song Literature (voice majors)

MUS-470..... Senior Recital

Voice majors will select four credit hours from the menu of courses below.

At least one course must be selected from MUS-324, 423, or 435.

Voice majors also are required to complete French 101,102 and German 101, 102.

Required for Instrumental Majors:

MUS-370..... Junior Recital

MUS-430..... Piano Literature and Pedagogy

or MUS-433..... Instrumental Literature and Pedagogy

MUS-470..... Senior Recital

Instrumental majors will select 16 credit hours from the menu of electives below.

At least one course must be selected from MUS-324, 423, or 435.

Elective Courses for the Performance Major:

MUS-208..... Jazz Improvisation I

MUS-209..... Jazz Improvisation II

MUS-215..... Introduction to Compositional Techniques

MUS-226..... Electronic Music Media I

MUS-258..... Computer Notation

MUS-260..... Species Counterpoint

MUS-307..... Jazz History

MUS-308..... Jazz Pedagogy

MUS-315..... Composition I

MUS-324..... Counterpoint

MUS-362..... Advanced Instrumental Conducting I

MUS-363..... Advanced Choral Conducting I

MUS-364..... Advanced Instrumental Conducting II

MUS-365..... Advanced Choral Conducting II

MUS-380..... Professional Development Workshop

MUS-415..... Composition II

MUS-423..... Issues and Analysis and Criticism

MUS-424..... Contemporary Techniques

MUS-435..... Beethoven/Schubert Honors Seminar

MUS-455..... Instrumental/Choral Arranging

Bachelor of Music in Music Education

Applied major:

Applied Lessons: 7 hours/7 semesters

Performance Disciplines: 7 hours/7 semesters

(each with a minimum of 3 hours at the 300/400 level)

Applied Minor: 4 hours/4 semesters

or

MUS-118 Keyboard Skills I, MUS-119 Keyboard Skills II, MUS-122 Keyboard Skills III,
and MUS-140 Private Piano)

MUS-104..... Exploration in Music Education

MUS-213..... Diction for Singers I (Choral track)

MUS-214..... Diction for Singers II (Choral track)

MUS-250..... Voice Techniques

MUS-251..... String Techniques (Instrumental track)

MUS-252..... Percussion Techniques (Instrumental track)

MUS-253..... Woodwind Techniques (Instrumental track)

MUS-254..... Brass Techniques (Instrumental track)

MUS-308..... Jazz Pedagogy (Instrumental track)

MUS-311..... Contemporary Vocal Styles (Choral track) or 2 semesters Crimson Express

MUS-362..... Advanced Instrumental Conducting I (Instrumental track)

MUS-363..... Advanced Choral Conducting I (Choral track)

MUS-364..... Advanced Instrumental Conducting II (Instrumental track)

MUS-365..... Advanced Choral Conducting II (Choral track)

MUS-390..... Secondary Choral Methods (Choral track)

MUS-391..... Secondary Instrumental Methods (Instrumental track)

MUS-401..... Teaching Elementary School Music

MUS-454..... Marching Band Techniques (Instrumental track)

MUS-455..... Instrumental/Choral Arranging

Choral track must select two of four instrumental techniques classes (MUS-251, 252, 253, 254)

Professional Education Courses: EDUC-203, 204, 290, 300, 365, 371, 495

Junior and senior half-recital (no credit)

Music Minor: The Music Minor requires a minimum of 20 credits. An audition is required for acceptance into the music minor.

Required courses include:

MUS-110..... Intro to Music (2)

MUS-118..... Keyboard Skills I (1)

MUS-121..... Elementary Theory (3)

MUS-233..... Music History Survey III (2)

MUS-257..... Basic Conducting (2)

MUS-140..... Private Applied Music: 4 semesters at 1 credit (half-hour lesson) (4)

MUS..... Large ensemble (4 semesters at .5 credit) (2)

Concert Attendance (4 semesters at no credit)

Select two courses from the following list:

- MUS-110 Intro to Music (2)
- MUS-210 Music in World Culture (3)
- MUS-220 Intermediate Theory (3)
- MUS-232 Music History Survey II (2)
- MUS-332 Music History Survey IV (2)
- MUS-112 Introduction to Jazz (2)
- MUS-226 Electronic Music I (3)

Applied Music

Non-music majors with previous experience on an instrument may elect to take private applied study at the 100 level for one credit with the permission of the department chair. (Group instruction is available on piano, guitar, and voice for beginners.) A syllabus is prepared for each student for each semester to include assigned repertoire, technical studies, performances, and other expectations including a jury exam at the end of the semester. Students who are awarded and accept music scholarships are expected to register for Applied Lessons and the Corequisite Performance Disciplines in the major area during each semester of enrollment. Contact the Music Office in the Christel DeHaan Fine Arts Center, Room 103, for further information; the phone number is (317) 788-3255.

All music majors are required to study in a major and a minor applied area. Applied music is studied in private lessons and masterclasses. If the major area is voice or wind or string or percussion, the minor area must be a keyboard instrument. If the major area is piano, the minor may be of the student's choice, though organ study is highly recommended. All music education students must pass a piano proficiency examination for certification. Music majors with little or no keyboard experience are required to take two semesters of Keyboard Skills before enrolling in private applied piano study.

Credit in applied music is based on instruction, practice and preparation, and meeting departmental requirements. Applied lesson credit is reflected in both the applied lesson class and the Performance Disciplines class for the music major. One hour of credit represents a minimum of one hour of practice daily; two hours of credit represent a minimum of two hours of practice daily; four hours of credit (for performance majors only) represent a minimum of four hours of practice daily. All students perform an applied jury exam for a faculty committee at the end of each semester. Course numbering for applied lesson credit is as follows: MUS-140-145, freshman and sophomore majors and minors and non-majors; MUS-340-345, junior and senior majors who have passed the Upper Divisional Sophomore Evaluation. (See *Department of Music Student Handbook* for further details.)

Music Ensembles

Membership is open to all University students. Students may choose to enroll for .5 or one credit depending on their course load.

All music majors with voice, winds, strings, and percussion as the primary area are required to participate in a large ensemble for eight semesters (each semester in residence) and are encouraged to participate in other ensembles of various sizes and nature. Majors with piano or guitar as the primary area are expected to participate in a large ensemble for two years and a small ensemble for the other two years. Minors are to participate for a total of four semesters. Instrumental majors are expected to enroll in Symphonic Wind Ensemble or Campus Band (Jazz Band for concentrations) or Chamber Orchestra; voice majors are expected to enroll in Concert Choir or Women's Chorus. Keyboard majors may make a choice. All University students must be enrolled for credit in the ensemble in order to participate, except by special permission. Scholarship students are required to participate in at least two ensembles each semester. (See *Department of Music Student Handbook*.)

Recitals

A music major is expected to perform in a departmental recital each semester in the major applied music area after the first semester of the freshman year. All students majoring in Music Education present a half-hour recital in their junior and senior year for no credit. All Jazz concentration majors will present a half junior recital of classical repertoire followed by a full recital of jazz repertoire in the senior year after one year of study with a jazz performer for no credit. Performance majors give an hour-long recital in both the junior and senior year for no credit. It is expected for all students to be currently registered in applied lessons in the semester in which they submit a recital proposal and the semester in which they perform a recital.

Students with a music minor are presented in student recitals at the discretion of their instructors. (See *Department of Music Student Handbook*.)

Recital Attendance

A major part of the educational experience of music students is the attendance at performances of both professional musicians and their student peers. Music majors are required to attend 14 concerts each semester for a minimum of six semesters. Three semesters of recital attendance must be completed as part of the Sophomore Evaluation requirement. Music minors must attend seven concerts for each of three semesters. (See the *Department of Music Student Handbook* for delineation of categories of concerts required.)

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Philosophy and Religion

Associate Professor Jonathan R. Evans, Chair; Assistant Professor L. Lang Brownlee, Associate Professor Michael G. Cartwright, Professor Gregory S. Clapper, Instructor Kevin J. Corn, Instructor George Dunn, Associate Professor Perry V. Kea, Associate Professor Peter Murphy.

The disciplines of philosophy and religion constitute an integral part of the liberal arts core. Each discipline correlates with other parts of the curriculum.

Philosophy

Courses in philosophy acquaint students with problems concerning reasoning, knowing, and valuing. Investigating these philosophical problems develops perceptive reading, rigorous thinking, and clear expression. The cycle of courses in the history of philosophy promotes an understanding of the origin and development of various philosophical positions and their role in the genesis of contemporary culture. The courses dealing with specific philosophical issues often relate directly to other disciplines. A philosophy major is an excellent preparation for a variety of career paths such as law school.

Requirements for the Philosophy Major

PHIL-101	Introduction to Philosophy
PHIL-110	Critical Thinking
PHIL-201	Ethics
PHIL-301	Ancient and Medieval Philosophy
PHIL-302	Modern Philosophy
PHIL-480	Portfolio Development
PHIL-481	Portfolio Completion
ENGL-220.....	Advanced Composition: Expository Writing
Philosophy electives: 9 hours	
<i>Total: 30 hours</i>	

Requirements for the Philosophy Minor:

PHIL-101, 110, 201, either 301 or 302, and six credit hours of philosophy electives. Total: 18 hours.

Requirements for the Ethics Concentration:

Minimum of two of the following courses:

PHIL-201	Ethics
PHIL-230	Issues in Applied Ethics
PHIL-240	Social and Political Philosophy
PHIL-250	Asian Philosophy
PHIL-299	Issues in Philosophy (as relevant to ethics)
PHIL-335	Philosophy of Law
REL-310	Christian Ethics
PHIL-410	Issues in Philosophy (as relevant to ethics)
PHIL-430	Advanced Ethical Theory

One or two courses from relevant non-philosophy courses. Contact the chair of the Philosophy and Religion department for a list of courses which will fulfill the concentration.

Total: 12 hours.

Religion

Courses in religion provide students the opportunity to examine their own religious heritage as well as that of others. Through this process, students not only increase their comprehension, but also enrich their understanding of life.

The Religion major provides an in-depth study of Christian tradition using the academic tools developed in the fields of history, literature, theology, and the social sciences. The major also provides for an engagement with other religious traditions. Students may choose to add one or more of the following optional concentrations: Pre-Theology, Youth Ministry, Ancient Greek, and Ethics. Non-majors are allowed to do the concentrations in Pre-Theology, Ancient Greek, and Ethics. The Youth Ministry concentration is an option for Religion majors only. The Religion major, especially when paired with a concentration, provides excellent preparation for students who wish to pursue studies at a Christian seminary or graduate program. Religion majors who opt for the Youth Ministry concentration are prepared for ministry with youth in congregational settings.

Requirements for the Religion Major

REL-100	Christianity
REL-101	Judaism
REL-300	World Religions
PHIL-340	Philosophy of Religion
ENGL-220.....	Advanced Composition: Expository Writing
<i>Group A: a minimum of four of the following courses</i>	
REL-130	Honors: Readings in Christianity
REL-200	Old Testament Life and Literature
REL-210	New Testament Life and Literature
REL-220	Christian Theology
REL-250	History of Christianity I: 30–1500
REL-260	History of Christianity II: 1500–present
<i>Group B: a minimum of two of the following courses</i>	
REL-299	Special Topics
REL-310	Christian Ethics
REL-320	Interpretation of the Bible
REL-330	Jesus
REL-350	Religion and Magic (crosslisted with Anthropology)
REL-230	Sociology of Religion (crosslisted with Sociology)
REL-410	Special Topics
<i>Total: 33 hours</i>	

Requirements for the Religion Minor

Two courses from REL-200, 210, 220, 230, 250, and 260; two courses from 299, 300, 310, 320, 330, 340, 350, 390 and 410, and six additional credit hours of religion electives. Total: 18 credit hours.

Requirements for the Pre-Theology Concentration (available to Religion majors only)

CVOC-110	Christian Exploration I
CVOC-111	Christian Exploration II
CVOC-210	Christian Formation I
CVOC-211	Christian Formation II
CVOC-406	Internship (1-15; 3 hours are required for the concentration)
<i>Total: 9 hours</i>	

Requirements for the Youth Ministry Concentration

Students who wish to satisfy the Youth Ministry concentration must also complete the Pre-Theology concentration.

YMTP-100.....	Introduction to Youth Ministry
PSY-365	Child and Adolescent Development (<i>prerequisite PSY-120</i>)
YMTP-300*	Education and Formation in the Church

One elective from the following courses

YMTP-400.....	Contemporary Ministry with Youth
YMTP-405*	Nurturing Faith Across the Lifespan
YMTP-410*	Issues in Youth Ministry
YMTP-420*	Baptism and Confirmation
YMTP-430*	Worship and Spirituality
YMTP-440*	Teaching and Spirituality
YMTP-450*	Christian Education for the Public Realm
YMTP-460*	Personality, Human Development and Christian Faith

Total: 12 hours

**YMTP courses numbered 300 and above are taught on the campus of our partner institution, Christian Theological Seminary.*

Requirements for the Ancient Greek Concentration

GRK-101	Ancient Greek I
GRK-102	Ancient Greek II
GRK-201	Ancient Greek III
GRK-201	Ancient Greek IV

Total: 12 hours

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Physics and Earth-Space Sciences

Includes joint programs in Engineering

Associate Professor Timothy Duman, Chair; Assistant Professor Christopher R. Moore, Associate Professor Stephen J. Spicklemire, Assistant Professor Brian A. Vermillion.

The department of Physics and Earth-Space Sciences supports an active program in which a student may major in earth-space sciences, environmental science, physics, physics with a concentration in laboratory instrumentation and physics with a concentration in scientific computing. There are also three joint-program engineering majors: electrical engineering, computer engineering, and mechanical engineering. Students majoring in subject areas offered by other departments can minor in earth-space sciences, physics, or environmental science. Earth science teaching and physics teaching, as well as other science teaching licensure programs, are available.

Earth-Space Sciences

The curricula in earth-space sciences are structured to develop student understanding and appreciation of the scientific method and the world in which we live (geology, meteorology, oceanography, and astronomy). Coursework can lead to Bachelor of Arts or Bachelor of Science degree with majors in earth-space sciences or environmental science. Opportunities exist for undergraduate students to build an educational foundation leading to natural science and environmental positions of responsibility in government, business, industry, and education. Moreover, students interested in graduate studies in the earth sciences or environmental sciences can build a framework for success. Certain careers and graduate work require a minimum of a full year each of chemistry, biology, physics, and mathematics through calculus or other courses. Students are encouraged to consider career and graduate school requirements when choosing courses. Students wishing to pursue postgraduate interests in meteorology or astronomy are encouraged to major in physics.

No course in which the student earns a grade lower than a C- in an ESCI course will be counted toward an earth-space or environmental science major or minor.

Requirements for Majors and Minors

Earth-Space Sciences Major

ESCI-150	Physical Geology	
ESCI-206	Time, Trilobites, and Tyrannosaurus Rex	
ESCI-207	Astronomy	
ESCI-211	Meteorology: Weather and Climate	
ESCI-230	Introduction to Geographic Information Systems (GIS)	
ESCI electives (six credit hours at the 300 or 400 level)		
One computer programming course		
MATH-180.....	College Algebra and Trigonometry	
or MATH-190		Calculus and Analytic Geometry I
MATH-220.....	Elementary Statistics	
or MATH-245		Statistics for the Sciences
CHEM-150/151	General Chemistry and Lab I	
PHYS-150.....	General Physics I	
or PHYS-153		General Physics I, Calculus-Based
<i>Applied experience; choose one from the following five options:</i>		
ESCI-320	Practicum	
ESCI-365	Field Studies in Earth-Space Sciences	

- ESCI-399 Independent Studies
- ESCI-490 Senior Research
- Approved work experience in cooperative education, Student Conservation Association, fellowships, internships, or summer job.

Environmental Science Major—Biological Sciences Track

- ENSC-101 Introduction to Environmental Science
- ESCI-150 Physical Geology
- ESCI-230 Introduction to Geographic Information Systems (GIS)
- ESCI/BIOL-265 Ecology
- CHEM-230 Environmental Chemistry (see prerequisites)
- ESCI-365 Field Studies in Earth-Space Sciences
- CHEM-150/151 General Chemistry I and Lab
- CHEM-160/161 General Chemistry II and Lab
- MATH-220 Elementary Statistics
- or MATH-245 Statistics for the Sciences
- BIOL-165 Introduction to Cell Biology

Three of the following:

- ANTH-200 Global Problems
- ECON-110 Microeconomics
- ECON-111 Macroeconomics
- ENGL-489 Writing for Non-Profit Organizations
- IREL-100 World Regional Geography
- IREL-309 Economic Geography & Globalization
- PHIL-201 Ethics
- PHIL-240 Social & Political Philosophy
- PSCI-323 Public Administration
- PSCI-356 Political Theory
- SOC-235 Environmental Sociology
- Approved Special Topics Course

Approved Galen courses:

- ECON-305 Environmental Economics
- ESCI-199 Introduction to Sustainability
- SCI-215 Society & Environment

Seven (7) credit hours from the following:

- BIOL-220 General Microbiology
- BIOL-245 Ornithology
- BIOL-350 Plant Biology
- Approved Organismal/Community Biology elective

Approved Galen courses:

- BIOL-215 Plants and Society
- ESCI-350 Ecology of a Tropical Forest

Eight (8) credit hours from the following:

- CHEM-400 Advanced Lab Techniques
- ESCI-211 Meteorology
- ESCI-410 Hydrogeology

- ESCI-425 Soil Morphology
- Approved ESCI 300- or 400-level elective
- Approved Practicum or Internship

Environmental Science Major—Physical Sciences Track

- ENSC-101 Introduction to Environmental Science
- ESCI-150 Physical Geology
- ESCI-230 Introduction to Geographic Information Systems (GIS)
- ESCI/BIOL-265 Ecology
- CHEM-230 Environmental Chemistry (see prerequisites)
- CHEM-150/151 General Chemistry I and Lab
- CHEM-160/161 General Chemistry II and Lab
- CHEM-310 Analytical Chemistry
- MATH-190 Calculus & Analytical Geometry I
- MATH-220 Elementary Statistics
- or MATH-245 Statistics for the Sciences

Three of the following:

- ANTH-200 Global Problems
- ECON-110 Microeconomics
- ECON-111 Macroeconomics
- ENGL-489 Writing for Non-Profit Organizations
- IREL-100 World Regional Geography
- IREL-309 Economic Geography & Globalization
- PHIL-201 Ethics
- PHIL-240 Social & Political Philosophy
- PSCI-323 Public Administration
- PSCI-356 Political Theory
- SOC-235 Environmental Sociology
- Approved Special Topics Course

Approved Galen courses:

- ECON-305 Environmental Economics
- ESCI-199 Introduction to Sustainability
- SCI-215 Society & Environment

Fifteen (15) credit hours from the following:

- BIOL-220 General Microbiology
- BIOL-245 Ornithology
- BIOL-350 Plant Biology
- Approved Organismal/Community Biology elective

Approved Galen courses:

- BIOL-215 Plants and Society
- ESCI-350 Ecology of a Tropical Forest
- CHEM-400 Advanced Lab Techniques
- ESCI-211 Meteorology
- ESCI-410 Hydrogeology
- ESCI-425 Soil Morphology

PHYS-150..... General Physics I
or PHYS-153..... General Physics I, Calculus-based
Approved ESCI 300- or 400-level elective
Approved Practicum or Internship

Earth-Space Science Teaching Major

Includes all coursework for an Earth-Space Science major plus required courses in Education. See updated material from the Registrar's Office or Office of Admissions.

Earth-Space Science Minor

ESCI-150 or ESCI-206, ESCI-207, ESCI-211, ESCI-230, and six hours of ESCI electives at 300 or 400 level.

Environmental Science Minor

ESCI-150, ESCI-211 or 410, BIOL-265, CHEM-210 or CHEM-230, ANTH 200, and two to four hours of electives in suggested environmental science designated courses. Mathematics proficiency at the level of MATH-150 or above. Requires a minimum of 18 hours outside of the student's major department (not teaching minor).

Geology Minor

ESCI-150, ESCI-206, ESCI-230, ESCI-425, and two of the following: ESCI-320, ESCI-401, ESCI-403, ESCI-410, ESCI-430. Requires a minimum of 18 hours.

Physics

Physics is the study of the basic laws that govern the behavior of matter and energy. Physicists do this by discovering and studying the fundamental forces of nature and the laws that predict the motion that results from these basic interactions. Physics is the most fundamental science because all other fields, from microbiology to cosmology and from chemistry to geology, depend on these few basic physical principles. In addition to a bachelor of science degree in physics, the department offers a five-year joint program with Indiana University-Purdue University at Indianapolis; this dual-degree program leads to the two undergraduate degrees. One is the bachelor of science in physics from the University of Indianapolis and the other is a bachelor of science in electrical or mechanical or computer engineering from Purdue University at Indianapolis. Students interested in this program are advised to consult with department faculty members as early as possible. A student wishing to pursue postgraduate interests in meteorology or astronomy is encouraged to major in physics.

No course in which the student earns a grade lower than C- in departmental courses will be counted toward a major or minor, according to the sequence outlined by the department. To be eligible for enrollment in a course, a student must receive a minimum grade of C- in prerequisite courses. In the engineering program no course with a grade lower than a C will transfer between universities.

In addition to the above degrees, the department also offers a number of concentrations to enhance the marketability of the physics degree.

Concentrations

Traditional: Students successfully completing the courses in this concentration in addition to the physics core courses should be grounded in the traditional subject matter in preparation for graduate school.

Scientific Computing: A major application of the problem-solving skills acquired with degrees in physics is application of knowledge through use of computers. Advances in computer technology have allowed computer modeling, visualization, and simulation of physical phenomena to become widely recognized as the "third pillar of science and technology." The Scientific Computing Concentration, in addition to the physics core courses, will help the student focus in this area, which is applied in industry as well as research.

Laboratory Instrumentation: With the advancements in technology, there is an increasing need for workers who can operate, fix, and develop new tools. This concentration adds courses in electronics design and microprocessor software development. The Laboratory Instrumentation Concentration, in addition to the physics core courses, will help prepare a student for a career as a creative scientific professional designing new experiments and technologies in an ever-changing technological environment.

Concentration by Design

Requirements for Majors and Minors

Physics Major-Bachelor of Science Degree

Core Courses (by completion, earns a Physics degree, no concentration; required of all concentrations)

PHYS-153..... General Physics I, Calculus-Based (4)
PHYS-163..... General Physics II, Calculus Based (4)
PHYS-250..... Modern Physics (5)
PHYS-280..... Scientific Computing I (3)
PHYS-360..... Dynamics (3)
PHYS-390..... Electricity and Magnetism (3)
PHYS-410..... Physical Measurements (2)
PHYS-460..... Quantum Mechanics (3)
PHYS-490..... Senior Research (3)
CSCI-155..... C/C++ Language Programming I (4)
MATH-190..... Calculus and Analytic Geometry I (4)
MATH-191..... Calculus and Analytic Geometry II (4)
MATH-270..... Calculus and Analytic Geometry III (4)
MATH-280..... Linear Algebra (4)
MATH-330..... Differential Equations (3)

All courses require a grade of C- or above.

A student may choose one of the following concentrations with courses required in addition to the physics core courses:

Traditional Concentration

PHYS-230..... Laboratory Instrumentation I (2)
PHYS-310..... Scientific Computing II (3)
PHYS-330..... Optics (3)
PHYS-420..... Physical Measurements II (2)
MATH-450..... Probability and Statistics I (3)
Electives..... Minimum of 6 credit hours at 300 level or higher of physics, biology, chemistry, computer science, or mathematics (be aware of prerequisites).

**This concentration earns a student a minor in Mathematics*

Concentration in Scientific Computing

- PHYS-230..... Laboratory Instrumentation I (2)
- PHYS-310..... Scientific Computing II (3)
- MATH-450..... Probability and Statistics I (3)
- CSCI-156..... C/C++ Object-Oriented Programming (4)
- CSCI-240..... Data Structures and Algorithms (4)
- CSCI-XXX..... Elective, 300-level or higher CSCI course
- Electives Minimum of 3 credit hours at 300-level or higher of physics, biology, chemistry, computer science, or mathematics (be aware of prerequisites)

**This concentration earns a student a minor in Mathematics*

**This concentration is one course short of a minor in Computer Science*

Concentration in Laboratory Instrumentation

- PHYS-230..... Laboratory Instrumentation I (2)
- PHYS-310..... Scientific Computing II (3)
- PHYS-400..... Laboratory Instrumentation II (2)
- PHYS-420..... Physical Measurements II (2)
- MATH 450 Probability and Statistics I (3)
- CSCI-156..... C/C++ Object-Oriented Programming (4)
- Electives Minimum of 3 credit hours at 300-level or higher of physics, biology, chemistry, computer science or mathematics (be aware of prerequisites)

**This concentration earns a student a minor in Mathematics*

Concentration by Design

We would like to encourage students interested in physics to take advantage of a concentration by design. In addition to the “physics core” we expect students to complete a minimum of 15 hours of approved technical electives at a level of 200 and above. One physics course and one additional course must be at a 300 level or above. The fundamental idea of a concentration is to provide a coherent exploration of some related field of study. While all proposals will be considered, it is necessary to consult with the department before you develop a proposal to be certain it has a reasonable chance of being approved by the faculty.

Here are some possible examples for the concentration by design:

Concentration by Design in International Geosciences

- ESCI-150..... Physical Geology (3)
- ESCI-206..... Historical Geology (3)
- ESCI-211 Meteorology: Weather and Climate (3)
- ESCI-230 Introduction to Geographic Information Systems (GIS) (2)
- SPAN-201..... Spanish and Culture III (4)
- PHYS-310..... Scientific Computing II (3)
- Total = 17 hours

Concentration by Design in Engineering Physics

- PHYS-310..... Scientific Computing II (3)
- ME-270 Basic Mechanics I* (3)
- ME-310 Fluid Mechanics* (4)

- ME-273 Mechanics of Materials* (4)
- ME-314 Heat and Mass Transfer* (4)
- Total = 18 hours

Concentration by Design in Biomedical

- PHYS-310..... Scientific Computing II (3)
- KINS-410 Biomechanics (3)
- MATH-245..... Statistics for the Sciences (4)
- BIOL-305 Human Functional Anatomy (4)
- BIOL-330 Mammalian Physiology (4)
- Total = 18 hours

**These courses are taught on the campus of Indiana University-Purdue University at Indianapolis. A student at the University of Indianapolis is allowed to take one course per semester at IUPUI under the Consortium for Urban Education, Indianapolis.*

Concentration in Chemical Physics

Physics Teaching Major

See the School of Education section of the catalog for additional education requirements.

The University of Indianapolis Dual Degree Program in Physics and Engineering

The University of Indianapolis has a joint five-year engineering program with Indiana University-Purdue University at Indianapolis. Upon completion of the program, candidates receive a bachelor’s degree in physics from the University of Indianapolis and a bachelor’s degree in engineering from Purdue University (IUPUI). At present, we are able to coordinate the following engineering programs: mechanical, electrical, and computer engineering. We are also developing and coordinating a new program in biomedical engineering.

In the first year, students enroll with a full load of coursework at the University of Indianapolis. During this year, the student can take foundational coursework and become acclimated to the college lifestyle. During the second and third years, the student enrolls in one class per semester on the IUPUI campus through the CUE consortium agreement. (This agreement allows students from any member campus to enroll in one course per semester on any other member campus.) During the last two years of the program, the student will take one course per semester at the University of Indianapolis and take the remaining required courses at IUPUI.

During the first three years of the program, the student will be considered a full-time University of Indianapolis student. During the last two years, the student will be considered a full-time student at IUPUI. The five-year span of the program will allow the student to complete the requirements for bachelor’s degrees in both physics and engineering.

Physics Minor

PHYS-153, PHYS-163, PHYS-230, PHYS-250, PHYS-280, and one of the following: PHYS-330, 360, 370, 380, 390, or 460 (not teaching).

Additional information about the courses listed above can be found in the section of the catalog entitled Course Descriptions.

Social Sciences

Associate Professor James R. Pennell, Chair; Associate Professor Jeff Bryant (Director of Social Work), Professor Phylis Lan Lin, Professor Timothy W. Maher (Director of MA in Applied Sociology), Associate Professor Tracy Marschall, Instructor Michelle Meer, Assistant Professor Amanda J. Miller, Professor Mary C. Moore, Assistant Professor Bobby Potters, Associate Professor Kevin Whiteacre (Director of the Community Research Center), Assistant Professor Dennis A. Williams.

Courses in the Social Sciences Department acquaint the student with the study of societies and social groups through the use of scientific methods. They include a strong focus on understanding social problems and identifying solutions. The department offers majors in sociology, criminal justice, and social work.

The sociology curriculum focuses on human interactions and social institutions, providing a strong foundation for graduate studies in the social sciences or professions as well as service-oriented career possibilities. Criminal justice courses benefit those who desire to enter, or advance in, careers in law enforcement or corrections, or pursue graduate work in these areas. The Phylis Lan Lin Program in Social Work is accredited by the Council on Social Work Education. The program prepares qualified students for entry into the profession as generalist practitioners. Formal application and admission to the social work major is required. Interested students should inquire at the program office, Room 216 of Good Hall, for information on prerequisites, requirements, and program standards.

Social Science majors also may elect to pursue concentrations in Community Organizing and/or Social Research. A concentration gives students an opportunity to focus and extend their development of knowledge and skills in these areas. Community Organizing offers many opportunities to connect classroom studies with service-oriented learning experiences. The Social Research concentration provides additional preparation for those who plan to pursue graduate studies in the social sciences. A concentration fulfills all elective requirements for Sociology majors and may fulfill some electives in other areas (see descriptions below).

The Social Sciences Department also offers a minor in Child & Youth Programs that is open to students with any University major. This minor provides courses and field-based experiences to prepare students to work in programs that educate and mentor children and youth outside conventional school settings.

Criminal Justice Major—Bachelor's Degree

CRIM-110	Introduction to Criminal Justice
SOC-220	Racial & Ethnic Relations
CRIM-230	Criminal Law
CRIM-250	Gender Issues in Law and Society
CRIM-310	Juvenile Delinquency
SOC-330	Introduction to Social Research
CRIM-410	Criminology
MATH-150	Finite Mathematics

Select 2 of the following 3 courses:

SOC-101	Principles of Sociology
SOC-103	Social Problems
SOWK-110	Field of Social Work

One concentration required

Corrections concentration

CRIM-120	Trends in Corrections
CRIM-240	Constitutional Rights of Inmates
CRIM-330	Custody and Treatment

CRIM-121	Service Learning Lab or CRIM-331
CRIM-425	Law and Society
CRIM-355	Internship in Corrections

Law Enforcement concentration

CRIM-210	Criminal Investigation
CRIM-220	Criminal Evidence
CRIM-340	Police Administration and Management
SOC-225	Community: Learning and Serving or SOC-315
CRIM-420	Academy Internship (or 9 hours of appropriate electives)

Criminal Justice Minor

For students with majors in areas other than criminal justice. CRIM-110, CRIM-120, 9 hours of criminal justice courses, and 3 hours of social science courses (SOC, SOCS, SOWK).

Social Work Major

SOWK-110	The Field of Social Work
SOWK-230	Foundations for Social Work Practice
SOWK-250	Micro/Mezzo Human Behavior in the Social Environment
SOWK-300	Social Work Theory & Practice with Families
SOWK-310	Social Work Practice with Micro Systems
SOWK-320	Social Work Practice with Mezzo Systems
SOWK-330	Social Work Practice with Macro Systems
SOWK-340	Social Work Research
SOWK-350	Junior Practicum in Social Work
SOWK-365	Macro Human Behavior in the Social Environment
SOWK-370	Social Welfare Policy and Services
SOWK-450	Senior Practicum in Social Work
SOWK-460	Capstone Seminar in Social Work
PSCI-101	American National Government or PSCI-205
PSY-120	Introduction to Psychology
SOC-101	Principles of Sociology or SOC-103
SOC-220	Racial and Ethnic Relations or EDUC-290
	Teaching in a Diverse Society

Sociology Major

SOC-101	Principles of Sociology
SOC-103	Social Problems
SOC-175	Applying Sociology
SOC-200	The Family: A Global Perspective
SOC-220	Racial and Ethnic Relations
SOC-320	Sociological Theory
SOC-330	Introduction of Social Research

- SOC-440 Senior Seminar in Sociology I
 SOC-441 Senior Seminar in Sociology II

Sociology electives. Select 6 hours from the following:

- SOC-104..... Social Problems Service Learning Lab
 SOC-230..... Sociology and Religion
 SOC-235..... Environmental Sociology
 SOC-236..... Service Learning in Sustainability
 SOC-240..... Conflict Resolution
 SOC-250..... Gender Issues in Law and Society
 SOC-260..... Chinese Culture and Society
 SOC-315..... Urban and Community Sociology
 SOC-321..... Social Psychology
 SOC-331..... Quantitative Data Analysis
 SOC-332..... Qualitative Methods of Research and Evaluation
 SOC-350..... Practicum in Sociology
 SOC-360..... Advanced Practicum in Sociology
 SOC-425..... Law and Society
 SOC-430..... Topical Seminar
 SOCS-225..... Community: Learning and Serving
 SOCS-300..... Service Learning in the Social Sciences
 SOCS-401..... Community Project

Sociology Minor

SOC-101 or 103 and 15 hours of sociology courses.

Child and Youth Programs Minor

(21.5 credits minimum; at least 15.5 credits must be taken beyond courses that count toward one's major)

- SOC-101 Principles of Sociology
 or SOC-103 Social Problems
 SOC-200 The Family: A Global Perspective
 SOWK-200..... Working with and for Youth
 EDUC-203 Psychology of Development, Learning & Instruction
 EDUC-204 Psychology of Development, Learning & Instruction Field Experience
 or SOCS-204 Psychology of Development, Learning & Instruction Service Learning Lab
 CRIM-310 Juvenile Delinquency
 KINS-240 Recreational Principles and Games
 or KINS-330 Community Health Methods and Materials

Select one of the following (minimum of 3 hours required):

- SOC-350 Practicum in Sociology
 CRIM-350 Internship in Criminal Justice
 CRIM-355 Internship in Corrections
 CRIM-360 Internship in Criminal Justice II
 SOWK-350 Junior Practicum in Social Work
 SOWK-460 Senior Practicum in Social Work
 SOCS-300 Service Learning in the Social Sciences

- KINS-395 Professional Practice Programs in Health, Physical Education,
 and Recreation
 KINS-460 Field Experience in Sport Administration

Civic Engagement and Community Leadership Minor

The Civic Engagement and Community Leadership minor is an interdisciplinary study offered through the College of Arts and Sciences but is open to all undergraduate students at the University. It is an interdisciplinary program with required introductory and capstone courses in community service learning (CSL). The other courses in the minor are discipline-based courses utilizing a service learning approach.

Curriculum

Required:

- CSL-150 Introduction to Community Service Learning (3)
 CSL-450 Civic Engagement and Community Leadership
 (capstone experience/project) (3)

Select at least 12 hours of the following:

- SOC-104 Social Problems Service Learning Experience (1)
 SOC-235 Environmental Sociology (3)
 SOC-236 Service Learning in Sustainability (pre- or corequisite SOC-235) (1-3)
 SOCS-300..... Service Learning in Social Sciences (3)
 SOWK-111 Social Work Service Learning Lab (corequisite SOWK-110) (1)
 ST-299 Spring Term: Service Learning in the City (3)
 ST-299 Spring Term: International Service Learning Travel Course (3)
 LANG-400..... Modern Language Service Learning (2)
 ART-104 Service Learning in the Arts (1)
 CVOC-105 Service Learning in Christian Vocations (1-3)
 CVOC-305 Service Learning Experience—Christian Vocations (3)
 CRIM-121 Corrections Service Learning Lab (corequisite CRIM-120) (1)
 CRIM-331 Corrections Service Learning Lab (corequisite CRIM-330) (1)
 CSL-480 Topical Seminar in Service Learning (3)
 ENGL-489..... Writing for Nonprofits (3)

Additional service learning courses developed in other disciplines will satisfy the 12-hour elective requirement.

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

The following concentrations may be taken by any Social Sciences major.

Community Organizing Concentration:

- SOCS-225..... Community: Learning and Serving
 SOC-240 Conflict Resolution
 SOC-315 Urban and Community Sociology

Select one of the following (minimum 3 hours required):

- SOCS-300..... Service Learning in the Social Sciences
 SOC-350..... Practicum in Sociology
 SOWK-350 Junior Practicum in Social Work
 CRIM-350 Internship in Criminal Justice
 CRIM-355 Internship in Corrections
 SOC-401..... Undergraduate Community Project

Social Research Concentration:

MATH-220.....	Elementary Statistics
SOC-331	Quantitative Data Analysis
SOC-332	Qualitative Methods of Research and Evaluation
SOC-350	Practicum in Sociology

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Theatre

Associate Professor James W. Ream, Chair; Associate Professor Brad Wright, Assistant Professor Penny Sornberger.

The goal of the department is to develop the skills, crafts, and imaginations of its students within the liberal arts context. The curriculum encompasses the areas of acting, directing, production, design, dramatic literature, theatre history, and play analysis. This broad preparation at the undergraduate level develops a foundation for any theatre specialization. Through individual attention to students, the faculty strives to help them acquire and develop the tools they will need in order to succeed in their future pursuits.

*Requirements for Majors and Minors****Theatre Major***

THE-120	Stagecraft
THE-121	Introduction to Theatre Design
THE-131	Acting I
THE-231	Directing I
THE-241	Play Analysis
THE-250	Sophomore Seminar
THE-340	Theatre History I
THE-341	Theatre History II
ENGL-330.....	Drama I
ENGL-331.....	Drama II

Take one of the following design courses:

THE-221	Scene Design
THE-222	Lighting Design
THE-223	Costume Design

*Select one of the following tracks:**Performance/Directing Track*

THE-124	Theatrical Makeup
THE-132	Speech for Stage
THE-133	Movement for Stage
THE-330	Acting II
THE-331	Directing II
THE-432	Acting III

Design/Production Track

THE-150	Theatre Production
Take the two remaining beginning-level design courses	
THE-321	Scene Design II
THE-322	Lighting Design II
THE-323	Costume Design II

Music/Theatre Concentration Track

THE-124	Theatrical Makeup
THE-132	Speech for Stage
THE-133	Movement for Stage
THE-330	Acting II
THE-431	Acting III

Take 11.5 hours from the following courses:

MUS-100	Music Fundamentals
MUS-110	Introduction to Music
MUS-113	Voice Class
MUS-116	Piano Class I
MUS-117	Piano Class II
MUS-118	Keyboard Skills I
MUS-119	Keyboard Skills II
MUS-121	Elementary Theory
MUS-140	Private Applied: Piano
MUS-145/345.....	Private Applied: Voice
MUS-167	Musical/Opera Production

Theatre Teaching Major Track:

THE-124	Theatrical Makeup
THE-132	Speech for Stage
THE-133	Movement for Stage
THE-330	Acting II
THE-331	Directing II

Take the two remaining beginning-level design courses:

THE-221	Scene Design
THE-222	Lighting Design
THE-223	Costume Design

Designated education courses (see School of Education section).

Theatre Minor

THE-120, 121, 131, 231, 241, 340, and 341 and one theatre design course; THE-221, 222, or 223.

In addition to the above required coursework, theatre minors are required to attend at least one shift of a production load-in, one shift of a strike, and to participate actively in at least one production per semester. This may include, but is not limited to, participating as a cast member, crew member, stage manager, assistant stage manager, designer, assistant designer, assistant director, and house manager.

Additional information about the courses listed above can be found in the section entitled *Course Descriptions*.

College of Health Sciences

Stephanie P. Kelly, Dean.

The College of Health Sciences includes the School of Occupational Therapy, the Krannert School of Physical Therapy, and the undergraduate departments of Athletic Training and Kinesiology. The purposes, programs, and policies of the three undergraduate areas are discussed in the separate sections that follow for each department.

The College of Health Sciences also offers numerous graduate degree programs and graduate certificates through the School of Occupational Therapy and the Krannert School of Physical Therapy. A complete listing of those programs can be found beginning on page 216 in this catalog.

Athletic Training

Associate Professor Christine Lauber, Acting Chair; Assistant Professor Scott Lawrance, Instructor Ned Shannon.

The Athletic Training Department seeks to prepare students to practice athletic training in an increasingly physically active society. Our athletic training education program is CAATE-accredited and has an excellent reputation for athletic training education. We offer both classroom and clinical experience to ensure that the athletic training student gains the knowledge and skills essential for success. In conjunction with the educational coursework, seven semesters of clinical experience are required in the athletic training room at the University of Indianapolis and other selected locations. Various high schools, sports medicine clinics, physicians' offices, industrial settings, and professional sports settings may provide the student with a variety of clinical experiences working with athletes and physically active populations of all levels and ages. The athletic training education program/major is housed in the School of Education and students are encouraged to complete coursework leading toward application for additional allied health programs or to continue their education at the graduate level.

Requirements for the Athletic Training Major (65 hours)

ATRG-100	Introduction to Athletic Training
ATRG-101	Athletic Training Techniques
ATRG-102	Clinical Experiences I
ATRG-110	Recognition and Assessment I
ATRG-115	Emergency Procedures
ATRG-201	Clinical Experiences II
ATRG-202	Clinical Experiences III
ATRG-210	Recognition and Assessment II
ATRG-214	Recognition and Assessment III
ATRG-215	Muscle Testing and Function
ATRG-300	Therapeutic Modalities
ATRG-301	Clinical Experiences IV
ATRG-302	Clinical Experiences V
ATRG 310	Pharmacology
ATRG-315	Therapeutic Rehabilitation
ATRG-325	Symposium in Athletic Training
ATRG-330	Psychosocial Techniques and Intervention
ATRG-401	Clinical Experiences VI
ATRG-405	Field Experience

ATRG-410	Organization and Administration
ATRG-415	Capstone I
ATRG-416	Capstone II
KINS-249	Basic Sport Nutrition
KINS-251	Advanced Sport Nutrition
KINS-350	Physiology of Exercise
KINS-375	Progressive Resistance
BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology

General Information:

1. Acceptance into the Athletic Training Education Program/Athletic Training Major is highly competitive.
2. Board of Certification requirements are met in the major.
3. The chair and the student will arrange the ATRG-405 Field Experiences.
4. Upon the successful completion of all requirements, the student will:
 - earn a baccalaureate degree in Athletic Training.
 - be eligible to sit for the BOC examination.
 - be eligible for state licensure.

The most current information concerning the Education Program can be obtained from the Athletic Training Web page or by contacting the department chair.

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Kinesiology

Associate Professor Lisa Hicks, Chair; Associate Professor Matthew Beekley, Assistant Professor Christopher Berger, Assistant Professor Michael Diacin, Associate Adjunct Kara Egan, Assistant Professor Lee Everett, Instructor Mindy Mayol, Assistant Professor Heidi Rauch, Assistant Professor Richard Robinson, Associate Professor Jennifer Van Sickle, Associate Professor Sue Willey.

The Kinesiology Department promotes habits of proper exercise as a basis of sound physical and mental health. For professional career preparation, the following undergraduate majors are available in the department program offerings: (1) Health and physical education (an all-grade [K–12] teaching major), (2) sport management major for vocations in sport/fitness club management, intercollegiate athletic management, recreation programming administration, sport facilities management and other sport- or recreation-associated careers, (3) Exercise Science major with an emphasis on exercise prescription and preparation for graduate students, (4) Community Health Education major for public health, health promotion, education, and service. A graduate major of sport management with an emphasis on intercollegiate athletics is also available to graduate students. Other offerings include American Red Cross CPR, First Aid, Lifeguarding, and Water Safety Instructor certifications.

In today's society, "wellness" is an all-encompassing term. Spiritual, physical, social, emotional, intellectual, and occupational wellness are all vital aspects of one's total well-being. Therefore, all degree-seeking students are required to successfully complete KINS-101 Wellness and Fitness for a Lifetime or KINS 104 Honors Wellness and Fitness for a Lifetime.

No curricular course in which the student earns lower than a C (2.0) is counted toward the major.

*Requirements for Majors and Concentrations***Health and Physical Education All-Grade Teaching Major (K-12)**

The purpose of this major is to prepare teachers and coaches who promote the development of healthy and physically educated individuals. The department works in conjunction with the standards of the National Council for the Accreditation of Teacher Education, the Indiana Department of Teacher Education (IDOE), Office of Educator Licensing and Development, and the National Association for Sport and Physical Education. Students develop skills in health and physical education teacher preparation, motor learning, instructional strategies, communication, diverse learners, assessment, reflection and collaboration. Students are exposed to the classroom setting in the first semester of education coursework. Additionally, students are equipped to teach others in the use and effectiveness of utilizing current technology in the field. Familiarity with current technologies makes the graduate much more employable. Students are also offered the potential to become certified in water safety instruction, CPR, and first aid—all desirable teaching certifications.

Requirements for the Health and Physical Education All-Grade Teaching Major (K-12)

KINS-103	Aquatics (if required)
ATRG-104	Care and Prevention of Athletic Injuries
KINS-105	Methods of Teaching Dance
KINS-180	Teaching Dual & Individual Activities
KINS-185	Teaching of Team Activities
KINS-190	Philosophy and Foundation of Kinesiology and Health
or KINS-195	History & Culture of Sport
KINS-220	Techniques and Methods of Conducting Physical Education
KINS-235	Motor Learning
KINS-245	Principles and Practices of Exercise Science
KINS-249	Basic Sport Nutrition

KINS-250	First Aid and CPR
KINS-260	Introduction to Community Health
KINS-266	Sexuality & Human Health
KINS-285	Teaching Physical Education in the Elementary School
KINS-290	Introduction to Adapted Physical Education
KINS-295	Applied Adapted Physical Education
KINS-310	Water Safety Instructor
KINS-325	Exercise Leadership and Programming
KINS-370	School Health
KINS-375	Progressive Resistance Exercise and Sports Conditioning
KINS-380	Sport & Exercise Psychology
KINS-400	Assessment and Research Principles of Physical Activity and Health
KINS-405	Performance in Cardiovascular Training
KINS-420	Drugs & Social Involvement
KINS-499	Professional Seminar in Physical Education and Health Education
BIOL-103	Principles of Human Anatomy

Three additional hours of kinesiology electives (not including methods of teaching and coaching courses) are required.

Designated education courses are required. (See School of Education section)

Community Health Education Major

The mission of the undergraduate Community Health Education Program at the University is to prepare our students for effective, responsible, and articulate membership in their communities and the profession of community health, while emphasizing applied experience and service to the community.

This mission is achieved by offering a high-quality education program centered on the key responsibilities and competencies for entry-level health educators defined by the profession, and through utilizing University affiliations with the Center for Aging and Community and Fountain Square Partnership to offer students the opportunity for hands-on experience, while providing needed services to University affiliates and community partners.

The curriculum is based on the seven areas of responsibility and related competencies of NCHEC, the National Commission for Health Education Credentialing, Inc.

Responsibility I	Assess Individual and Community Needs for Health Education
Responsibility II	Plan Health Education Strategies, Interventions, and Programs
Responsibility III	Implement Health Education Strategies, Interventions, and Programs
Responsibility IV	Conduct Evaluation and Research Related to Health Education
Responsibility V	Administer Health Education Strategies, Interventions, and Programs
Responsibility VI	Serve as a Health Education Resource Person
Responsibility VII	Communicate and Advocate for Health and Health Education

Students graduating from the CHE program will be qualified to sit for certification as a Health Education Specialist (CHES), the desired credential in the community health field. This exam measures proficiency in the seven responsibility areas of an entry-level health educator. Certified Health Education Specialists are professionals who design, conduct, and evaluate activities that help improve the health of all people. These activities can take place in a variety of settings: schools, communities, health care facilities, businesses, and colleges. Health educators are employed under a range of job titles such as patient educators, health program coordinators, trainers, community organizers, and health program managers. The Certified Health Education

Specialists are those who have met the standards of quality established by NCHEC by successfully passing the CHES examination. The CHES designation after a health educator's name is one indication of professional competency.

Requirements for the Community Health Education Major

ATRG-104	Athletic Health Care
BIOL-103	Principles of Human Anatomy*
BIOL-104	Principles of Human Physiology
PSY-120	Introduction to Psychology (Prerequisite for KINS-335)
KINS-190	Philosophies and Foundations of Kinesiology and Health or KINS-315 Professional Seminar in Kinesiology (Jr/Sr year)
KINS-249	Basic Sport & Community Nutrition
KINS-260	Introduction to Community Health in Diverse Communities
KINS-266	Sexuality and Human Health
KINS-305	Grant Writing in Health and Kinesiology
KINS-325	Exercise Leadership and Programming
KINS-330	Community Health Methods and Materials
KINS-336	Theories of Health Behavior
KINS-365	Worksite Health Promotion
KINS-390	Health Communication & Social Marketing
KINS-400	Assessment and Research Principles of Physical Activity and Health
KINS-420	Drugs and Social Involvement
KINS-440	Epidemiology
KINS-465	Health Education Program Planning and Evaluation
KINS-495	Professional Experience in Community Health Education (320 hours required for accreditation)

Directed electives from current offerings (3 hours)

60 hour major

*includes 7 credit hours counted in the general education core and 3 hours of directed electives

Exercise Science Major

The mission of the Exercise Science program is to prepare students for entry-level employment in corporate and commercial fitness centers; clinical settings, such as cardiac rehabilitation; sport performance centers; or within other health and fitness programs which require exercise testing and prescription.

Exercise sciences has various areas of specialization: (1) Clinical specialization, which provides exercise testing and prescription for the healthy normal population(s) with mild to moderate diseases such as cardiac disease, lung disease, diabetes, etc; (2) Athletic specialization (also known as sport performance), which provides exercise testing and prescription for athletes of various abilities; (3) Exercise leadership and health promotion, which provides exercise testing, prescription and leadership, as well as health and wellness coaching and education elements to apparently healthy populations or populations with mild disease status.

Students wishing to pursue a career in the exercise science field are strongly encouraged to pursue further education, such as a master's degree in clinical exercise physiology, exercise science or sports science. Exercise science also makes an excellent foundation for graduate work in fields such as physical therapy, occupational therapy, physician's assistant, medicine, osteopathy, biology with a human emphasis, gerontology, exercise physiology, biomechanics and nutrition. Students also have the option to pursue an associate's degree in physical therapy assistant concurrently with their exercise science major if acceptance is gained in the PTA program.

The exercise science program is strongly grounded in basic science and better prepares students for graduate school and other advanced education and certification. A large assortment of internship opportunities are available for exercise science majors and is an integral and essential part of the undergraduate curriculum. An internship shall be taken during the senior year and requires a minimum completion of 300 hours. Students graduating with Bachelor of Science in exercise science are eligible to sit for two highly-regarded industry certifications: (1) Health/Fitness Specialist (HFS) from the American College of Sports Medicine; and (2) Certified Strength and Conditional Specialist (CSCS) from the National Strength and Conditioning Association.

Requirements for the Exercise Science Major

ATRG-104	.....	Athletic Health Care
BIOL-103	.....	Principles of Human Anatomy
BIOL-104	.....	Principles of Human Physiology
BIOL-165	.....	Introduction to General Biology
CHEM-150	.....	General Chemistry I
CHEM-151	.....	General Chemistry I Lab
CHEM-160	.....	General Chemistry II
CHEM-161	.....	General Chemistry II Lab
PHYS-150	.....	General Physics I
KINS-190	.....	Philosophy and Foundation of Kinesiology and Health
	or KINS-315	..... Professional Seminar in Kinesiology
KINS-245	.....	Principles and Practices of Exercise Science
KINS-249	.....	Basic Sport & Community Nutrition
KINS-251	.....	Advanced Sport Nutrition
KINS-290	.....	Adapted Physical Education
KINS-335/L	.....	Motor Control & Lab
KINS-350/L	.....	Exercise Physiology & Lab
KINS-355	.....	Management and Design of Sport Facilities
KINS-375	.....	Resistance Exercise Assessment and Programming
KINS-380	.....	Sport & Exercise Psychology
KINS-395	.....	Professional Practice Programs in Exercise Science
KINS-405	.....	Cardiovascular Exercise Assessment and Programming
KINS-410/L	.....	Biomechanics & Lab
KINS-470	.....	Exercise Science Lab
KINS-490	.....	Exercise Prescription
KINS-ELEC	.....	Electives (3 hours)

Sport Management Major

The mission of the Sport Management major is to prepare students for careers in sport/fitness club management, interscholastic and intercollegiate athletic management, recreation programming and administration, sport marketing, sport retailing, sport agency management, sport facilities management, sport media relations, and other sport or recreation-associated careers. Courses in this department have been designed according to the guidelines set forth by the Commission on Sport Management Accreditation (COSMA) and include coursework from both the kinesiology department and the School of Business. Before graduation, students are required to complete internships with two different sport organizations in the area of their desired career interest.

Requirements for the Sport Management Major

KINS-190	.....	Philosophy and Foundation of Kinesiology and Health
	or KINS-315	..... Professional Seminar in Kinesiology (Jr./Sr. year)
KINS-195	.....	History and Culture of Sport
KINS-201	.....	Governance and Ethics in Sport
KINS-202	.....	Sport Finance and Economics
KINS-210	.....	Introduction to the Business of Sports
KINS-340	.....	Administration of Athletics
KINS-345	.....	Legal Issues and Risk Management in Sport
KINS-355	.....	Management and Design of Sports Facilities
KINS-360	.....	Organizational Leadership in Sport
KINS-460	.....	Field Experience in Sport Administration I
KINS-461	.....	Field Experience in Sport Administration II
ACCT-210	.....	Financial Accounting
ECON-110	.....	Microeconomics
COMM-312	.....	Sports Media
MKTG-290	.....	Marketing
MKTS-300	.....	Sport Marketing
Electives	.....	3 credits

Healthy Diploma™ Concentration

The Healthy Diploma at the University of Indianapolis is designed to give graduates a healthy start on adult life and an advantage in the job market. Similar in concept to an honors diploma, this concentration combines 15 credit hours of health and wellness courses with yearly assessments and individual coaching to orient undergraduates toward a lifetime of positive behavior. Aside from the direct personal benefit to the student, the concentration will show prospective employers that the recipient is dedicated to a healthy lifestyle, which has been shown to benefit the workplace through lower healthcare costs, lower rates of injury and absenteeism, higher productivity, and improved morale and retention. The program also is expected to improve physical health, academic performance, social responsibility, and general satisfaction for students while still in the midst of the college experience.

Requirements for the Healthy Diploma Concentration

15 credit hours. All credits counted in electives (KINS-101 and 104 counted in general education core)

KINS-104	.....	Honors Wellness (preferred)
	or KINS-101	..... Wellness and Fitness for a Lifetime
	and KINS-102	..... Advanced Wellness and Fitness for a Lifetime
KINS-249	.....	Basic Sport and Community Nutrition
FIN-401	.....	Financial Wellness
KINS-455	.....	Personal Health Project

Physical Activity Electives. Choose three of the following:

KINS-103	.....	Aquatics
KINS-112	.....	Social Dance
KINS-113	.....	Group Cardio Fitness
KINS-114	.....	Cardio Hip Hop
KINS-115	.....	Yoga
KINS-252	.....	Weight Management
KINS-480	.....	ST: Scuba

And two of the following (at least one must be a KINS course) totaling 6 credit hours:

GERO-301.....	Interdisciplinary Perspective on Aging	
GERO-305.....	Physical Dimensions in Aging	KINS-268 Stress Management
KINS-266	Human Sexuality	
KINS-420	Drugs and Social Involvement	
PSY-245	Lifespan Development	
PSY-315	Health Psychology	

*Students must take at least one physical activity elective course in each academic year once the healthy diploma concentration is declared, and the concentration must be declared within the first 30 credit hours including transfer credit hours (or if five semesters remain in student's program). Students are encouraged to follow the plan as outlined above.

Additional Requirements for the Healthy Diploma Concentration

- Yearly Health Risk Appraisal (HRA), physical fitness testing (Fitnessgram) each year, and wellness dimension assessment
- Individual consultation with Healthy Diploma adviser each year
- Comprehensive exam during April of senior/final year
- Pledge to commit to positive healthy habits for a lifetime and report behavior post-graduation.
- Recipients of the Healthy Diploma will wear honor cords at commencement and will leave UIndy with a certificate of achievement, along with literature that explains the program to prospective employers.

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Physical Therapist Assistant Program

Assistant Professor Frank Bates, Director; Assistant Professor Ed Jones; Assistant Professor Mary Ann Shurig, Academic Coordinator of Clinical Education.

The physical therapist assistant program is designed to prepare students for assistant roles within the profession of physical therapy. We require that our PTA students exhibit excellent interpersonal communication skills and that they develop high levels of technical competence across those areas of physical therapy practice that are typically delegated to PTAs. Our curriculum reflects this by incorporating realistic laboratory activities into most classes, by requiring that students demonstrate their skills through an extensive set of "check-off" activities, and by challenging students to grow and develop in their professionalism.

The Associate in Science in PTA requires that students complete at least 62 credit hours, 30 general education credit hours, and 32 PTA credit hours. Students may complete the PTA program on a part- or full-time basis.

Students following an integrated curriculum pattern attend the University of Indianapolis full-time, completing general education and PTA classes each semester during the academic year and the clinical education courses during the summer. Full-time students in the integrated curriculum can complete the PTA program in two years, including both summers. General education courses are offered during the day and evening; PTA courses are offered in the evening.

Students following a sequential curriculum complete a portion or all of the general education courses before enrollment in the PTA classes. Students may take the general education courses at the University of Indianapolis or from another accredited college or university. To ensure proper credit for courses taken at another institution, students should discuss courses with the key advisor for the physical therapist assistant program before enrolling in courses at another institution. Students in the sequential curriculum may take the general education courses on a full-time or part-time basis. Students completing only a portion of the general education courses before enrollment in the PTA classes should note that some general education courses are prerequisites or co-requisites for some of the PTA courses; see Technical Education section below. PTA courses are offered in the evening.

Admission

To enroll in PTA classes, students must be admitted to both the University of Indianapolis and the PTA program. Admission is granted to 25 students to begin each fall. Eligibility to apply for the PTA program requires:

- physical therapy experience: 30 hours of volunteer/work experience in at least two physical therapy settings.
- academic performance:
 - for entering freshmen: high school cumulative grade point average at or above 3.0 on a 4.0 scale.
 - for students with 12 or more college credits: C or better in all general education courses and an overall and general education grade point average of at least 3.0. (Students with courses over 7 years old may be able to qualify for academic bankruptcy, provided they have 12 or more college credits with a grade point average of at least 3.0 which have been taken after the courses being considered for academic bankruptcy.)
 - all students must demonstrate English proficiency through the 100-level.
 - all students must demonstrate math proficiency through the 105-level.

Applicants must submit two letters of recommendation with at least one recommendation from a physical therapist or physical therapist assistant. The other recommendation must come from a supervisor, teacher, professor, or health care professional. Each applicant must complete an essay describing the applicant's view of the role of physical therapy and the physical therapist assistant within the health care system. Eligible applicants are invited for an interview with CHS faculty members and/or a physical therapist or physical therapist assistant from the local community.

General Education Courses	Hours
ENGL-101 English Composition	3
ENGL-102 Western World Literature.....	3
BIOL-103 Principles of Human Anatomy (lab required).....	4
BIOL-104 Principles of Human Physiology (lab required)	4
CHEM-103 Introduction to Chemistry (fall only).....	3
INTD-101 New Student Experience (freshmen only)	1
INTD-201/202..... Lecture/Performance Series (freshmen only).....	1
KINS-101 Wellness/Fitness for a Lifetime.....	1
COMM-100 Public Speaking.....	3
PSY-120 Introduction to Psychology	3
PHYS-103..... Introduction to Physics	4
Subtotal—General Education.....	30

Degree Requirements

An Associate in Science degree is awarded on completion of at least 62 credit hours with a grade point average of at least 2.5. The PTA curriculum is sequenced as follows.

Technical Education	Hours
<i>First Year, Semester I</i>	
PTA-203 Professional Issues I.....	1
PTA-204 MS I: Functional Anatomy & Kinesiology.....	2
PTA-205 MS I: Patient Care Orientation.....	1.5
PTA-206 Cardiopulmonary Rehabilitation.....	1.5
*Must complete CPR certification (BLS for Healthcare Providers or equivalent) by October 1	
*GE courses to take during or before this semester: ENGL-101, BIOL-103, CHEM-103	
 <i>First Year, Semester II</i>	
PTA-223 Integumentary Rehabilitation	1.5
PTA-224 MS II: Physical Agents I.....	1.5
PTA-225 MS II: Therapeutic Exercise I.....	1.5
PTA-262 NM I: Pathophysiology.....	1.5
*GE course to take during or before this semester: BIOL-104	
 <i>First Year, Summer Session</i>	
PTA-291 Clinical Education I (5 weeks)	2
 <i>Second Year, Semester I</i>	
PTA-243 Professional Issues II	1
PTA-244 MS III: Physical Agents II.....	1.5
PTA-245 MS III: Therapeutic Exercise II	1.5
PTA-246 Neuromuscular Rehabilitation II.....	2
*GE courses to take during or before this semester: COMM-100, PSY-120, PHYS-103	
 <i>Second Year, Semester II</i>	
PTA-263 Neuromuscular Rehabilitation III	3
PTA-264 Musculoskeletal Rehabilitation IV.....	3

<i>Second Year, Summer Session</i>	
PTA-292 Clinical Education II (6 weeks)	3
PTA-293 Clinical Education III (7 weeks).....	3
Subtotal—Technical Education	32

Total—General and Technical Education..... 62

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

School of Business

Associate Professor Karl Knapp, Acting Dean; Assistant Professor Mark Akers, Professor Katharine A. Bohley, Assistant Professor Darrell Bowman, Assistant Professor Darrell Cousert, Associate Professor Laurence DeGaris, Assistant Professor Jodie Ferise, Professor Jerry Flatto, Professor L. Leslie Gardner, Professor Esen Z. Gurtunca, Associate Professor Stephen M. Maple, Instructor Stanley Osweiler, Assistant Professor Tom Parker, Assistant Professor Deidre Pettinga, Assistant Professor Terry Schindler, Associate Professor Rachel Smith, Assistant Professor Steve Tokar, Assistant Professor John Waters, Associate Professor Matthew Will, Associate Professor Jeffrey Woods, Assistant Professor Vivian Xiang, Associate Professor Sheela Yadav, Instructor Herand “Ron” Zagarian.

Mission Statement

To create ethical and moral global citizens through student-centered scholarship, applied teaching, and service that is responsive to business and civic needs.

Statement of Commitment

We serve our students, their parents, and the community by producing ethical, talented, innovative contributors who will enhance and accelerate the development of the state of Indiana, the entire nation, and the broader world community. We work hard to increase the value of degrees from the School of Business and truly serve as the responsive partner for business and civic leaders. Every aspect of what we do is based on advancing our School’s quality using best practices and the passionate commitment of an outstanding and talented faculty. This is integrated into a standard-setting engagement with the business community, where business executives, employers, government, civic, and philanthropic-minded leaders appreciate and rely on our students as the mechanism to implement their individual and collective visions of leadership for our community.

School Overview

All entering freshmen in the School of Business can declare their major areas and are assigned a key advisor in the School of Business. A program of study is developed for each student and may lead to either a Bachelor of Science or Bachelor of Arts degree in accounting, business administration, business education (teaching), economics, entrepreneurship, finance, global leadership, human resources management, information systems, international business, marketing, operations and supply chain management, or sports marketing. Within accounting, students may pursue a CPA track, which qualifies them with 150 hours of coursework to take the CPA exam in order to obtain public accountancy licensure in the state of Indiana. The non-CPA track in accounting prepares a graduate for a career in private accounting with a traditional (124-credit-hour) four-year degree. Students in any major are encouraged to consider fulfilling an internship experience, which may be eligible for academic credit under the designated number of BADM-450.

A day student can complete requirements for a bachelor’s degree in four years if the curriculum guide as outlined by the school is followed. The requirement to obtain a minor (18 hours) applies only to business administration majors. Global leadership and international business majors receive the Bachelor of Arts degree, which requires 12 hours of modern language to be completed by University-earned credit. An international semester abroad is required in global leadership and international business.

Mathematics placement is determined on the basis of preliminary information, including the SAT math score and the student’s academic background. A mathematics placement examination, to determine the student’s specific level of knowledge, is administered for those students who do not demonstrate mathematics proficiency through past records. The school encourages students who plan to continue graduate work to take upper-level mathematics courses. Eight hours of college math, which includes statistics, are required for School of Business bachelor’s degree majors.

Business programs leading to the Associate in Science degree are offered in business administration and information systems. A day student can complete requirements for an associate degree in two years if the curriculum guide as outlined by the school is followed.

Curriculum guides listing degree requirements are available for all business majors. Grade requirements for business majors are listed on curriculum guides. Requirements for business minors are listed on a separate curriculum guide and in this catalog. *A grade of C- or above is required in all business major and minor courses.*

ACBSP Accreditation. The University of Indianapolis, through its School of Business, is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and is a member of the Association to Advance Collegiate School of Business (AACSB) International.

Exit Examination. All baccalaureate degree seniors in the School of Business must take a nationally standardized MFAT examination covering all aspects of the business curriculum. The results of this exit examination are for curriculum review and program enhancement, and the composite score of all University of Indianapolis students taking the exam is compared with the composite score of other schools across the nation. The exit exam is scheduled twice per year and is taken online. A satisfactory performance standard is required.

Accelerated BS/MBA Program (Five-Year Program)

The Accelerated BS/MBA Program offers students the opportunity to complete the requirements for both the bachelor’s and the master’s of business administration degrees within five years. Students will follow the standard sequence of courses for both the general education core and the business core. Beginning in the junior year, students may substitute MBA courses for undergraduate business courses as described in the Accelerated BS/MBA Course Outline. The MBA courses will satisfy the requirements to be awarded a BS in business administration. Upon completion of the BS degree, students will complete the course requirements to be awarded the MBA degree.

School of Business Core*

(Required of School of Business bachelor’s degree majors)

ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-100.....	Freshman Experience <i>(day students only)</i>
BADM-230	Business Law
or BADM-233	Business Law: Partnerships & Corporations
MGT-234.....	Organizational Behavior
BADM-350.....	Career and Employment Strategies
BADM-439.....	Business Policy and Strategy
COMP-150.....	Microcomputer Applications
or COMP-160	Advanced Microcomputer Applications
CIS-151	Introduction to Information Systems
ECON-110.....	Microeconomics
ECON-111	Macroeconomics
FIN-210.....	Finance
MATH-150.....	Finite Mathematics <i>(fulfills general education core requirement)</i>
or MATH-180	College Algebra and Trigonometry <i>(fulfills general education core requirement)</i>
or MATH-190	Calculus & Analytical Geometry I <i>(fulfills general education core requirement and may be required for specific majors)</i>
MATH-220.....	Elementary Statistics

MKTG-290.....	Marketing
SCM-210.....	Principles of Operations and Supply Chain Management

**This program may require attendance in both day and extended division courses.*

Requirements for Bachelor's Degree Majors

Accounting Options

Non-CPA Track—Traditional Four-Year Accounting Program

Careers are available in private and governmental accounting for students who earn a bachelor's degree by following the model 124-hour accounting program listed above. Completion of the traditional 124-hour program will qualify graduates to pursue multiple professional certifications such as Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and Certified Fraud Examiner (CFE). Those who graduate with 124 hours and later decide to pursue CPA licensure are encouraged to matriculate in a master's degree program to complete the extra 30 credit hours necessary for admission to the CPA exam.

Accounting Major (Corporate Accounting)—Bachelor's Degree

Core courses listed above plus the following:

ACCT-310.....	Intermediate Accounting I
ACCT-311.....	Intermediate Accounting II
ACCT-312.....	Cost Accounting
ACCT-314.....	Accounting Information Systems
ACCT-412.....	Advanced Accounting
ACCT-418.....	Auditing
ACCT-419.....	Individual Income Tax
ACCT-465.....	Corporate, Partnership, Estate, and Trust Taxes
BADM-231.....	Business Communications
BADM-233.....	Business Law: Partnerships and Corporations
BADM-332.....	Research/Writing/Project Management
SCM-388.....	Production and Operations Management

CPA Track

The University of Indianapolis is an accredited university that qualifies graduates with 150 hours of completed coursework to take the CPA exam in order to obtain public accountancy licensure in the state of Indiana. (Students planning to take the CPA exam outside Indiana should contact those other state Boards of Public Accountancy for CPA licensure guidelines.) The School of Business Accounting major complies with Indiana state requirements of offering at least 24 hours of accounting courses (in Financial, Auditing, Taxation, and Managerial). In addition the Accounting major requires, according to Indiana regulations, at least 24 semester hours of Business Administration and Economics courses over and above the required Accounting courses. The state of Indiana does not count internship credit toward this 24-hour requirement of Business Administration and/or Economic courses.

ACCT-310.....	Intermediate Accounting I
ACCT-311.....	Intermediate Accounting II
ACCT-312.....	Cost Accounting
ACCT-314.....	Accounting Information Systems
ACCT-412.....	Advanced Accounting

ACCT-418.....	Auditing
ACCT-419.....	Individual Income Tax
BADM-231.....	Business Communications
BADM-230.....	Business Law
BADM-233.....	Business Law: Partnerships and Corporations
BADM-332.....	Research/Writing/Project Management
SCM-388.....	Production and Operations Management
ACCT-465.....	Corporate, Partnership, Estate, and Trust Taxes

**One elective approved by the School of Business academic advisor*

State of Indiana CPA exam candidates must complete an additional 30 hours of coursework beyond those courses listed above. Two options are available:

1. Commit to a fifth year of study for purposes of earning an MBA. The University of Indianapolis offers an accelerated BS/MBA degree designed to meet the state of Indiana's 150-hour requirement. (See Accelerated BS/MBA Program Requirements.)
2. Earn a bachelor's degree with a double major to accumulate 150 hours.

Accelerated BS/MBA Program (Five-Year Program)

The Accelerated BS/MBA program offers students the opportunity to complete the requirements for both the bachelor's and the master's of business administration degrees within five years. Students will follow the standard sequence of courses for both the general education core and the business core. Beginning in the junior year, students may substitute MBA courses as described in the Accelerated BS/MBA Course Requirements. The MBA courses will satisfy the requirements to be awarded a BS in business administration. Upon completion of the BS degree, students will complete the course requirements to be awarded the MBA degree.

Accounting major options other than the Accelerated BS/MBA program

Indiana CPA candidates who do not enter into the Accelerated BS/MBA program can pursue a double major as a way to obtain the 150 hours necessary to qualify to take the exam. Suggested second majors are Information Systems; Economics; Entrepreneurship; Finance; International Business; Marketing; Operations and Supply Chain Management; and Sports Marketing. With summer courses, students may complete their entire 150 hours in four years while earning a bachelor's degree with multiple majors.

Business Education and Administration*—Bachelor's Degree

Business Education is a teaching major preparing the student to enter the teaching profession. The business education and certification program is one of only a few programs offered for business teachers in the state of Indiana. Because of the diversity of courses in the business field and Indiana state licensure requirements, this major has extensive hour requirements. Business core requirements, general education core requirements, and School of Education requirements all must be met by business education majors. Not all courses are offered every semester; therefore, flexibility in the student's schedule is important. For the student seeking licensure to teach, student teaching also is required. Student teaching demands an extensive, full-time day commitment to an assigned high school for one semester. (Education courses required for teaching majors are listed in the School of Education Department of Teacher Education section of the catalog.)

Course Requirements:

ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-230	Business Law
or BADM-233	Business Law: Partnerships and Corporations
BADM-231	Business Communications
COMP-150	Microcomputer Applications
or COMP-160	Advanced Microcomputer Applications
CIS-151	Introduction to Information Systems
ECON-110	Microeconomics
ECON-111	Macroeconomics
FIN-210	Finance
IBUS-201	International Business
MATH-150	Finite Mathematics <i>(fulfills general education core requirement)</i>
or MATH-180	College Algebra and Trigonometry <i>(fulfills general education core requirement)</i>
or MATH-190	Calculus & Analytical Geometry I <i>(fulfills general education core requirement and may be required for specific majors.)</i>
MATH 220	Elementary Statistics
MGT-234	Organizational Behavior
MGT-281	Management
MKTG-290	Marketing

A concentration in either Business Administration or Business Education is required.

Business Administration:

BADM-332	Research/Writing/Project Management
BADM-350	Career and Employment Strategies
BADM-439	Business Policy and Strategy
HRM-381	Human Resource Management
SCM-210	Principles of Operations and Supply Chain Management
SCM-386	Quantitative Methods
SCM-388	Production and Operations Management

Business Education:

BUED-146	Personal Financial Management
or FIN-320	Financial Planning
BUED-243	Secondary Education and Accounting Methods
BUED-343	Computer Education Methods
ENTR-280	Entrepreneurship

See the School of Education section of the catalog for additional secondary education requirements.

**This program may require attendance in both day and extended division courses.*

Economics*—Bachelor's Degree

Businesses, organizations, and governments all are concerned with using resources efficiently. Economic knowledge provides students with valuable information about output-enhancing techniques. Increased productivity ultimately enhances the total satisfaction for all groups in society. Economic principles improve decision-making in business areas such as production, promotions, budgeting, forecasting, and finance.

Core courses listed above plus the following:

MATH-190	Calculus & Analytical Geometry I <i>(fulfills general education requirement)</i>
ECON-210	Intermediate Microeconomics
ECON-211	Intermediate Macroeconomics
ECON-386/SCM-386	Quantitative Methods
ECON-410	Econometrics

A concentration in either Public Policy or International Trade and Development is required.

Public Policy concentration:

ECON-363/FIN-340	Money & Banking
ECON-465	Economics of Fiscal Policy
ECON-485	Seminar in Public Policy

Select one (1) from the following:

PSCI-323	Public Administration
PSCI-356	Political Theory

Select one of the following to satisfy general education core, social inquiry requirement:

PSCI-101	American National Government
PSCI-205	State and Local Government

International Trade and Development Concentration:

ECON-461	Economic Development
ECON-464	Comparative Economic Systems
ECON-467/FIN-420	International Financial Management

Select one (1) from the following:

IBUS-201	International Business
IBUS-410	Global Leadership Seminar
IREL-335	Comparative Politics
IREL-336	Political Development

Highly recommended: Eight hours of calculus (for students planning to attend graduate school)

**This program may require attendance in both day and extended division courses.*

Entrepreneurship*—Bachelor's Degree

Entrepreneurship is a program utilizing nontraditional business training. The emphasis of this major will be business creation. Classes will address business concerns from the perspective of a small start-up business. Topics will include funding, venture capital, small business administration, business incubators, etc. Students will network with local entrepreneurs and small business groups. Major/core learning is enhanced by small class size and an emphasis on group work, which enables students to work closely with faculty and peers who are rich in professional experience. Students follow the concentration as a cohort; this intensifies the learning environment and helps students build a network of future business relationships.

Core courses listed above plus the following:

BADM-231	Business Communications
BADM-332	Research/Writing/Project Management
ENTR-280	Small Business Venture
ENTR-332	Entrepreneurship
ENTR-443	Managing the Venture Financing Process
ENTR-444	Small Business Practicum

ENTR-445.....	New Venture Creation
HRM-381.....	Human Resource Management
MKTG-394.....	Sales

**This program may require attendance in both day and extended division courses.*

Finance*—Bachelor's Degree

The core emphasis of the finance major is to determine the most effective approaches to maximize the value of a firm. This is accomplished through an understanding of theoretical concepts, quantitative analysis, and practical application of financial principles using problems, cases, guest lecturers, and projects. The finance major will prepare the student to pursue careers in corporate finance, commercial or investment banking, securities management, financial planning, real estate finance, or insurance and risk management. It also will provide an essential base of knowledge for management in other disciplines or small business ownership.

Core courses listed above plus the following:

ACCT-321.....	Financial Statement Analysis
FIN-340.....	Financial Markets & Institutions
FIN-350.....	Investments
FIN-360.....	Financial Modeling
FIN-410.....	Derivative Securities
FIN-420.....	International Financial Management

Choose two of the following three courses:

FIN-310.....	Real Estate Finance
FIN-320.....	Financial Planning
FIN-330.....	Risk Management & Insurance

Finance majors must select MATH-190 instead of MATH-150 as part of their general education core.

**This program may require attendance in both day and extended division courses.*

Global Leadership*—Bachelor's Degree

The increasingly global economy, as well as the more diverse domestic environment, creates a need for individuals to increase their international knowledge and skills. This is an interdisciplinary major that provides students with background knowledge in the areas of religion, geography, and international relations, and the ability to apply this knowledge base to complex business issues in the global arena. International travel is required for those who wish to major in Global Leadership.

Core courses listed above plus the following:

IBUS-201.....	International Business
BADM-420.....	Special Topics: International Travel
IREL-101.....	Introduction to International Relations
IREL-204.....	World Geography
MKTG-396.....	International Marketing
REL-300.....	World Religion
IBUS-410.....	Global Leadership Seminar

Students must select six hours of electives from one of the following groups:

Group 1: Business

ECON-211.....	Intermediate Macroeconomics
ECON-464.....	Comparative Economic Systems
FIN-420.....	International Financial Management

Group 2: Asia Studies

HIST-442.....	Modern East Asia
HIST-481.....	Modern South Asia
SOC-340.....	Chinese Culture

Group 3: International Relations (Fifth-year track to master's)

IREL-309.....	Economic Geography and Globalization
IREL-335.....	Comparative Politics
IREL-336.....	Political Development
IREL-343.....	Foreign Policy Analysis

Must be admitted to the IREL Master Program for this group

Group 4: History

HIST-331.....	History of Latin America
HIST-353.....	The African Experience
HIST-463.....	Middle East

Group 5: Modern Languages

**This program may require attendance in both day and extended division courses.*

Human Resources Management*—Bachelor's Degree

Human Resources Management students are encouraged to have a broad liberal arts base. A strong focus is placed on human resource management with special attention given to labor law, safety and health issues, union/management negotiation and relationships, compensation and fringe benefit programs, training needs, and individual employee development. Employment is found in manufacturing, health, insurance, small business, conglomerates, government, education, sports, and service organizations.

Core courses listed above plus the following:

BADM-231.....	Business Communications
BADM-332.....	Research/Writing/Project Management
MGT-334.....	Group Dynamics
HRM-381.....	Human Resource Management
HRM-384.....	Labor Law
HRM-385.....	Compensation and Benefits
HRM-482.....	Collective Bargaining and Management
HRM-481.....	Organization Development
or HRM-483.....	Training and Development
IBUS-201.....	International Business

**This program may require attendance in both day and extended division courses.*

Information Systems*—Bachelor's Degree

The goal of the Department of Information Systems is to teach students to use computers and technology for business gain. Students will learn how to identify and understand business problems and then determine how computers and associated information technology can be used to solve the problems. Students in this discipline learn to speak the language of both computers and business.

Students in Information Systems gain experience with computer software, hardware, and associated information systems along with an understanding of how to communicate with computer science professionals as well as the business users.

Information Systems students tend to be people who like working with computers but do not want to be computer programmers and would prefer to be working with the business users in an organization. Students will receive hands-on experience with a number of widely used software packages including databases, computerized accounting software, electronic commerce packages, and software engineering tools, to name just some examples. Knowledge of these software packages will assist the student in finding an internship as well as a job after graduation.

Core courses listed above plus the following:

BADM-332.....	Research/Writing/Project Management
CIS-258	Web Design
CIS-351	Information Systems Management
CIS-355	System Analysis
CIS-356	Database Design
CIS-359	Information Systems Project
CIS-454	Business Intelligence
CIS-456	Information Systems Senior Seminar
SCM-404	Project Management

Students must take a minimum of 3 credit hours from the following classes:

CCNA-101/102/201/202 ...	Cisco Networking (4 classes)
CIS-153	Visual BASIC
CIS-255	C and C++ Language Programming
CIS-262	Oracle Database
CIS-353	Programming Languages (including SQL and Java)
CIS-354	Database Systems
CIS-360	Introduction to Computer Forensics
CIS-420	Special Topics (includes a wide variety of potential topics)
CIS-453	Software Engineering

Recommended: An internship in information systems

**This program may require attendance in both day and extended division courses.*

International Business*—Bachelor's Degree

Students will focus on the difference of the political, legal, economic, cultural, and infrastructure issues of countries and the impact on businesses across national borders. The focus is on taking these differences into account when strategically planning the future of an international business as well as its day-to-day operations.

Core courses listed above plus the following:

BADM-332.....	Research/Writing/Project Management
BADM-420.....	Special Topics: International Travel (one semester/three to five credit hours)
ECON-211	National Income Analysis and Forecasting
ECON-464	Comparative Economic Systems
FIN-420.....	International Financial Management

IBUS-201	International Business
MKTG-396	International Marketing
Modern foreign language: 12 hours of one language taken at the University of Indianapolis	

Choose two courses from the following:

ANTH-100.....	Cultural Anthropology
IBUS-410.....	Global Business Seminar
IREL-335	Comparative Politics
IREL-344	Seminar in International Politics
PSCI-101	American National Government
REL-300	World Religions

**This program may require attendance in both day and extended division courses.*

Courses for the international business major are offered in the School of Business and the following departments within the College of Arts and Sciences: Modern Languages, History and Political Science, Mathematics, Philosophy and Religion, and Social Sciences. The degree is a Bachelor of Arts degree.

Business Administration*—Bachelor's Degree*

Core courses listed above plus the following:

BADM-231	Business Communications
BADM-332.....	Research/Writing/Project Management
HRM-381	Human Resource Management
IBUS-201	International Business
MGT-281.....	Management
SCM-386	Quantitative Methods
SCM-388	Production and Operations Management
Required minor—any discipline	

**Note: Business Administration cannot be taken as a major along with another major in the School of Business. Most courses in business administration are part of the common professional component required of all business majors.*

Marketing*—Bachelor's Degree

A major, minor, or concentration in marketing will prepare the student for a wide variety of opportunities. Some pursue graduate studies and others go on to careers in product management, sales management, electronic commerce, advertising, public relations, marketing research, consulting, international marketing, retail management, or marketing for nonprofit organizations. Courses in marketing also have been helpful for students coming from other areas of study, such as psychology, communications, graphic design, and athletic management.

There is a strong practical orientation to our program. More than 80 percent of our students do at least one internship where they apply coursework to business. In addition, most of the marketing faculty have extensive marketing experience and maintain contacts with the business community.

Good communication skills, a strong interest in people, and comfort with situations that frequently change are among the key characteristics of people who are successful in marketing careers. In order to complete a marketing major in a timely manner, it is important to take MKTG-290 in the sophomore year. Also, MATH-220 or its equivalent should be taken by the first semester of the junior year.

Core courses listed above plus the following:

BADM-231	Business Communications
CIS-354	Database Systems
MKTG-396	International Marketing
MKTG-494	Marketing Research
MKTG-495	Marketing Strategy
MKTG-497	Marketing Simulation

Nine hours from the following:

MKTG-295	Consumer Behavior
MKTG-393	Advertising
MKTG-394	Sales and Sales Management
MKTG-420	Special Topics

*This program may require attendance in both day and extended division courses.

Operations and Supply Chain Management*—Bachelor's Degree

This program is for students interested in cutting-edge business strategies that integrate internal and external logistics across many manufacturers, suppliers, distributors, retailers, transportation providers, and third-party logistics firms to increase productivity and to obtain a competitive advantage for all parties involved. Students will learn a combination of skills in strategic sourcing, operations management, logistics, project management, and quality management, as well as quantitative analysis for decision making.

Core courses listed above plus the following:

CIS-351	Information Systems Management
IBUS-201	International Business
SCM-386	Quantitative Methods
SCM-388	Production and Operations Management
SCM-404	Project Management
SCM-405	Quality Management
SCM-481	Purchasing and Supplier Relationship Management
SCM-485	Business Logistics and Materials Management

*This program may require attendance in both day and extended division courses.

Sports Marketing*—Bachelor's Degree

A Sports Marketing major enables students to take the skills they have learned and apply them to one of the fastest-growing industries. Practitioners are needed in the Sports Marketing-related fields of sales, marketing, public relations, advertising, promotion, market research, and event planning. Students will complete the general business core along with specialized classes and sports marketing. The growing sports market in Indianapolis is positioned perfectly for this major and presents numerous opportunities for internships and student projects.

Core courses listed above plus:

BADM-231	Business Communications
or BADM-332	Research/Writing/Project Management
CIS-354	Database Systems
MKTS-300	Introduction to Sports Marketing
MKTS-350	Economic Aspects of Sports Marketing

MKTS-410	Strategic Aspects of Sports Marketing
MKTG-420	Special Topics
MKTG-394	Sales
MKTG-494	Marketing Research

*This program may require attendance in both day and extended division courses.

Requirements for Associate Degree Programs

Information Systems—Associate Degree

General education core courses:

ENGL-101	English Composition
HIST-102/202	World History Since 1700
MATH-150	Finite Mathematics
or MATH-180	College Algebra and Trigonometry
or MATH-190	Calculus and Analytic Geometry I
REL-ELEC	Judaic-Christian religion course
KINS-101	Wellness and Fitness for a Lifetime
BADM-100	Freshman Experience (day students only)
ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-230	Business Law
or BADM-233	Business Law: Partnerships and Corporations
MGT-234	Organizational Behavior
MKTG-290	Marketing
MATH-220	Elementary Statistics
SCM-210	Principles of Operations and Supply Chain Management
COMP-150	Microcomputer Applications
or COMP-160	Advanced Microcomputer Applications
CIS-151	Introduction to Information Systems
CIS-351	Information Systems Management
CIS-355	Systems Analysis
CIS-356	Database Design

Two electives from among the following:

CCNA	Cisco Networking (four classes)
CIS-153	Visual BASIC
CIS-255	C and C++ Language Programming
CIS-258	HTML
CIS-262	Oracle Database
CIS-353	Programming Languages (including SQL and Java)
CIS-354	Database Systems
CIS-420	Special Topics (includes a wide variety of potential topics)
CIS-453	Software Engineering
CIS-454	Business Intelligence
SCM-404	Project Management

Business Administration—Associate Degree*General education core courses:*

ENGL-101.....	English Composition
HIST-102/202.....	World History Since 1700
PHIL-201.....	Ethics
REL-ELEC.....	Judaic-Christian religion course
KINS-101.....	Wellness and Fitness for a Lifetime
ACCT-210.....	Financial Accounting
ACCT-212.....	Managerial Accounting
BADM-100.....	Freshman Experience (day students only)
BADM-230.....	Business Law
or BADM-233.....	Business Law: Partnerships and Corporations
BADM-231.....	Business Communication
MGT-234.....	Organizational Behavior
CIS-151.....	Introduction to Information Systems
COMP-150.....	Microcomputer Applications
or COMP-160.....	Advanced Microcomputer Applications
ECON-110.....	Microeconomics
ECON-111.....	Macroeconomics
MATH-150.....	Finite Mathematics
or MATH-180.....	College Algebra and Trigonometry
or MATH-190.....	Calculus and Analytic Geometry I
MATH-220.....	Elementary Statistics
SCM-210.....	Principles of Operations and Supply Chain Management
Six additional hours of business courses	

Requirements for Minors

Accounting Minor: ACCT-210, 212, 310 and 311, and two additional courses from ACCT-312, 314, 321, 412, 418, 419, or 465 (18 hours total).

Economics Minor: ECON-111, ECON-211, FIN-210, and nine additional hours of economics courses excluding ECON-110 (18 hours total).

Finance Minor: FIN-210, 340, 350, 420; and six additional hours from FIN-310, 320, 330, 410 or ACCT-321 (18 hours total).

Information Systems Minor: CIS-151, CIS-351, CIS-355, CIS-356, and two additional electives (six credits).

Business Administration Minor for Non-Business Majors only: ACCT-210, BADM-230 or BADM-233, MGT-234 or ACCT-212, ECON-110 or ECON-111, ENTR-280 or MGT-281, SCM-210 and MKTG-290 (21 hours total).

Marketing Minor: MKTG-290, 396, 494, and nine additional hours of marketing (18 hours total).

Marketing Minor for Non-Business Majors only: 18 hours of marketing classes excluding MKTG-495 and MKTG-497.

Operations and Supply Chain Management Minor: SCM-210, 386, 388, 481, 485, and choice between SCM-404 or 405. (The Operations and Supply Chain Management minor also is open to non-business majors with appropriate mathematics prerequisites.)

Accelerated BS/MBA Program Requirements*Admission Requirements*

Admission to the Accelerated BS/MBA Program will be by application only. Students should apply during their sophomore year of study; however, applications will be accepted and considered for students applying during the junior and senior year. In addition to completing the written application, students will be required to take the GMAT exam and achieve a cumulative grade point average of at least 3.50.

Requirements for Graduation

Students must complete all University and School of Business requirements for graduation prior to receiving the BS degree. In addition to fulfilling the requirements for the BS degree, students must complete a total of at least 154 credit hours before receiving the MBA degree. Graduate business courses must comprise at least 36 of the total credit hours. Students must fulfill all University and School of Business requirements for graduation prior to receiving the MBA degree. At least 15 graduate credit hours must be taken after completion of the BS degree. Students may take additional courses in order to complete an MBA major. The program is designed so students can complete both the BS and MBA degree requirements within five years. Admission to the program and graduation do not require strict adherence to the five-year schedule. Students may take more than five years to complete the program.

Tuition and Fees

All courses taken prior to completion of the BS degree will be billed at the undergraduate tuition rate. All courses taken after completion of the BS degree will be billed at the graduate tuition rate.

Accelerated BS/MBA Course Outline

Students will be required to take a course of study that includes taking graduate and undergraduate courses concurrently. The course outline described below may be modified, consistent with the unique circumstances and prior coursework of an individual student. Students are required to consult their academic advisor prior to registering for any course. A proper sequence of courses is required for students to complete the degrees in the five-year time frame. Students accepted into the Accelerated BS/MBA Program may substitute graduate courses for specific undergraduate courses.

BS/MBA Course Substitutes

BADM-230 Business Law.....	Replaced by MBA-500 Business Law
FIN-210 Finance.....	Replaced by MBA-504 Financial Management
MGT-234 Organizational Behavior.....	Replaced by MBA-505 Organizational Management
MATH-220 Elementary Statistics.....	Replaced by MBA-507 Statistical Analysis
SCM-386 Quantitative Methods.....	Replaced by MBA-620 Quantitative Business Tools
SCM-388 Production Operations Management...	Replaced by MBA-660 Operations Strategy

Optional Course Substitutes

(Requires the approval of an academic advisor and the director of Graduate Business Programs.) Students who are unable to complete the course substitutes for Foundation BS/MBA courses may request alternative courses instead.

MBA Required Courses

MBA-610	Information Technology Strategy (3 credits)
MBA-620	Quantitative Business Tools (3 credits)
MBA-660	Operations Strategy (3 credits)
MBA-670	Marketing Strategy (3 credits)
MBA-680	Corporate Financial Theory (3 credits)
MBA-690	Strategic Analysis (3 credits)
9 credit hours of electives	

International Degree Programs

The School of Business offers a number of its programs at various locations around the globe. These sites are subject to change but have included China, Belize, and Cyprus. Specific programs should be consulted for a current list of international University partners.

Additional information about any of the courses listed above can be found in the section entitled Course Descriptions.

School of Education

Kathryn A. Moran, Dean.

Teacher Education

Associate Professor Beverly Reitsma, Chair; Assistant Professor Rachael Aming-Attai, Associate Professor Azure Smiley Angelov, Assistant Professor Susan Blackwell, Assistant Professor Terrence Harewood, Assistant Professor Jean Lee, Associate Professor Kathryn A. Moran, Associate Professor Greta E. Pennell, Instructor Katrina M. Reinhardt, Associate Professor Angelia Ridgway, Assistant Professor Deborah D. Sachs, Assistant Professor Colleen Sheehy, Associate Professor John Somers, Professor Nancy Oster Steffel, Instructor Lynn Wheeler, Assistant Professor Gaoming Zhang.

Conceptual Framework—Department of Teacher Education

Teachers are decision-makers who employ their talents, knowledge and skills to:

1. create learning environments where teachers and learners work together to construct meaningful learning.
2. construct high quality assessments to inform practices and provide meaningful feedback to students.
3. collaborate and communicate with students, P-12 educators, and community members to create a community of practice.
4. cause positive change through leadership, advocacy, and best practice.
5. critically reflect on the process of teaching and learning to promote insight and action.

Teacher Education Programs

The Department of Teacher Education is responsible for approved programs leading to Indiana teacher licensure for elementary, middle level, high school, and all-grade teachers. The subjects of the department include all courses in education, professionalized subject matter, and supervised field experiences. Other responsibilities of the department include programs of advising, directing educational clinical experiences, and coordinating the University's offerings that prepare students for teacher licensure in Indiana. A complete list of areas in which students can earn licenses is provided below. Information on licensure in a state other than Indiana can be obtained by consulting the licensing advisor. *Note: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Teacher Education (IDOE), Office of Educator Licensing and Development. Contact the Indiana Department of Teacher Education for current updates.*

All-Grade Licensure

A candidate for all-grade licensure (all school settings) completes 56 or more semester hours of credit in a content area. The University offers the following all-grade majors, approved by the IDOE Office of Educator Licensing and Development. Courses required in the specific disciplines are outlined in the catalog's departmental sections and on curriculum guides available in the offices of the registrar and the Department of Teacher Education.

All-Grade Majors

- Art (Visual Arts)
- Music
- Health/Physical Education

Education courses required for the all-grade majors:

EDUC-100	Exploration in Education
or MUS-104.....	Explorations in Music Education
EDUC-102	Technology I**
EDUC-202	Technology II
EDUC-203	Psychology of Development, Learning, and Instruction
EDUC-204	Field Experience for EDUC-203
EDUC-290	Teaching in a Diverse Society
EDUC-300	Social and Political Contexts of Education
EDUC-302	Technology III
EDUC-312	Technology IV
EDUC-360	Literacy and Pedagogy in the Content Areas
EDUC-365	Middle Level/Junior High and High School Practicum
EDUC-371	Special Needs in the Secondary Classroom
EDUC-390	Middle Level/High School Content Methods
EDUC-391	Middle Level/Junior High and High School Practicum
EDUC-492	Exit from Program Portfolio
EDUC-495	Supervised Teaching: High School and Seminar
EDUC-496	Supervised Teaching: Middle Level/Junior High and Seminar
EDUC-498	Supervised Teaching: Elementary Experience for All-Grade Majors

**Music majors should check with the Music Curriculum Guides for alternative classes for these courses.*

***Specific content majors (e.g. Visual Arts) may require a specialized technology course.*

Licensure Areas to Supplement All-Grade Education

Students may elect to add a Mild Intervention (Special Education) license to their All-Grade license.

Elementary (Primary and Intermediate) Licensure

A candidate for Elementary Generalist teaching licensure (Grades K–6 school settings) pursues a prescribed course of study approved by the IDOE Office of Educator Licensing and Development. This program is outlined in the section that follows and on the elementary education curriculum guide that is available in the offices of the registrar and the Department of Teacher Education.

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Elementary Education Major

EDUC-100	Exploration in Education
EDUC-102	Technology I
EDUC-110	Freshman Seminar in Education
EDUC-202	Technology II
EDUC-203	Psychology of Development, Learning, and Instruction
EDUC-204	Field Experience for EDUC-203
EDUC-290	Teaching in a Diverse Society
EDUC-300	Social and Political Contexts of Education
EDUC-302	Technology III
EDUC-305	Curriculum and Methods for the Young Child

EDUC-312	Technology IV
EDUC-325	Teaching Math in the Primary Grades
EDUC-326	Teaching Math in the Intermediate Grades
EDUC-335	Literacy in the Primary Grades of Elementary School
EDUC-336	Literacy in the Intermediate Grades of Elementary School
EDUC-338	Field Experience for EDUC-335
EDUC-339	Field Experience for EDUC-336
EDUC-372	Teaching Learners with Mild Disabilities
EDUC-373	Field Experience for EDUC-372
EDUC-374	Assessment and Instruction of Learners with Mild Disabilities
EDUC-375	Field Experience for EDUC-374
EDUC-402	Science for Elementary Classroom Teachers
EDUC-405	Social Studies for Elementary Classroom Teachers
EDUC-471	Supervised Teaching: Primary (K–3) and Seminar
EDUC-472	Supervised Teaching: Intermediate (3–6) and Seminar
EDUC-492	Exit from Program Portfolio
ART-351	Art Methods for Elementary Classroom Teachers
KINS-351	Physical Education Methods for Elementary Classroom Teachers
KINS-352	Health Methods for Elementary Classroom Teachers
MUS-351	Music Methods for Elementary Classroom Teachers
THE-351	Theatre Methods for Elementary Classroom Teachers

General education requirements for the Elementary Education major

ART-110	Art Appreciation
or MUS-110.....	Introduction to Music
or THE-110	Introduction to Theatre
COMM-201	Classroom Communication
ENGL-101	English Composition
ENGL-102	Western World Literature and Composition
ENGL-220	Advanced Composition: Expository Writing
BIOL-112	Practical Methods/Topics of Biology
CHEM-100	Elements of Chemistry and Physics
ESCI-100	Elements of Earth-Space Science
MATH-208	Elementary Teachers' Mathematics I
MATH-209	Elementary Teachers' Mathematics II
MATH-210	Elementary Teachers' Mathematics III
IREL-100	World Geography
HIST-102	World History Since 1700
HIST-207	Brief History of the United States I
HIST-208	Brief History of the United States II
KINS-101	Wellness/Fitness for a Lifetime
	Judaic-Christian elective
	Modern foreign language (101-level or above)

Licensure Areas to Supplement Elementary Education

Students must elect one of the following licenses to their Elementary Generalist license:

- Mild Intervention License (Special Education)
- Reading License

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Middle Level/High School (Middle/Junior High and High School) Licensure

A candidate for middle level/high school licensure follows a prescribed course of study requiring 36 or more semester hours of credit in a selected subject area. The University offers the following middle level/high school teaching licenses, approved by the IDOE Office of Educator Licensing and Development. Courses required toward these licenses in the specific majors are outlined in the catalog departmental sections and on curriculum guides available in the offices of the registrar and the Department of Teacher Education.

Middle Level/Junior High/High School Teaching Majors

<i>Licensure Area</i>	<i>Sponsoring Department</i>
Language Arts.....	English
World Language (French, Spanish, German)	Modern Languages
Mathematics.....	Mathematics
Physics	Physics
Earth-Space Sciences	Earth-Space Sciences
Social Studies	History and Political Science
Geographical Perspectives	
Historical Perspectives	
Government & Citizenship	
Theatre Arts.....	Theatre
Business.....	Business

Note: Licensing rules are in transition. Students interested in teaching areas of chemistry and life science (biology) may earn a teaching license through the Master of Arts in Teaching or the Woodrow Wilson Teaching Fellowship programs. Contact the Department of Teacher Education for more information and for current updates on teaching majors.

Education courses required for all middle level/high school majors

EDUC-100	Exploration in Education
EDUC-102	Technology I
EDUC-202	Technology II
EDUC-203	Psychology of Development, Learning, and Instruction
EDUC-204	Field Experience for EDUC-203
EDUC-290	Teaching in a Diverse Society
EDUC-300	Social and Political Contexts of Education
EDUC-302	Technology III
EDUC-312	Technology IV
EDUC-360	Literacy and Pedagogy in the Content Areas
EDUC-365	Middle Level/High School Practicum
EDUC-371	Special Needs in Secondary Classroom
EDUC-390	Middle Level/High School Content Methods
EDUC-391	Middle Level/High School Practicum
EDUC-492	Exit from Program Portfolio
EDUC-495	Supervised Teaching: High School
EDUC-496	Supervised Teaching: Middle Level/Junior High

Certificates or Licensure Areas to Supplement Middle School/Junior High/High School Licenses

Students may add a Mild Intervention (Special Education) license to their Secondary license.

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Admission to the Teacher Education Program

In order to be formally admitted to the Teacher Education Program, a student must provide evidence of meeting all of the following requirements:

1. Completion of 60 semester hours.
2. Cumulative grade point average of 2.75 (C = 2.0).
3. Minimum grade of C in EDUC-100, EDUC-203 and EDUC-204.
4. Completion of all of the following required courses with a grade of C or above:
 - ENGL-101 English Composition
 - ENGL-102 Western World Literature and Composition
 - ENGL-220 Advanced Composition
 - COMM-201 Classroom Communication
5. Passing scores on the Pearson CASA (Core Academic Skills Assessment) or one of the state-identified exemptions. *Note: If state-mandated tests and scores change, candidates must meet the new state requirements.*
6. Successful completion of the required Entrance to Program (ETP) written case analysis and interview. (For details, refer to the *Department of Teacher Education Undergraduate Handbook*.)

A student is eligible for supervised teaching after completing all Transition Point II requirements including 92 semester hours, earning a grade of C or above in all education classes, receiving the minimum grade or higher for content courses (as specified by major), successfully completing courses as listed on the department program sheets, and achieving a grade point average of at least 2.75. (For details, refer to the *Department of Teacher Education Undergraduate Handbook*.)

Recommendation for Teacher Licensure

In order to be recommended for an original Indiana State Teacher's License by the University of Indianapolis, applicants must meet the following requirements:

- Bachelor's degree from the University of Indianapolis.
- Minimum cumulative grade point average of 2.75 (C = 2.0).
- Minimum of C in all education courses and other courses as specified on curriculum guides.
- Grade of Satisfactory in Student Teaching and Exit from Program Portfolio.
- Passing scores on all required state exams.
- Completed CPR/AED requirements.
- Completed Suicide Prevention requirement.

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

Note: Specific course requirements for all licensing areas are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development.

School of Nursing

Anne C. Thomas, Dean.

Assistant Professor Lisa Ames Berger, Instructor Becca Cartledge, Professor Janice Cise, Assistant Professor Cheryl Conces, Assistant Professor Karen Elsea, Assistant Professor Norma Hall, Assistant Professor Karen Hirsch, Associate Professor Rita Holl, Assistant Professor Barbara Bogard Kelly, Visiting Assistant Professor Carolyn Kirkendall, Associate Professor Donna Konradi, Associate Professor Frederick E. May, Assistant Professor Mary McCoy, Assistant Professor Susan Oliver, Assistant Professor Jody Perez, Associate Professor Marjorie Porter, Assistant Professor Julia Rairdon, Assistant Professor Lori Rasmussen, Assistant Professor Patricia Redmond, Assistant Professor Rebecca Renner, Associate Professor Linda S. Rodebaugh, Assistant Professor Christie Shoaf, Associate Professor Cheryl Shore, Associate Professor Wendy Stoelting-Gettelfinger, Associate Professor Anne Thomas, Assistant Professor Jane Toon, Assistant Professor Janis Walsh, Associate Professor Corinne Wheeler, Professor Connie Wilson, Assistant Professor Barbara Winningham and Assistant Professor Julianne Wright.

Philosophy

The University of Indianapolis School of Nursing seeks to prepare its students to practice holistic nursing care in an increasingly complex and rapidly changing health care environment. Consistent with all majors within the University, the curricula of the School of Nursing reflect a commitment to Christian values and encourage development of the total person, including intellectual, physical, psychosocial, moral, and spiritual aspects. Within nursing coursework, students become competent with a variety of skills, learn to reason with judgment, develop respect for the inherent worth of every human being, reflect on personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession.

The faculty members support Associate in Science in Nursing, Bachelor of Science in Nursing, an Accelerated Master's Program, and Master of Science in Nursing programs within a private, comprehensive university. The faculty are committed to providing programs of learning that meet the needs of a diverse student population, including both traditional and nontraditional learners. They believe that educational methods that are supportive of students in teaching/learning situations are essential. Recognizing the unique worth of each student, the faculty members support individualized attention to assist students as they develop and work toward the attainment of their individual goals.

Mission and Purposes

The School of Nursing provides programs that are responsive to the needs of a diverse society as well as the nursing community. The central mission of the school is the preparation of individuals for effective, responsible, and articulate membership in the nursing profession. To achieve this mission, the school:

1. provides an Associate in Science in Nursing curriculum that includes courses that focus on spoken, written, and technological communication; critical thinking; social and biological science bases for nursing; and direct nursing care of patients with common health needs and problems throughout the lifespan;
2. provides a Bachelor of Science in Nursing curriculum that includes courses that focus on spoken, written, and technological communication; critical thinking; and social and biological science bases for nursing; and provides and directs the delivery of holistic care to ill and well individual, family, and community health care recipients in a variety of health care settings;
3. provides a Master of Science in Nursing curriculum that builds on knowledge and competencies of the Bachelor of Science in Nursing. The Christian-based master's program prepares nurses to be caring professionals in expanded roles and provides a foundation for doctoral studies;
4. provides high-quality programs that are reviewed at regular intervals and maintained, developed, or redirected as needed;

5. provides an Accelerated Master's Program that combines an accelerated track to licensure as a registered nurse in the baccalaureate nursing format with a master's program;
6. provides opportunities for full-time and part-time study by traditional and nontraditional students;
7. recruits and retains qualified faculty members who are sensitive to developments in nursing and who demonstrate a professional commitment to nursing education;
8. seeks mutually beneficial relationships with city, state, national, and international health care and professional communities; and
9. responds to changing circumstances through the continuous improvement in nursing education programs, supporting initiatives consistent with the mission of the School of Nursing.

Policies for admission, progression, and graduation, as well as the curriculum guides for the Bachelor of Science in Nursing and Associate in Science in Nursing programs, are included in the School of Nursing catalog, which is available in the School of Nursing or Office of Admissions. Nursing students must earn a C grade or higher in those major and support courses designated on the curriculum guides.

Bachelor of Science in Nursing (BSN)

The community-based BSN program prepares students to become professional nurses who assume nursing roles in a variety of settings and are responsive to diverse populations in a complex and rapidly changing health care environment. Graduate BSN students have a broad knowledge of the humanities, physical and behavioral sciences, and the art and science of nursing. The BSN program prepares leaders in nursing who collaborate with other professionals, assume responsibility for competent practice, and promote professional development. The BSN curriculum provides the foundation for students to pursue a graduate nursing education.

Requirements for the Bachelor of Science in Nursing (in addition to general education core requirements)

Nursing Courses

NURB-225	Nutrition for Health Professionals
NURB-231	Health and Assessment of Individuals and Families I
NURB-232	Health and Assessment of Individuals and Families II
NURB-285	Pharmacology
NURB-330	Methods of Nursing Research
NURB-331	Health Promotion Across the Lifespan I
NURB-332	Health Promotion Across the Lifespan II
NURB-340	Pathophysiological Concepts for Professional Nursing
NURB-431	Health Promotion Across the Lifespan III
NURB-440	Promoting Healthy Communities
NURB-450	Managing and Leading in Nursing
NURB-460	Capstone Professional Nursing Practicum

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
CHEM-104	Introduction to General Organic and Biological Chemistry
MATH-150	Finite Mathematics
or MATH-180	College Algebra & Trigonometry
or MATH-190	Calculus and Analytic Geometry I

PHIL-101	Introduction to Philosophy
or PHIL-110	Introduction to Critical Thinking
or PHIL-201	Ethics
or PHIL-230	Issues in Applied Ethics
PSY-120	Introduction to Psychology
PSY-245	Lifespan Development
PSY-345	Abnormal Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems

Requirements for the Bachelor of Science in Nursing for the Registered Nurse Program

NURN-320.....	Conceptual Basis of Professional Nursing
NURN-330	Methods of Nursing Research
NURN-340.....	Pathophysiological Concepts for Professional Nursing
NURN-416.....	Health Promotion Across the Lifespan
NURN-421.....	Promoting Healthy Communities
NURN-422.....	Managing and Leading in Nursing
NURN-480.....	Capstone Professional Nursing Practicum

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Microbiology
MATH-150.....	Finite Mathematics
or MATH-180	College Algebra & Trigonometry
or MATH-190	Calculus and Analytic Geometry I
PHIL-101	Introduction to Philosophy
or PHIL-110	Introduction to Critical Thinking
or PHIL-201	Ethics
or PHIL-230	Issues in Applied Ethics
PSY-120	Introduction to Psychology
PSY-245	Lifespan Development
PSY-345	Abnormal Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems

Associate in Science in Nursing

Associate degree education in nursing prepares the graduate to assume the role of a registered nurse at an entry-level position. Associate degree nurses are skilled in technical aspects of nursing care and are well qualified to give direct patient care within organized nursing services. Associate degree nurses use critical thinking skills in applying the nursing process as the problem-solving approach to providing nursing care. Through the integration of principles from nursing and other sciences and liberal arts, the associate degree nurse is prepared to provide competent care for patients with common health problems and to function in the roles of provider of care, manager of patient care, and member of the nursing profession.

The curriculum is subject to revision based on the desired competencies for the nursing graduate that will be demanded by the health care industry.

Requirements for Associate Degree in Nursing

Nursing Courses

ANUR-101	Nursing I
ANUR-102	Nursing II
ANUR-201	Nursing III
ANUR-202	Nursing IV
ANUR-285	Pharmacology for Health Professionals
	(must be taken prior to or with ANUR-101)

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
COMP-150.....	Microcomputer Applications
MATH-150.....	Finite Mathematics
or MATH-180	College Algebra & Trigonometry
PSY-120	Introduction to Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

LPN Advanced Placement Opportunity

Licensed practical nurses who are graduates of an NLN-AC and regionally accredited institution recognized by the U.S. Department of Education and the Council for Higher Education Accreditation may earn credit by examination for ANUR-101 Nursing I and ANUR-285 Pharmacology. Further information may be obtained by contacting the School of Nursing.

Accelerated Master's Program (AMP)

The Accelerated Master's Program provides a pathway into nursing for second bachelor's degree students. The student will obtain the BSN degree in 15 months after being admitted to clinical courses. The master's program will be completed in 15 months after the student passes the State Board Nursing licensure examination (NCLEX). The total program also includes prerequisite courses that the student must complete prior to being admitted to clinical nursing courses. Graduate AMP students have a broad knowledge of the humanities, physical and behavioral sciences, and the art and science of nursing. In addition, graduates are prepared to assume leadership roles in nursing administration through their master's degree in Nursing and Health Systems Leadership.

Requirements for the Accelerated Master's Program

Prerequisite Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
PSYC-220	Child and Adolescent Development
or PSYC-345	Abnormal Psychology
MATH-220.....	Elementary Statistics (or equivalent)
CHEM 104.....	General Organic and Biological Chemistry

Prerequisite Nursing Courses

NURB-225	Nutrition for Health Professionals
NURB-285	Pharmacology
NURB-330	Methods of Nursing Research

Clinical Component Courses

NURB-230	Health Assessment I
NURB-232	Health Assessment II
NURB-325	Community Health Nursing
NURB-340	Pathophysiological Concepts
NURB-360	Lifespan I
NURB-370	Lifespan II
NURB-435	Lifespan III
NURB-455	Leadership in Nursing
NURB-460	Capstone Nursing Practicum

Graduate Nursing Courses

NUGR-510.....	Applied Statistics
NUGR-512.....	Theoretical Frameworks for Advanced Nursing Practice
NUGR-514.....	Research Design and Methodology
NUGR-518.....	Issues and Policies in Healthcare
NUGR-519.....	Roles and Ethics
NUGR-522.....	Healthcare Informatics
NUGR-569.....	Budgetary Processes in Healthcare Organizations
NUGR-570.....	Quality Improvement and Project Management
NUGR-576.....	Nursing Health Systems Leadership Practicum I
NUGR-578.....	Nursing Health Systems Leadership II
NUGR-591.....	Leadership and Management for Nurse Executives
NUGR-592.....	Concepts of Healthcare Financial Management
NUGR-593.....	Operations Management in Healthcare

School of Psychological Sciences

Associate Professor Rick Holigrocki, Dean.

Professor Deborah Balogh, Associate Professor Tyrone J. Bell, Professor David Downing, Assistant Professor Lisa S. Elwood, Associate Professor William Essman, Assistant Professor Erin Fekete, Assistant Professor Joseph Hansel, Assistant Professor Jacqueline Hess, Assistant Professor Margaret-Ann Keaton, Professor E. John McIlvried, Assistant Professor Neil Perdue, Assistant Professor Michael Poulakis, Assistant Professor Brianna Scott, Associate Professor Nicole Taylor, Associate Professor Jacqueline Remondet Wall, Associate Professor David W. Wantz, Associate Professor Debbie Warman.

The School of Psychological Sciences offers two undergraduate degrees (B.A. and B.S.) with a major in psychology. Psychology is the scientific study of behavior and mental processes. Psychology majors are introduced to the field by taking Introduction to Psychology, Research Methods, and Elementary Statistics or Statistics for the Sciences. With the foundation in place, students complete a 200-level class in each of the following four domains of psychology: (1) biological bases of behavior; (2) learning and cognition; (3) socio-cultural and individual differences; and (4) developmental psychology. Next, students take a course entitled Ethics, Advocacy, and Social Responsibility; and another, Educational and Career Pathways in Psychology. Then, students take upper-level electives, which serve to deepen students' knowledge in the core domain areas of psychology and aid in integration of knowledge and its application within the field.

Students within the major have the option to also complete a concentration in clinical and counseling services, pre-occupational therapy or physical therapy, each of which is designed to provide pre-requisites for entry into graduation school. In addition, outstanding high school seniors may apply to the 4 + 1 program, an early application program where students apply to the M.A. program in psychology during their third year of undergraduate study and begin graduate school in their fourth year. The School of Psychological Sciences offers graduate degree programs including a Master of Arts (M.A.) degree in Clinical Psychology, an M.A. in Mental Health Counseling, and a Doctor of Psychology (Psy.D.) degree in Clinical Psychology.

*Requirements for Major and Minors***Psychology Major***First-Year Courses (11 hours):*

PSY-124	Foundations of Psychological Sciences I—Methods
PSY-125	Foundations of Psychological Sciences II—Statistics
PSY-165	Educational Pathways for Psychology Majors
MATH-150.....	Finite Mathematics
or MATH-180	College Algebra & Trigonometry

Psychology Core Requirements (12 hours):

PSY-215	Social Psychology
PSY-230	Brain and Behavior
PSY-235	Learning and Cognition
PSY-245	Lifespan Development

*Psychology Application Requirements**Choose two courses from the following (6 hours):*

PSY-315	Readings in Social & Health Psychology
PSY-355	Readings in Cognition & Emotion
PSY-385	Readings in Human Development

Pre-Capstone Experience and Capstone Course (6 hours):

PSY-405	Advanced Statistics & Research Methods
PSY-476	Capstone in Psychological Sciences

Electives

Choose one course from the following:

PSY-250	Personality & Sociocultural Factors
PSY-330	Psychology of Gender
PSY-345	Abnormal Psychology
PSY-370	Advanced Topics
PSY-470	Advanced Topics

Psychology Major with concentration in Clinical & Counseling Studies

First-Year Courses (11 hours):

PSY-124	Foundations of Psychological Sciences I—Methods
PSY-125	Foundations of Psychological Sciences II—Statistics
PSY-165	Educational Pathways for Psychology Majors
MATH-150.....	Finite Mathematics
or MATH-180	College Algebra & Trigonometry

Psychology Core Requirements (12 hours):

PSY-215	Social Psychology
PSY-230	Brain and Behavior
PSY-235	Learning and Cognition
PSY-245	Lifespan Development

Psychology Application Requirements

Choose two courses from the following (6 hours):

PSY-315	Readings in Social & Health Psychology
PSY-355	Readings in Cognition & Emotion
PSY-385	Readings in Human Development

Clinical & Counseling Studies Concentration (9 hours):

PSY-250	Personality & Sociocultural Factors
PSY-345	Abnormal Psychology
PSY-444	Application in Psychology in Clinical & Counseling Settings

Psychology Minor

Choose one of the following (3 hours):

PSY-120	Introduction to Psychology
PSY-124	Foundations of Psychological Sciences I—Methods

Choose 5 courses (15 credit hours) from the following list, including one course at the 300-400 level:

PSY-124	Foundations of Psychological Sciences I—Methods
PSY-125	Foundations of Psychological Sciences II—Statistics
PSY-215	Social Psychology
PSY-230	Brain and Behavior
PSY-235	Learning and Cognition
PSY-245	Lifespan Development
PSY-250	Personality and Sociocultural Factors
PSY-330	Psychology of Gender
PSY-345	Abnormal Psychology
PSY-370	Advanced Topics
PSY-405	Advanced Research and Statistics
PSY-444	Application in Psychology in Clinical & Counseling Settings
PSY-470	Advanced Topics

Additional information about the courses listed above can be found in the section entitled Course Descriptions.

School for Adult Learning

Assistant Professor Judy Apple-VanAlstine, Dean.

Bob Burchfield, Director of Academic Support Services; Assistant Professor Thomas Christenberry, Director of Operations and Public Safety Education; Laurie Daeger, Admissions and Marketing Coordinator; Kathy Simpher, Key Advisor; Chelsea Ward, Academic Advisor; Robin Sally, Career Advisor.

The School for Adult Learning provides accelerated degree programs for adults and noncredit programs for the community. The accelerated division offers bachelor's degrees in liberal studies and organizational leadership and an associate's degree in Life Sciences. Classes meet in an intensive five- or ten-week format. Noncredit programs provide classes based on the needs of potential consumers. In addition, the School for Adult Learning offers more than 200 online noncredit classes. All programs are designed to meet the needs of adult learners who have the responsibilities of families and jobs.

Faculty and professional staff demonstrate a commitment to adult learners and are aware that adults learn best when they are actively involved in the learning experience. Flexible services and electronic offerings aid adults in overcoming the numerous constraints of work and home.

The School for Adult Learning is committed to a high-quality education wherein students can develop skills and earn degrees in a timely fashion.

Accelerated Degree Programs

The accelerated course format stresses self-directed learning, reducing reliance on the traditional lecture format, and increasing students' involvement in the learning process both in and out of the classroom. Admission to the program is open to adults only (minimum age is 24 years). Five accelerated degree programs are offered through the School for Adult Learning: a Master of Science in Strategic Leadership and Design, a Bachelor of Liberal Studies degree, a Bachelor of Arts or Science in Organizational Leadership degree, a Bachelor of Science in Emergency and Disaster Management degree (can also be taken as an Associate's degree or as a certificate program), and an Associate in Life Sciences degree. Graduate students may also earn a graduate certificate in Project Management through the Center for Aging and Community. Undergraduate students may earn minors in Psychology and Business Administration, and concentrations in Experiential Design and Aging Studies.

The Bachelor's degree in Organizational Leadership provides learners the opportunity to develop skills and knowledge to be effective leaders. Leadership skills empower learners, provide opportunity to enhance their daily living, increase their mobility within current employment settings, and develop their potential for employment in different work environments. The School for Adult Learning recognizes the importance of leadership in the organization and the fact that followers prosper under effective leaders in all situations. We believe in a holistic, ethical approach to leadership that encourages collaboration, trust, listening, and empowerment.

The Bachelor's degree in Liberal Studies provides a degree program for individuals who wish an education with a broad, interdisciplinary perspective. This program combines a core of courses emphasizing critical thinking, historical consciousness, arts appreciation, social inquiry, and global awareness, with a block of elective hours that may be used for further interdisciplinary study or to pursue a major or minor in a specific discipline.

The Bachelor's degree in Emergency & Disaster Management is a field of study and research that focuses on the planning and directing of disaster/emergency response or crisis management activities, providing disaster and emergency preparedness training, preparing emergency plans and procedures for natural disasters (e.g., hurricanes, floods, earthquakes), wartime, or technological (e.g., nuclear power plant emergencies or hazardous materials spills) disasters or hostage situations.

The **Associate's degree in Life Sciences** provides an opportunity for paramedics, radiology technicians, and other professionals in need of advanced study beyond their certification to earn an associate's degree.

Accelerated Program Calendar

The accelerated course calendar is divided into three terms per year. At the graduate level, each term is divided into two, seven-and-a-half week sessions. At the undergraduate level, each term is divided into three five-week sessions. Several courses at the undergraduate level are ten weeks in length. At the graduate level, students take two, seven- and-a-half week courses per term. The graduate program is a cohort progressive program. Students at the graduate level must maintain a 3.0 or higher GPA to remain in the program. Students at the undergraduate level usually take one accelerated course per session and must maintain a 2.5 GPA or higher to remain in the program. Undergraduate students may take two accelerated courses per session if they maintain a 3.3 GPA or higher. Because of the intensive format, accelerated courses at both the graduate and undergraduate level stress self-directed learning. Accelerated degree program students at the undergraduate level may choose to take a combination of accelerated courses and traditional-format courses.

Credit for Previous Academic Experience

The School for Adult Learning recognizes that adult learners may have acquired college-level competency through traditional and nontraditional experiences; thus, the school offers the opportunity to gain recognition for these competencies through a variety of methods, including:

- transfer credit from regionally accredited institutions.
- credit by examination.
- credit for other educational programs listed in the American Council on Education of the State University of New York Guides.
- credit for self-acquired competencies.

Students who believe they are eligible for college credit for such experiences are encouraged to contact an advisor in the School for Adult Learning for more information and for assistance.

Requirements for Majors

Bachelor's Degree in Liberal Studies

SAL-101..... Return to Learning (1 hour)

Liberal Arts Core (Not all courses listed below are offered in the accelerated formate and/or in the evening, but a Liberal Studies undergraduate major can be completed in the evening accelerated format)

Literature (3 hours)

ENGL-102..... Western World Literature & Composition
 ENGL-212..... British Literature II
 ENGL-214..... American Literature II
 EDUC/ENGL-218 Young Adult Literature: Yesterday to Today
 LANG-234..... Literature in Translation

History (3 hours)

HIST-201..... World History to 1700
 HIST-202..... World History since 1700
 HIST-217..... United States History to 1865
 HIST-218..... United States History since 1865

Natural Science (3–4 hours)

ANTH/BIOL-130..... Monkeys, Apes, and Humans: Biology & Behavior (3)
 BIOL-104 Principles of Human Physiology (4)

BIOL-155 Intro to the Diversity of Life (4)
 BIOL-165 Introduction to Cell Biology (4)
 BIOL-245 Ornithology (4)
 CHEM/PHYS-100..... Elements of Chemistry and Physics (3)
 CHEM-103 Introduction to Chemistry (3)
 ESCI-100 Elements of Earth-Space Sciences (3)
 ESCI-150 Physical Geology (3)
 ESCI-202 Physical Geography (3)
 ESCI-206 Time, Trilobites and Tyrannosaurus Rex (3)
 PHYS-153 General Physics I, Calculus Based (4)
 PHYS-207 Astronomy (3)
 SCI-210 The Science of Food (3)

Social Science (3 hours)

ANTH-100 Cultural Anthropology
 ANTH-200 Global Problems
 ANTH-210 The Eskimo World
 ANTH-290 Images of "Indians"
 ANTH-335 Global Health
 PSCI-101 American National Government
 PSY-330 Psychology of Gender
 SOC-101 Principles of Sociology
 SOC-103..... Social Problems
 SOC-200 The Family: A Global Perspective

Religion (3 hours)

REL-100 Christianity
 REL-200 Old Testament Life and Literature
 REL-210 New Testament Life and Literature
 REL-220 Christian Theology
 REL-250 History of Christianity I: 30–1500
 REL-260 History of Christianity II: 1500–present
 REL-300 World Religions
 REL-310 Christian Ethics

Philosophy & Ethics (3 hours)

PHIL-101 Introduction to Philosophy (3)
 PHIL-110 Critical Thinking (3)
 PHIL-201 Ethics (3)
 PHIL-210 Philosophy, Science & Values (3)
 PHIL-215 Aesthetics (3)
 PHIL-230 Issues in Applied Philosophy (3)
 PHIL-240 Social & Political Philosophy (3)
 PHIL-260 Asian Philosophy (3)
 PHIL-299 Issues in Philosophy (3)
 PHIL-340 Philosophy of Religion (3)

Fine Arts/Theory (2–3 hours)

ART-110 Art Appreciation
 ENGL-270..... Introduction to Creative Writing
 MUS-100..... Music Fundamentals
 MUS-110..... Introduction to Music

MUS-112.....	Introduction to Jazz
MUS-210.....	Music in World Culture
THE-110.....	Introduction to Theatre
<i>Fine Arts/Applied (.5-3 hours)</i>	
ART-100.....	Art Experience
ART-101.....	Intro to Computer for Artists
ART-120.....	Fundamentals of 2-D Design
ART-130.....	Beginning Drawing
ART-140.....	Fundamentals of 3-D Design
ART-150.....	Beginning Oil Painting
ART-220.....	Ceramics - Hand Building
ART-230.....	Ceramics - The Potter's Wheel
ART-261.....	Digital Photography I
ENGL-270.....	Introduction to Creative Writing

Local/Global Engagement - Theoretical and Applied (3 hours)

ANTH-200.....	Global Problems
ANTH-290.....	Images of "Indians"
ANTH-335.....	Global Health
EXD-300.....	Experience Design Outreach
GERO-301.....	Interdisciplinary Perspectives in Aging
IREL-100.....	World Regional Geography
IREL-101.....	Introduction to International Relations
SOC-200.....	The Family: A Global Perspective

*Competency Areas:**Modern Language (4-12 hours)*

SPAN-101.....	Spanish Language and Culture I
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Mathematics

MATH-108.....	Discovery in Mathematics
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*Additional General Education Core Requirements:**Critical Thinking (9 hours)*

ENGL-101.....	English Composition
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Elective Component

The elective component (courses to fulfill the 124-hour degree requirement) can be fulfilled by any college level course offered at the University of Indianapolis or accepted in as transfer work from an accredited college or university or by self-acquired competency. Students may use these elective hours to complete additional majors, minors, concentrations, or even certificate programs.

Notes:

1. The Bachelor of Liberal Studies requires a minimum of 124 hours.
2. A minimum of 30 hours of coursework of the required 124 hours must be at the 200 level or above, of which at least 12 hours are at the 300 or 400 level.
3. The course SAL-101 Return to Learning (1 hour) is required of all students and must be taken the first semester of enrollment.
4. Not all courses in the General Education Core are available in an accelerated format; however, students can complete all degree requirements with accelerated courses.
5. Students must maintain a cumulative GPA of 2.5 or higher to remain in the accelerated program.

Bachelor's Degree in Organizational Leadership

SAL-101.....	Return to Learning (1 hour)
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Liberal Arts Core (36-40 hours)

(Not all courses listed below are offered in the accelerated format and/or in the evening, but an Organizational Leadership undergraduate major can be completed in the evening accelerated format)

Literature (3 hours)

ENGL-102.....	Western World Literature & Composition
ENGL-212.....	British Literature II
ENGL-214.....	American Literature II
EDUC/ENGL-218....	Young Adult Literature: Yesterday to Today
LANG-234.....	Literature in Translation

History (3 hours)

HIST-201.....	World History to 1700
HIST-202.....	World History since 1700
HIST-217.....	United States History to 1865
HIST-218.....	United States History since 1865

Natural Science (3-4 hours)

ANTH/BIOL-130.....	Monkeys, Apes, and Humans: Biology & Behavior (3)
BIOL-104.....	Principles of Human Physiology (4)
BIOL-155.....	Intro to the Diversity of Life (4)
BIOL-165.....	Introduction to Cell Biology (4)
BIOL-245.....	Ornithology (4)
CHEM/PHYS-100.....	Elements of Chemistry and Physics (3)
CHEM-103.....	Introduction to Chemistry (3)
ESCI-100.....	Elements of Earth-Space Sciences (3)
ESCI-150.....	Physical Geology (3)
ESCI-202.....	Physical Geography (3)
ESCI-206.....	Time, Trilobites and Tyrannosaurus Rex (3)
PHYS-153.....	General Physics I, Calculus Based (4)
PHYS-207.....	Astronomy (3)
SCI-210.....	The Science of Food (3)

Social Science (3 hours)

ANTH-100.....	Cultural Anthropology
ANTH-200.....	Global Problems
ANTH-210.....	The Eskimo World
ANTH-290.....	Images of "Indians"
ANTH-335.....	Global Health
PSCI-101.....	American National Government
PSY-330.....	Psychology of Gender
SOC-101.....	Principles of Sociology
SOC-103.....	Social Problems
SOC-200.....	The Family: A Global Perspective

Religion (3 hours)

REL-100.....	Christianity
REL-200.....	Old Testament Life and Literature
REL-210.....	New Testament Life and Literature

REL-220	Christian Theology
REL-250	History of Christianity I: 30–1500
REL-260	History of Christianity II: 1500–present
REL-300	World Religions
REL-310	Christian Ethics

Philosophy & Ethics (3 hours)

PHIL-101	Introduction to Philosophy (3)
PHIL-110	Critical Thinking (3)
PHIL-201	Ethics (3)
PHIL-210	Philosophy, Science & Values (3)
PHIL-215	Aesthetics (3)
PHIL-230	Issues in Applied Philosophy (3)
PHIL-240	Social & Political Philosophy (3)
PHIL-260	Asian Philosophy (3)
PHIL-299	Issues in Philosophy (3)
PHIL-340	Philosophy of Religion (3)

Fine Arts/Theory (2–3 hours)

ART-110	Art Appreciation
ENGL-270.....	Introduction to Creative Writing
MUS-100.....	Music Fundamentals
MUS-110.....	Introduction to Music
MUS-112.....	Introduction to Jazz
MUS-210.....	Music in World Culture
THE-110	Introduction to Theatre

Fine Arts/Applied (.5-3 hours)

ART-100	Art Experience
ART-101	Intro to Computer for Artists
ART-120	Fundamentals of 2-D Design
ART-130	Beginning Drawing
ART-140	Fundamentals of 3-DDesign
ART-150	Beginning Oil Painting
ART-220	Ceramics - Hand Building
ART-230	Ceramics -The Potter's Wheel
ART-261	Digital Photography I
ENGL-270.....	Introduction to Creative Writing

Local/Global Engagement - Theoretical and Applied (3 hours)

ANTH-200	Global Problems
ANTH-290	Images of “Indians”
ANTH-335	Global Health
EXD-300	Experience Design Outreach
GERO-301.....	Interdisciplinary Perspectives in Aging
IREL-100	World Regional Geography
IREL-101	Introduction to International Relations
SOC-200	The Family: A Global Perspective

*Competency Areas:**Modern Language (4-12 hours)*

SPAN-101	Spanish Language and Culture I
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Mathematics

MATH-108.....	Discovery in Mathematics
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*Additional General Educaiton Core Requirements:**Critical Thinking (9 hours)*

ENGL-101	English Composition
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Required Support Courses (21 hours)

ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
HRM-381	Human Resources Management
IBUS-201	International Business
MGT-281.....	Management
MGT-334.....	Group Dynamics
MKTG-290.....	Marketing

Required Major Courses (24 hours)

ORGL-302.....	Introduction to Leadership Theories and Models
ORGL-304.....	The Ethical Leader
ORGL-306.....	Behaviors of a Leader
ORGL-308.....	Data Management
ORGL-404.....	Project Management
ORGL-405.....	Quality Management
ORGL-406.....	Change Management
ORGL-410.....	Excellence in Leadership

Elective Component

The elective component (courses to fulfill the 124-hour degree requirement) can be fulfilled by any college-level course offered at the University of Indianapolis or accepted in transfer from an accredited college or university or by self-acquired competency. Students may use these elective hours to complete additional majors, minors, concentrations, or certificate programs.

Notes:

1. The Bachelor of Science in Organizational Leadership requires a minimum of 124 hours.
2. A grade of C- (1.7 on a 4.0 scale) or higher is required in all courses applying toward the Organizational Leadership major.
3. The course SAL-101 Return to Learning (1 hour) is required of all students and must be taken the first semester of enrollment.

Additional information about the courses listed above can be found in the section titled Course Descriptions.

Bachelor's Degree in Emergency & Disaster Management

SAL-101.....	Return to Learning (1 hour)
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Liberal Arts Core (36–40 hours)

(Not all courses listed below are offered in the accelerated formate and/or in the evening, but an Organizational Leadership undergraduate major can be completed in the evening accelerated format)

Literature (3 hours)

ENGL-102.....	Western World Literature & Composition
ENGL-212.....	British Literature II
ENGL-214.....	American Literature II
EDUC/ENGL-218	Young Adult Literature: Yesterday to Today
LANG-234.....	Literature in Translation

History (3 hours)

- HIST-201 World History to 1700
 HIST-202 World History since 1700
 HIST-217 United States History to 1865
 HIST-218 United States History since 1865

Natural Science (3–4 hours)

- ANTH/BIOL-130 Monkeys, Apes, and Humans: Biology & Behavior (3)
 BIOL-104 Principles of Human Physiology (4)
 BIOL-155 Intro to the Diversity of Life (4)
 BIOL-165 Introduction to Cell Biology (4)
 BIOL-245 Ornithology (4)
 CHEM/PHYS-100 Elements of Chemistry and Physics (3)
 CHEM-103 Introduction to Chemistry (3)
 ESCI-100 Elements of Earth-Space Sciences (3)
 ESCI-150 Physical Geology (3)
 ESCI-202 Physical Geography (3)
 ESCI-206 Time, Trilobites and Tyrannosaurus Rex (3)
 PHYS-153 General Physics I, Calculus Based (4)
 PHYS-207 Astronomy (3)
 SCI-210 The Science of Food (3)

Social Science (3 hours)

- ANTH-100 Cultural Anthropology
 ANTH-200 Global Problems
 ANTH-210 The Eskimo World
 ANTH-290 Images of “Indians”
 ANTH-335 Global Health
 PSCI-101 American National Government
 PSY-330 Psychology of Gender
 SOC-101 Principles of Sociology
 SOC-103 Social Problems
 SOC-200 The Family: A Global Perspective

Religion (3 hours)

- REL-100 Christianity
 REL-200 Old Testament Life and Literature
 REL-210 New Testament Life and Literature
 REL-220 Christian Theology
 REL-250 History of Christianity I: 30–1500
 REL-260 History of Christianity II: 1500–present
 REL-300 World Religions
 REL-310 Christian Ethics

Philosophy & Ethics (3 hours)

- PHIL-101 Introduction to Philosophy (3)
 PHIL-110 Critical Thinking (3)
 PHIL-201 Ethics (3)
 PHIL-210 Philosophy, Science & Values (3)
 PHIL-215 Aesthetics (3)
 PHIL-230 Issues in Applied Philosophy (3)
 PHIL-240 Social & Political Philosophy (3)

- PHIL-260 Asian Philosophy (3)
 PHIL-299 Issues in Philosophy (3)
 PHIL-340 Philosophy of Religion (3)

Fine Arts/Theory (2–3 hours)

- ART-110 Art Appreciation
 ENGL-270 Introduction to Creative Writing
 MUS-100 Music Fundamentals
 MUS-110 Introduction to Music
 MUS-112 Introduction to Jazz
 MUS-210 Music in World Culture
 THE-110 Introduction to Theatre

Fine Arts/Applied (.5–3 hours)

- ART-100 Art Experience
 ART-101 Intro to Computer for Artists
 ART-120 Fundamentals of 2-D Design
 ART-130 Beginning Drawing
 ART-140 Fundamentals of 3-D Design
 ART-150 Beginning Oil Painting
 ART-220 Ceramics - Hand Building
 ART-230 Ceramics - The Potter’s Wheel
 ART-261 Digital Photography I
 ENGL-270 Introduction to Creative Writing

Local/Global Engagement - Theoretical and Applied (3 hours)

- ANTH-200 Global Problems
 ANTH-290 Images of “Indians”
 ANTH-335 Global Health
 EXD-300 Experience Design Outreach
 GERO-301 Interdisciplinary Perspectives in Aging
 IREL-100 World Regional Geography
 IREL-101 Introduction to International Relations
 SOC-200 The Family: A Global Perspective

*Competency Areas:**Modern Language (4–12 hours)*

- SPAN-101 Spanish Language and Culture I

Mathematics

- MATH-108 Discovery in Mathematics

*Additional General Education Core Requirements:**Critical Thinking (9 hours)*

- ENGL-101 English Composition

Required Support Courses (15 hours)

- MGT-234 Organizational Leadership
 MGT-281 Management
 ORGL-302 Introduction to Leadership Theories and Models
 PSCI-205 State and Local Government
 PSCI-323 Public Administration

Required Major Courses (24 hours)

- EDM-265 Introduction to Emergency Management

EDM-270	Emergency and Disaster Preparedness & Planning
EDM-275	Threat & Hazard Analysis and Reduction
EDM-300	Disaster Response, Recovery, and Mitigation
EDM-305	Social Vulnerability to Disasters
EDM-310	Intro to Emergency Operations Centers & Incident Command System
EDM-410	Introduction to Homeland Security I
EDM-415	Introduction to Homeland Security II

Notes:

1. The Bachelor of Science degree in Emergency & Disaster Management requires a minimum of 124 hours.
2. A grade of C- (1.7 on a 4.0 scale) or higher is required in all courses applying toward the Emergency & Disaster Management major.
3. The course SAL-101 Return to Learning (1 hour) is required of all students and must be taken the first semester of enrollment.

Associate's Degree in Life Sciences*University Core (12 hours)*

ENGL-101	English Composition
COMM-200	Business and Professional Communication
MATH-108	Discovery in Math
PHIL-201	Ethics

Psycho/Social Support Courses (12 hours)

PSY-120	General Psychology
SOC-101	Principles of Sociology
SOC-103	Social Problems
ANTH-100	Cultural Anthropology

Skill Support Courses (14 hours)

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
MGT-281	Management
ORGL-302	Introduction to Leadership Theories and Models

Prior Learning Assessment (12 hours maximum)

Work from accredited programs would apply.

Guided Electives (12 hours)

Courses tailored to the specific needs of the students.

Associate's Degree in Emergency & Disaster Management

The Associate's Degree is designed for undergraduate students and entry-level emergency services personnel who wish to gain a basic understanding of emergency management to work in the field, but do not wish to initially pursue a formal Bachelor of Science degree.

The associate's degree consists of six (6) undergraduate courses in emergency management for a total of eighteen (18) total credit hours. An associate's degree consists of sixty (62) total credit hours. The remainder of the required credit hours will be fulfilled with the completion of coursework within the General Education Core and selected electives.

University Core (16 hours)

SAL-101	Return to Learning
ENGL-101	English Composition

ENGL-102	Western World Literature & Composition
MATH-108	Discovery in Mathematics
PSCI-205	State and Local Government
SOC-103	Social Problems

Required Courses (24 hours)

EDM-265	Introduction to Emergency Management
EDM-270	Emergency and Disaster Preparedness & Planning
EDM-275	Threat & Hazard Analysis and Reduction
EDM-300	Disaster Response, Recovery, and Mitigation
EDM-305	Social Vulnerability to Disasters
EDM-310	Intro to Emergency Operations Centers & Incident Command System
EDM-410	Introduction to Homeland Security I
EDM-415	Introduction to Homeland Security II

Prior Learning Assessment (12 hours maximum)

Work from accredited programs would apply.

Guided Electives (12 hours)

Courses tailored to the specific needs of the students.

All coursework listed has been accelerated except BIOL-103 and 104, which would be taken in the regular format.

Undergraduate Certificate in Emergency and Disaster Management

The undergraduate certificate in emergency and disaster management is designed for undergraduate students and entry-level emergency service personnel who wish to gain basic understanding of emergency management, but who do not wish to initially pursue a formal Bachelor of Science or Associate in Arts degree.

This certificate consists of four undergraduate courses in emergency management for a total of twelve (12) credit hours.

Required courses (9 hours):

EDM-265	Introduction to Emergency Management
EDM-270	Emergency and Disaster Preparedness & Planning
EDM-275	Threat & Hazard Analysis and Reduction

Choose ONE of the following courses (3 hours):

EDM-300	Disaster Response, Recovery, and Mitigation
EDM-305	Social Vulnerability to Disasters
EDM-310	Intro to Emergency Operations Centers & Incident Command System

Undergraduate Certificate in Aging Studies

UIndy's Center for Aging & Community is offering an undergraduate Certificate in Aging Studies through the School of Adult Learning. The 12-credit hour certificate comprises four core courses offered through the academic year:

GERO-301	Interdisciplinary Perspectives on Aging (3) SI
GERO-305	Physical Dimensions of Aging (3) SI
GERO-310	Aging in Society & Community (3) SII
GERO-320	Psychology of Aging (3) SII

The Certificate in Aging Studies prepares students to live and work in a world where an aging demographic of 76 million baby boomers will affect every facet of life. Students benefit from a background in aging studies, both personally and professionally. First, a background in aging studies provides the opportunity for students to learn how to create the aging experience of their choice by planning ahead and practicing a healthy

lifestyle. An educated perspective will allow a focus on again well rather than reclaiming youth. Second, more than 50 million Americans currently are providing care for a frail or disabled family member. As our society ages, this number will more than double. Many of us will find ourselves in caregiving roles in which we will directly apply the knowledge and experience from aging studies coursework. Third, a background in aging studies will give job seekers and advantage in many settings. Some professionals work directly with older adults; others may work on behalf of older adults.

Lifelong Learning College

The Lifelong Learning College is designed for students who do not wish to pursue a degree and are not currently seeking a degree at either the University of Indianapolis or another institution of higher education. It features a simplified application and enrollment. Acceptance in LLC does not guarantee acceptance into any academic program at the University of Indianapolis. Individuals take courses in this college for personal enrichment.

LLC students must be high school graduates or possess a GED certificate. Students who have attended college must be in good standing academically and cannot have been dismissed or placed under other disciplinary sanctions. An LLC student can enroll in up to five credit hours per term and may complete up to 30 credit hours. Continued enrollment in LLC requires a student to complete successfully all courses each term of enrollment. The student is responsible for the successful completion of all academic prerequisites prior to enrollment in a course. Students enrolled in LLC do not qualify for financial aid.

Applications to LLC should be made through the School for Adult Learning.

The Institute for Leadership and Professional Development

The University of Indianapolis has been serving Indiana businesses and individuals for almost 60 years by providing a variety of continuing education experiences. The Institute for Leadership and professional Development offers the opportunity for leadership skill development and enhancement. The institutes have up-to-date content and facilitated discussions of case studies and application of workplace situations. Topics included are communication and coaching, performance and motivation, conflict management, delegation, team building, ethics, strategic planning, management styles, and change management.

The Institute also offers more than 200 noncredit classes online. Information about these classes can be found at <http://www.uindy.edu/school-for-adult-learning>.

Additional informaion about the courses listed above can be found in the section entitled Course Descriptions.

Extended Degree Programs

Extended programs are offered in the evening in the traditional 15-week format. While the School for Adult Learning admits students to this division, the programs are governed by the individual school or college in which the degree is offered.

The following undergraduate degree programs may be completed entirely in the Extended Programs Division:

College of Arts and Sciences: English.

School of Business: Marketing

For more information about the specific majors in Extended Programs, see the catalog sections for the college or school in which the program is offered.

Center for Aging & Community

Professor Ellen Miller, Executive Director; Assistant Professor Tamara Wolske, Academic Program Director.

The Aging Studies programs at the University of Indianapolis Center for Aging & Community prepare students with the education and experience to work with, for, and on behalf of older adults and caregivers in the community.

The CAC offers a 12-credit hour Undergraduate Certificate in Aging Studies. This program is designed for undergraduate students who wish to add aging studies to their body of knowledge, for personal or professional reasons. A background in aging studies will give job seekers an advantage in many settings. Some professionals work directly with older adults, others may work on behalf of older adults, and still others provide goods and services to older adults. Courses are offered in a completely online format over an entire semester. Students enrolled in the UIndy School for Adult Learning have the option to take courses in an accelerated format (5-week) classroom-based format or completely online through full-term classes during the regular semester. Information about enrollment in the aging studies courses may be obtained through CAC by phone (317) 791-5930 or via email at cac@uindy.edu.

Requirements for the Certificate in Aging Studies:

GERO-301	Interdisciplinary Perspectives on Aging (3) SI
GERO-305	Physical Dimensions of Aging (3) SI
GERO-310	Aging in Society & Community (3) SII
GERO-320	Psychology of Aging (3) SII

NOTE: Two courses are also alternated every Summer Session. Contact the Center for Aging & Community for more information.

Additional information about courses listed above can be found in the section entitled Course Descriptions.

Graduate Programs

The University offers the graduate programs listed below. Each program is described in detail in the graduate catalog published by the academic unit that offers it. For a copy of one of the graduate catalogs, contact the appropriate unit.

Master's Degree Programs

Center for Aging & Community

- Gerontology (MS)
- Graduate Certificate in Gerontology

College of Arts and Sciences

- Anthropology (MS)
- Applied Sociology (MA)
- English (MA)
- History (MA)
- Human Biology (MS)
- International Relations (MA)
- Studio Art (MA)

College of Health Sciences

Kinesiology

- Sport Management (MS)

Kranmert School of Physical Therapy

- Postprofessional Master of Health Science (MHS)
- Graduate Certificate in Neurology
- Graduate Certificate in Orthopedics
- Graduate Certificate in Pediatrics

School of Occupational Therapy

- Professional Master of Occupational Therapy (MOT)
- Postprofessional Master of Health Science (MHS)
- Graduate Certificate in Neurology
- Graduate Certificate in Orthopedics
- Graduate Certificate in Pediatrics

School for Adult Learning

- Strategic Leadership & Design (MS)

School of Business

Graduate Business Programs

- Masters of Business Administration
- Executive Masters of Business Administration

Certificate Programs available in:

- Finance
- Global Supply Chain Management
- International Business
- Organizational Leadership

- Technology Management
- Marketing

School of Education

- Master of Arts in Teaching (MAT)
- Educational Leadership (MA)
- Woodrow Wilson Teaching Fellows Program (MAT)
- Teacher License Renewal Certificate
- Certificate Program available in:*
- Technology Certificate in Education

School of Nursing

- Primary Care Adult/Gerontological Nurse Practitioner (MSN)
- Primary Care Family Nurse Practitioner (MSN)
- Primary Care Women's Health Nurse Practitioner (MSN)
- Nursing Educator (MSN)
- Nurse-Midwifery (MSN)
- Nursing and Health Systems Leadership (MSN)
- Nursing and Health Systems Leadership/Accelerated Masters Program (MSN)
- Certificate Programs available in:*
- Clinical Educator
- Nurse Management

Post-master's options are available in selected master's tracks.

School of Psychological Sciences

- Clinical Psychology (MA)
- Clinical Psychology (MA), Mental Health Counseling Track

Doctoral Degree Programs

College of Health Sciences

School of Occupational Therapy

- Postprofessional Doctor of Health Science (DHS)

Kranmert School of Physical Therapy

- Professional Doctor of Physical Therapy (DPT)
- Postprofessional Doctor of Physical Therapy (DPT)
- Postprofessional Doctor of Health Science (DHS)

School of Nursing

- Doctor of Nursing Practice (DNP)

School of Psychological Sciences

- Clinical Psychology (PsyD)

Enrollment and Application Information for University of Indianapolis Graduate Programs

For more information and to apply online, go to: <http://www.uindy.edu/graduate-admissions>

Center for Aging and Community: Graduate Programs in Gerontology

Director: Ellen Miller, Ph.D.

Location: Center for Aging & Community, Fountain Square Center

(317) 791-5930

(317) 791-5945 (Fax)

emiller@uindy.edu

<http://uindy.edu/cac>

Admissions for Master of Science in Gerontology

Academic Program Director

(317) 791-5930

(317) 791-5945 (Fax)

cac@uindy.edu

<http://uindy.edu/cac>

Admissions for Graduate Certificate in Aging Studies

Academic Program Director

Contact Information:

(317) 791-5930

(317) 791-5945 (Fax)

cac@uindy.edu

<http://uindy.edu/cac>

Admissions for Graduate Certificate in Project Management for Human Services Professionals

Academic Program Director

Contact Information:

(317) 791-5930

(317) 791-5945 (Fax)

cac@uindy.edu

<http://uindy.edu/cac>

Admission Requirements

Admission Deadline: Applications are accepted year-round.

Admission Criteria:

- For applicants whose native language is not English, a minimum score of 100 on the Internet-based test on the Test of English as a Foreign Language (TOEFL) and 5.5 on the Test of Written English (TWE) are required.
- No GRE is required.

Admission Requirements

- Complete the online application.
- Possess a completed bachelor's degree from an accredited university. Evaluation of educational credentials if degree obtained outside of the United States.
- Have an entering GPA of 3.0 (or permission of CAC faculty).
- Provide official transcripts of all previous college work.
- Provide three professional or academic letters of recommendation.
- Pay a nonrefundable application fee of \$65.
- complete the online application.
- Submit a 1,000-1,500 word essay describing how completing this degree will help you meet your professional goals.
- Give verification of technology access for computer-based distance learning format.

Graduate Arts and Sciences Programs: Anthropology, Applied Sociology, English, History, Human Biology, International Relations and Studio Art

Dr. Jennifer Drake, Dean, College of Arts and Sciences

College of Arts and Sciences Office, Esch Hall

(317) 788-3395

(317) 788-3546 (Fax)

cas-graduate@uindy.edu

Application Deadlines:

Applied Sociology, English, History, International Relations and Studio Art: August Admission—July 1;
January Admission—November 1

Anthropology and Human Biology: August Admission only—February 15

Admissions Requirements

- Application fee.
- Statement of purpose.
- Submission of all official transcripts.
- Possess a completed bachelor's degree from an accredited university. Evaluation of educational credentials if degree obtained outside of the United States.
- Three letters of recommendation.
- A minimum score of 80 on the internet-based TOEFL and 550 written for students whose native language is not English.
- Minimum undergraduate GPA and GRE score (varies by graduate program).
- Portfolio of recent work for Studio Art, writing sample for English.

Please consult the Graduate Arts and Sciences Catalog for further admission requirement details based on graduate program.

*Professional Master's Degree Program in Occupational Therapy**Master of Occupational Therapy**Direct Freshman Guaranteed Admission Option*

Director: Kate E. DeCleene, O.T.D., O.T.R.

College of Health Sciences, School of Occupational Therapy, Martin Hall

(317) 788-3457

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

Admissions Requirements

Be admitted into any undergraduate degree program by the University of Indianapolis and meet the following requirements:

- have completed no more than 12 prior college credits.
- cumulative 3.2 high school grade point average (GPA) in college prep courses.
- successfully complete the following high school courses:
 - one year of biology
 - one year of chemistry
 - three years of college preparatory math including algebra, geometry, advanced algebra/trigonometry
 - one year of physics is recommended.
- apply to the University of Indianapolis, selecting an undergraduate major and pre-OT concentration. Students may enter under the Completed Bachelor's Degree Option or the 4-1.5 Option (see below).

Application Deadlines

Apply during the undergraduate application process.

Master of Occupational Therapy

Director: Kate E. DeCleene, O.T.D., O.T.R.

College of Health Sciences, School of Occupational Therapy, Martin Hall

(317) 788-3457

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

Admissions Requirements*Completed Bachelor's Degree Option*

- Have a bachelor's degree in a discipline other than occupational therapy or receive a bachelor's degree in a discipline other than occupational therapy by enrollment.
- Complete all prerequisite coursework by enrollment each with a grade of C or better; a minimum 3.0 prerequisite GPA is recommended.
- Submit a completed application (<http://ot.uindy.edu>) and then participate in an interview, if not already admitted under the Direct Freshman Guaranteed Admission Program.
- Have a successful interview.

4-1.5 Option

- Enroll at the University of Indianapolis.
- Declare an undergraduate major with a concentration in Occupational Therapy (pre-OT).
- Submit a letter from undergraduate advisor approving that all designated University core, major, and occupational therapy prerequisite courses will be completed prior to the fourth year of college.
- Apply to the School of Occupational Therapy during the junior year, if not already admitted under the Direct Freshman Guaranteed Admission Program.

Note: There are additional requirements for international applicants.

Prerequisite Course Requirements

Biological Sciences (9 credits minimum; must include each of the following courses)

Biology or Zoology

Anatomy with lab

Physiology with lab

Behavioral Sciences (12 credits, must include each of the following courses)

General Psychology

Abnormal Psychology

Sociology or Anthropology

Life Span Psychology (must include entire lifespan, birth to death)

Written or Verbal Communication (5 credits, must include each of the following courses)

English Composition

Literature or Speech

Physics (3 credits)

Chemistry (3 credits)

Statistics (3 credits)

Medical Terminology strongly recommended.

Application Deadlines

Application deadline for fall admission is November 1. Nonrefundable application fee.

*Postprofessional Degree Programs in Occupational Therapy**Master of Health Science in Occupational Therapy (MHS)**Doctor of Health Science in Occupational Therapy (DHS)*

Director: Jennifer Fogo, Ph.D., O.T.R.

School of Occupational Therapy, Martin Hall

(317) 788-3495

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

MHS Admissions Requirements

- Application fee
- Statement of purpose
- Official transcripts from an accredited professional occupational or physical therapy program showing an earned Bachelor's degree

- Two or three letters of recommendation (depending on program)
- GPA of 3.0 (on a 4.0 scale) or greater in the professional occupational therapy program strongly recommended
- Current NBCOT certification or state license/certification in a U.S. jurisdiction as a registered occupational therapist or credentials recognized by the World Federation of Occupational Therapy.

DHS Admissions Requirements

Academic qualifications of a:

- bachelor's or master's degree from an accredited occupational therapy program.
- GPA of 3.3 (on a 4.0 scale) or greater in the professional occupational therapy program strongly recommended
- current NBCOT certification or state license/certification in a U.S. jurisdiction as a registered occupational therapist or credentials recognized by the World Federation of Occupational Therapy.
- currently in practice as an OT or have obtained 1,000 hours of practice in the last five years.

Additional Requirements for International Applicants

- TOEFL scores of 100 or higher (Internet-based) or 250 (computer-based)
- TWE scores of 5.0 or higher
- Submit transcripts to a recommended evaluation service to determine if level of education is equivalent to a domestic bachelor's degree. The original course-by-course evaluation reports should be sent to the School of Occupational Therapy.
- Submit a statement of Financial Support in order for the University to initiate the process for issuing an I-20.
- Send a photocopy of your passport.

Application Deadline

Students are admitted on an ongoing basis. International applicants must complete the application by February 1 for the following August.

Physical Therapy Graduate Programs

Professional Doctor of Physical Therapy Program

Director: Kathy Martin, PT, DHS

College of Health Sciences, Krannert School of Physical Therapy, Martin Hall

(317) 788-4909

(317) 788-3542 (Fax)

pt@uindy.edu

http://pt.uindy.edu

Admissions Requirements

- Bachelor's degree with any major (some University of Indianapolis undergraduates are eligible for early admission after the completion of three years of undergraduate work at the University of Indianapolis)
- General aptitude test of the Graduate Record Examination (GRE)
- Completion of an application (including letters of recommendation)
- Successful interview
- Prerequisites and minimum cumulative GPA of 3.0

Completion of the following prerequisite courses prior to entrance in the program:

- Chemistry (6–8 semester hours; one year sequence with labs)
- Physics (6–8 semester hours; one year sequence with labs)
- Biology (9–12 semester hours; Biology with lab, Anatomy, Physiology)
- Behavioral Sciences; (6–8 semester hours such as Psychology, Sociology, Cultural Anthropology, etc.)
- Statistics (3–4 semester hours covering descriptive statistics, correlation, regression, and statistical inference through t-tests and analysis of variance)

Application Deadline

Applications are due by October 1.

Postprofessional Physical Therapy Programs: Master of Health Science, Doctor of Physical Therapy, Doctor of Health Science, Graduate Certificates

College of Health Sciences, Krannert School of Physical Therapy, Martin Hall 103

(317) 788-4909

(317) 788-3542 (Fax)

pt@uindy.edu

http://pt.uindy.edu

Admissions Requirements

Applicants for all programs must have completed an entry-level physical therapy program; in addition, applicants for the DHS program must have an earned master's degree in any subject. An application must be completed also.

All Programs

- At minimum, a bachelor's degree from an entry-level physical therapy program

Doctoral Programs

- An entry-level degree from a physical therapy program
- A master's degree (for the DHS applicants)
- Licensed in the United States to practice physical therapy

Graduate Certificates in Neurology, Orthopedics and Pediatrics

Admission Requirements

- Bachelor's, master's or doctoral degree from an accredited, professional OT or PT program
- Current NBCOT certification or license to practice PT in the United States

Graduate Business Programs

Esch Hall 033

Kim Lord, Graduate Business Programs

(317) 788-3340

(317) 788-3586 (Fax)

mba@uindy.edu

mba.uindy.edu

*Master of Business Administration***Admission Deadline**

Applications for One Year Daytime MBA: May 15 for August admissions.

Applications accepted year-round for all other MBA applicants; fall, spring, summer term enrollment periods.

Admissions Requirements

- Baccalaureate degree from an accredited institution
- Graduate Management Aptitude Test (GMAT) scores; GRE accepted
- Two letters of recommendation
- Official transcripts from postsecondary institutions attended
- An application fee
- Current résumé
- Statement of Purpose
- An interview may be required

Additional Requirements for International Student Admission

- A TOEFL score of 603 on the written exam or 100 on the Internet version
- Four years of post-secondary education verified by a transcript evaluation service such as WES

*Executive Master of Business Administration***Admission Deadline**

Applications accepted year-round

Admissions Requirements

- Significant managerial experience
- Baccalaureate degree from an accredited institution
- Two letters of recommendation
- Official transcripts from postsecondary institutions attended
- Application fee
- Graduate Management Aptitude Test (GMAT) scores may be required
- Current résumé
- An interview may be required

Additional Requirements for International Student Admission

- A TOEFL score of 603 on the written exam or 100 on the Internet version
- Four years of post-secondary education verified by a transcript evaluation service such as WES

Graduate Education Programs

School of Education, Esch Hall 244

(317) 788-6098

(317) 788-2130 (Fax)

jsomers@uindy.edu / stewartkm@uindy.edu

<http://education.uindy.edu>

Master of Arts in Curriculum and Instruction

Director of Graduate Programs: John Somers, Ed.D.

(317) 788-6098

(317) 788-2130 (Fax)

jsomers@uindy.edu / stewartkm@uindy.edu

<http://education.uindy.edu/teacherprep/ci/>

Admissions Requirements

- Submit an official transcript indicating a bachelor's degree from an accredited institution and have a cumulative grade point average of 2.5 or better on a 4-point scale
- Hold a state teaching license
- Submit a completed application form, a \$30 registration fee, and three letters of reference. Visit <http://education.uindy.edu/teacherprep/ci/> for application and reference forms
- Current criminal history check
- TOEFL for international students with a minimum score of 550
- Prerequisite Courses: None

Application Deadlines

Fall: Application to be received by May 1

Winter: Application to be received by November 1

Summer: Application to be received by March 1

Master of Arts in Educational Leadership

Director: John Somers, Ed.D.

(317) 788-6098

(317) 788-2130 (Fax)

jsomers@uindy.edu / stewartkm@uindy.edu

<http://education.uindy.edu/teacherprep/leadership/>

This program seeks candidates who aspire to the principalship, demonstrate leadership potential, and are passionate about leading school transformation.

Admissions Requirements

- Submit an official transcript indicating a bachelor's degree from an accredited institution and have a cumulative grade point average of 3.0 or better on a 4-point scale
- Have a minimum of two years of full-time teaching experience
- Submit a completed application form (available at <http://education.uindy.edu/ilead/>)
- Pay application fee
- Complete an interview with the iLEAD Admissions Committee
- Submit a statement of purpose that describes candidate's commitment to becoming a school principal
- Current résumé which includes: leadership background (description of any leadership experience), self-assessment of strengths and description of professional work
- Hold an Indiana state teaching license

Application Deadlines

January Cohort: Application to be received before November 20

June Cohort: Application to be received before May 1

September Cohort: Application to be received by July 9

Master of Arts in Teaching Program

Two options are available to earn a Master of Arts in Teaching degree.

The Evening MAT program

Coordinator: Angelia J. Ridgway, Ph.D.

Master of Arts in Teaching Program

Esch Hall Room 230

(317) 788-2113

(317) 788-2130 (Fax)

aridgway@uindy.edu / kirbyj@uindy.edu

<http://education.uindy.edu/mat>

Admission Requirements

- Submit an official transcript indicating a bachelor's degree from an accredited institution and have a cumulative grade point average of 2.5 or better (on a 4-point scale).
- Be within nine credit hours of completing licensure requirements for the selected content area.
- Submit a completed application form with payment of a \$50 application fee.
- Submit a Statement of Purpose with requested application packet.
- Submit three letters of recommendation.
- Submit passing scores on the Praxis I.
- Complete a written exercise (on site) that is reviewed by an Interview Committee.
- Complete an interview with the Interview Committee.
- Criminal history check.

Application to Program

The application cycle for the program begins in February of each year for the selection of the cohorts, which will start the program in August.

The Woodrow Wilson Teaching Fellows Program—Master of Arts in Teaching

Director: Jennifer Drake, Ph.D.

Woodrow Wilson Teaching Fellows Program

Esch Hall Room 244N

(317) 791-5704

jdrake@uindy.edu

<http://education.uindy.edu/teachingfellowship/>

Admission Requirements

The Fellowship is open to college seniors, graduates, and career changers who:

- have completed or are completing a math or science major as undergraduates, or who have significant work experience in math- and science-related fields.
- graduate in the top 10 percent of their class and/or demonstrate strong potential through professional accomplishments.
- demonstrate a commitment to the program and its goals.

- are willing to reside in Indiana while completing their master's degree and three-year teaching commitment.

The Fellowship does not require previous coursework in the field of education nor does it require prior teaching experience.

Application to Program

Prospective Fellows should apply to the Woodrow Wilson National Fellowship Foundation by December 15. Fellows will be selected by mid-April of the following year, and will begin graduate studies in the following summer. Applications will only be accepted online at the Woodrow Wilson Foundation website, www.woodrow.org.

Master of Science in Sport Management

Director: Michael Diacin, Ph.D.

School of Education, Kinesiology Department, Ruth Lilly Fitness Center

(317) 791-5703

(317) 788-3472 (fax)

diacinm@uindy.edu

http://kinesiology.uindy.edu/MSMGT_Prog_Overview_and_Goals.php

Admissions Requirements

- Application fee.
- A three-page statement of purpose which includes education and career goals.
- Bachelor's degree.
- Undergraduate GPA of 3.0 on a 4.0 scale (preferred).
- Two letters of recommendation.
- Demonstration of commitment to the program and its goals.
- Official GMAT or GRE score from the last five years.
- TOEFL score for international students with a minimum required score of 230 computer/550 written.
- Current résumé

Application Deadline

Priority date will be January 15. A second review of applicants will take place on March 15, and then applicants will be accepted on a rolling basis with admission granted pending availability and the credentials of the candidate.

Graduate Programs in Nursing

School of Nursing, Martin Hall

(317) 788-3206

(317) 788-6208 (Fax)

nursing@uindy.edu

<http://nursing.uindy.edu>

Master of Science in Nursing

Required for Family Nurse Practitioner (M.S.N.), Adult/Gerontological Nurse Practitioner (M.S.N.), Nurse-Midwifery (M.S.N.), Nursing Education (M.S.N.), Nursing and Health Systems Leadership (M.S.N.), or Nursing Administration/Master of Business Administration (M.S.N./M.B.A.—dual degree).

Director: Anne Thomas, PhD, RN, ANP-BC, GNP
 Contact: Jane Kress, Academic Advisor
 School of Nursing, Martin Hall
 (317) 788-2128 or 1-800-232-8634
 (317) 788-6208 (Fax)
 jkress@uindy.edu
<http://nursing.uindy.edu/gradnursing.php>

Admissions Requirements

- B.S.N. with 3.0 minimum GPA from an NLN or CCNE accredited program
- Online application
- Nonrefundable application fee
- Official transcripts from accredited institution(s) attended showing a completed B.S.N.
- Three letters of reference (four if applying to the dual degree)
- TOEFL for international students
- Current RN license
- Current résumé
- Evidence of undergraduate statistics and research coursework
- Statement of purpose addressing career goals
- Interview

Accelerated Master's Program

Contact: Jane Kress, Academic Advisor
 School of Nursing, Martin Hall
 (317) 788-4960 or 1-800-232-8634
 (317) 788-6208 (Fax)
 crumblemoorep@uindy.edu
<http://nursing.uindy.edu/ampadmission.php>

Admissions Requirements

Applicants must have a previous bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.0 on a 4.0 scale. Admission is a two-step process: (1) admission to the University to take any necessary prerequisite courses; and (2) admission to an AMP cohort, which includes:

- Minimum 3.0 extrapolated GPA from nine prerequisite courses
- Application and acceptance to the program
- Nonrefundable \$25 application fee
- Interview
- Successful completion of all general and nursing prerequisite courses

Admission requirements for certificate programs and post-master's studies available on the School of Nursing website.

Application Deadlines

Rolling admissions with entrance into the program possible in August, January, or May

Doctor of Nursing Practice (DNP Post-Masters)

Director: Anne Thomas, PhD, RN, ANP-BC, GNP
 School of Nursing, Martin Hall
 (317) 788-6206 or 1-800-232-8634
 (317) 788-6208 (Fax)
 nursing@uindy.edu
<http://nursing.uindy.edu/dnp.php>

Admissions Requirements

- Graduate of accredited NLN-AC or CCNE nursing program and possess a Master of Science in Nursing or Masters of Science with a nursing major
- Master's nursing degree program minimum cumulative GPA of 3.25 on a 4.0 scale
- An unencumbered RN license with eligibility for licensure in Indiana
- Successful completion of a graduate level statistics course within five years of matriculation to coursework with a grade of B or better. (If the course was taken more than five years prior, the applicant must successfully complete the online statistics module prior to the start of coursework.)
- Advanced practice registered nurses successfully complete graduate courses in advanced pharmacotherapeutics, advanced pathophysiology and advanced health assessment prior to admission.
- Current résumé or curriculum vitae
- Three letters of recommendation from individuals who possess a minimum of a master's degree and preferably a doctoral degree and can address the applicant's ability to be successful in doctoral coursework. Letters may be obtained from supervisors, academic professors, work colleagues or others who have worked with the applicant in a professional setting.
- A 500-word or less essay addressing the applicant's career goals related to the DNP with inclusion of a topic area for the Evidence-Based Scholarly Project.
- TOEFL, as applicable
- Official transcripts from all academic institutions attended
- Personal interview with the faculty
- A non-refundable application fee

Application Deadlines

August admission: April 1; January admission: November 1; May admission: March 1

Additional admission requirements for certificate programs and post-master's studies are available on the School of Nursing website: <http://nursing.uindy.edu/index.php#grad>.

Graduate Programs in Psychology

Doctor of Psychology in Clinical Psychology (Psy.D.), Master or Arts in Clinical Psychology (M.A.), Master of Arts in Clinical Psychology with Mental Health Counseling Track (M.A.)

Director: David L. Downing, Psy.D., ABPP, HSPP
 School of Psychological Sciences, Good Hall
 (317) 788-3353 or 1-800-232-8634
 (317) 788-2120 Fax
 psych@uindy.edu
<http://psych.uindy.edu>

Admissions Requirements

- Non-refundable application fee
- All official transcripts from accredited institutions attended showing a completed bachelor's degree
- Three letters of recommendation from professors or clinical supervisors
- Minimum GPA of 3.0 on a 4.0 scale, preferred for Psy.D.
- Statement of Purpose
- Official scores from GRE-general test (required) and subject test (strongly recommended) in psychology
- TOEFL for international students with 603 written/100 internet exam
- Successful completion of prerequisite courses, undergraduate degrees program or curriculum
- Minimum of 18 credit hours in psychology courses at the undergraduate or graduate level
- Current résumé or curriculum vitae

Application Deadline

Psy.D.: January 10 to be guaranteed consideration for admission into the program

M.A.: February 25 to be guaranteed consideration for admission into the program

Graduate Programs in the School for Adult Learning

School for Adult Learning, Esch Hall

(317) 788-3393

(317) 788-6140 (Fax)

sal@uindy.edu

<http://www.uindy.edu/school-for-adult-learning>

Master of Science in Strategic Leadership and Design

Director: Judy Apple-VanAlstine, Ed.D.

School for Adult Learning, Esch Hall

(317) 788-3393

Fax: (317) 788-6140

sal@uindy.edu

<http://www.uindy.edu/sal/strategic-leadership>

Admissions Requirements

- Application fee.
- A three-page statement of purpose conveying what you will bring to the master's program.
- All official transcripts from accredited institutions showing a completed bachelor's degree.
- Three letters of recommendation.
- Undergraduate minimum GPA of 3.3 on a 4.0 scale.
- TOEFL score for international students with a minimum required score of 550 written/100 Internet.
- Professional résumé/curriculum vitae.

Course Descriptions

Scheduling Codes: Scheduling codes are primarily for day classes during Semester I and II; they may not reflect the scheduling of evening or summer classes.

Note: These codes are a guide for projected scheduling of courses; departments reserve the right to modify course offerings when special circumstances arise. Consult the appropriate department for details.

Y.....Every year	O.....Every other year
N.....May not be offered every year	D.....On sufficient demand
SI.....Semester I every year	O/SI.....Every other year Semester I
SII.....Semester II every year	O/SII.....Every other year Semester II
A.....Every semester	

Accounting Courses

Accounting courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

ACCT-210 Financial Accounting (3) A

The first course in a six-hour sequence, it introduces the basic principles and theories of accounting. This course focuses on the financial accounting system, which supports the needs of external decision makers. It includes an introductory study of the regulatory environment of accounting, the format and content of general purpose financial statements, the accounting cycle, and the impact of transactions on the financial statements and its elements.

ACCT-212 Managerial Accounting (3) A

The second course in a six-hour sequence, it introduces the basic principles and theories of accounting. This course focuses on the managerial accounting system, which supports the needs of internal decision makers. It includes an introductory study of cost behavior, alternative approaches to product costing, the use of cost-based accounting in managerial decision-making, and performance management issues.

ACCT-310 Intermediate Accounting I (3) SI

The first course in a six-hour sequence providing an in-depth study of the strategic components of financial accounting, including the theoretical framework underlying financial reporting, the accounting cycle, and the makeup of general purpose financial reports. Additionally, this course studies particular financial statement elements by looking at valuation, classification, and disclosure issues. *Prerequisite: ACCT-212.*

ACCT-311 Intermediate Accounting II (3) SII

The second course in a six-hour sequence, it provides an in-depth study of the strategic components of financial accounting. This course continues with the study of financial statement elements begun in ACCT 310, specifically focusing on valuation, classification, and disclosure issues associated with investing, long-term financing, equity transactions, and other related issues such as cash flows. *Prerequisite: ACCT-310.*

ACCT-312 Cost Accounting (3) D

This course extends the study of cost and managerial accounting begun in ACCT 212. It includes a more focused exploration of product costing systems using both traditional and activity-based approaches and a more advanced treatment of the use of cost-based and other information to support management decision making and performance management at operational, tactical, and strategic levels. *Prerequisite: ACCT-212.*