**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.

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

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**Academic Calendar 2013–14**

**SEMESTER I**

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.–Tue. ...........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 20 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 a two-year program of teacher education; and the liberal arts college. The academy graduated its last class in 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.


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 catalog; 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 Yuxiu 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 Intercollège, 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.
- **Shanghai Normal University**, Shanghai, People’s Republic of China [www.shnu.edu.cn]. Sister school since October 2006.
- **Tunghua University**, 181, Tai Chung Kang Road, Section 3, Taichung 407, Taiwan, R.O.C. [www.thu.edu.tw]. Sister school since November 1990.

**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, 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 the 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,
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. 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 Museum of Art, the Children’s Museum (the world’s largest), White River Gardens, 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://kmil.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 Nicolson 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, Jhgregg 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.

Crawens Hall, located on the south side of Hanna Avenue, has the capacity to house 200 students on four floors. Crawens 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 Crawens 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
Admission to the University

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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 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 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.

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
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 student and who earned less than 15 transferrable hours with minimum C average in the semester prior to their requested enrollment at UIndy or:

- were first-time freshmen students at another regionally accredited institution after high school graduation who have 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.

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 date. 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 upon 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 688.22) 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 percent amount. 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 funds. 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.

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.
Procedures 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/financialaid 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.

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   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. Arbury Endowed Scholarship
- Paul "Pete" Bailey Scholarship
- Reverend Gale and Eleanor Barklow 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 Gort English Scholarship
- Nellie A. Hanna Scholarship
- Hanni Family Scholarship
- Hauswald Family Scholarship
- Maxine Heiger Scholarship
- Marvin and Sylvia Henricks Scholarship
- Herbert and Elnora Hiatt Scholarship
- Linden E. and Violet T. Hiatt Scholarship
- Lloyd E. and Treva L. Hiatt Elementary Education Scholarship
- Luther and Elnora Hiatt Family Scholarship
- Paul F. and Jean Hirst Scholarship
- Horstell Family Scholarship
- Raymond Houk Scholarship
- Dr. George L. Humbarger Scholarship
- Robert C. and LaVern Hunt Scholarship
- Sally Hyde and Pat Humble 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. Lamerson Memorial Scholarship
- Wilmer and Hope Lawrence Endowed Scholarship
- Phyllis 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
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 January 1.

Arts 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 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 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 (resident) 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 bachelor's 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 FASFA 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 awards, 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 program.
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
- **Needle Cobbl 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/academic year.

Two nurse practitioners are on duty Monday through Friday from 8 a.m. to noon and from 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.uindy.edu.

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 Student Health Center 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.
Student Affairs

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 curricular 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.
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.

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

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.

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.

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.

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.
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 MyUIIndy.

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 MyUIIndy. 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, UIIndy 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 in 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 courses 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 UIndy. (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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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-, C+, C, C-, D+, D, D-, F, and FN, including Fs earned in pass/fail courses).

**Example of student enrolled in 16 hours:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARF-110</td>
<td>2</td>
<td>3.0</td>
<td>6.0</td>
</tr>
<tr>
<td>ENGL-101</td>
<td>3</td>
<td>2.3</td>
<td>6.9</td>
</tr>
<tr>
<td>MATH-190</td>
<td>4</td>
<td>3.7</td>
<td>14.8</td>
</tr>
<tr>
<td>BIOL-155</td>
<td>4</td>
<td>3.3</td>
<td>13.2</td>
</tr>
<tr>
<td>HIST-102</td>
<td>3</td>
<td>2.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Totals:**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Quality Points</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>46.9</td>
<td>46.9</td>
</tr>
</tbody>
</table>

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

Example: 46.9 ÷ 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
Academic Information & Policies

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.

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>Cumulative GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>12–24</td>
<td>1.500–1.699</td>
</tr>
<tr>
<td>25–36</td>
<td>1.600–1.799</td>
</tr>
<tr>
<td>37–58</td>
<td>1.700–1.899</td>
</tr>
<tr>
<td>59 or more</td>
<td>1.900–1.999</td>
</tr>
</tbody>
</table>

* 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 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. have completed the requirements for a baccalaureate degree and have not 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.

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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, musico logical research, composition, and service to the profession. Eligible students are invited each year to join the University's Beta Pi Chapter.
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 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
- 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”
- EDU-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-220: 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/lecture 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

Lecture/lecture courses:

- FYS-172: First-Year Seminar: Fine Arts/Theory & Applied
- ART-110: Art Appreciation
- ENGL-270: Introduction to Creative Writing
- MUS-100: Music Fundamentals
Upon completion of the Local/Global—Theoretical distribution requirement, successful students will be able to:

- Engage in Local/Global Communities—Theoretical
- MUS-165 Crimson Express, MUS-166 Women’s Chorus, MUS-172 Baroque Ensemble, MUS-173 Guitar
- sons, MUS-160 Concert Choir, MUS-161 Symphonic Wind Ensemble, MUS-163 UIndy Jazz Ensemble,
- The following music courses requiring auditions also fulfill the applied fine arts requirement: private music les-
- THE-134 ...................Theatrical Makeup
- THE-131 ...................Stagecraft
- THE-130 ...................Beginning Drawing
- THE-121 ...................Introduction to Theatre Design
- THE-116 ...................Piano Class I
- THE-113 ...................Voice Class (2) (for non-music majors)
- THE-101 ...................Elementary Theory
- THE-102 ...................Music History I
- THE-100 ...................Art Experience
- THE-120 ...................Fundamentals of 2-D Design
- THE-110 ...................Beginning Oil Painting
- THE-230 ...................Ceramics—Hand Building
- THE-261 ...................Digital Photography I
- ENGL-270 .................Introduction to Creative Writing
- MUS-116 ...................Piano Class I
- MUS-114 ...................Guitar Class I
- MUS-113 ...................Voice Class (2) (for non-music majors)
- MUS-112 ...................Introduction to Music
- MUS-110 ...................Introduction to Music
- MUS-109 ...................Introduction to Jazz
- MUS-107 ...................Elementary Theory
- MUS-210 .................Music in World Culture
- THE-110 .................Introduction to Theatre
- ART-101 .................Intro to Computer for Artists
- ART-120 .................Fundamentals of 2-D Design
- ART-130 .................Beginning Drawing
- 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-130 .................Stagecraft
- THE-134 .................Theatrical Makeup

The following music courses requiring auditions also fulfill the applied fine arts requirement: private music les-
- sons, 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
- sons, MUS-160 Concert Choir, MUS-161 Symphonic Wind Ensemble, MUS-163 UIndy Jazz Ensemble,

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-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

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 Literary Criticism & Theory
- ENGL-220 .................Advanced Composition: Expository Writing

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 Literary Criticism & Theory
- ENGL-220 .................Advanced Composition: Expository Writing

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 Literary 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:

1. 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
2. complete pre- and post self-evaluations of health and wellness behaviors including all eight dimensions
3. 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
4. determine which dimensions of wellness need maintenance or improvement and actively work to improve those dimensions throughout the semester
5. 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
6. 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:

1. read, write, listen, and speak in the targeted language as determined by the standards within the Department of Modern Languages
2. demonstrate an appreciation of and respect for diverse cultures and peoples, particularly those where the target language is spoken
3. 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
4. explain the importance and role of language in an increasingly global society
5. 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:

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

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

MATH-105 .................. Intermediate Algebra
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 area 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
Archaeology
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

<table>
<thead>
<tr>
<th>Pre-Art Therapy</th>
<th>Suggested Undergraduate Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Medical Illustration</td>
<td>Art</td>
</tr>
<tr>
<td>Pre-Dental</td>
<td>Biology, Chemistry, other*</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>Business, English, History, Philosophy, Political Science, Criminal Justice, Sociology, other*; courses in oral and written communications and logic or critical thinking highly recommended</td>
</tr>
<tr>
<td>Pre-Medical</td>
<td>Biology, Chemistry, Exercise Science, other*</td>
</tr>
<tr>
<td>Pre-Occupational Therapy</td>
<td>Anthropology, Art Therapy, Biology, Chemistry, Exercise Science, Psychology, Sociology, other*</td>
</tr>
<tr>
<td>Pre-Optometry</td>
<td>Biology, Chemistry, other*</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>Anthropology, Biology, Chemistry, Exercise Science, Psychology, Sociology, Athletic Training, other*</td>
</tr>
</tbody>
</table>
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 Yuxiu 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
SOC-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)
Academic Programs

- 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

The following section is divided into colleges, schools, and departments as indicated below.

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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 Minor

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

Biological Anthropology

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

Graphic Skills

One of the following:
- ANTH-405.........................Technical Photography
- ART-130.........................Beginning Drawing
- ART-261.........................Digital Photography I
- COMM-223.......................Photojournalism

Geographical Areas

One of the following:
- ANTH-220.........................North American Archeology
- ANTH-251.........................Classical Archeology
- ANTH-430/REL-299.........Biblical 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-130 ..........Monkeys, Apes, and Humans
- ANTH-220.........................Human Biological Variation
- ANTH-251.........................Classical Archeology
- ANTH-345/BIOL-345..........Human Evolution
- ANTH-380.........................Field Archeology
- ANTH-450/BIOL-450...........Human Osteology
- ANTH-470.........................Archeology Seminar
- ANTH-480.........................Advanced 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 minor in Studio Art with a concentration in Digital Photography).

* A portfolio review is required after completing the 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*

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 completing the 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-475 ..................... 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.

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**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.

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**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
Human Biology Major

BIOI-155. Introduction to the Diversity of Life
BIOI-165. Introduction to Cell Biology
BIOI-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


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

Two courses in the Human Variation and Evolution Core Area
BIOI-210. Human Biological Variation
BIOI-280. Evolutionary Biology
BIOI-345. Human Evolution
BIOI-411. Human Biology and Culture

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

BIOI-220. General Microbiology
BIOI-245. Ornithology
BIOI-265. Ecology
BIOI-270. Immunology
BIOI-325. Advanced Genetics
BIOI-390. Molecular Biology
BIOI-425. Dental Science
BIOI-435. Forensic & Historic DNA Analysis
BIOI-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

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

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

BIOI-230. Cell Biology
BIOI-270. Immunology
BIOI-325. Advanced Genetics
BIOI-330. Mammalian Physiology
BIOI-390. Molecular Biology
BIOI-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
BIOI/CHEM-320. Biochemistry

Computer elective: CSCI-132 Software Application for Science recommended

Biology Major Science and Technical Writing Concentration

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

BIOI-103. Principles of Human Anatomy
BIOI-104. Principles of Human Physiology
BIOI-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

**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.

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

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

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

Associate Professor Katherine W. Stickney, Chair; Associate Professor Joe C. Burnell, Assistant Professor Brad M. Neal, Assistant Professor David J. Syers-Barnett, Assistant Professor Levi H. Mielke, Adjunct Instructor Lori Bolyard, Adjunct Instructor Robert W. Burchfield, Adjunct Instructor Susan Frantis, Adjunct Instructor S. Justin P Pool, Adjunct Instructor Jonathan Stack, Adjunct Instructor Allyson L. Talbot, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-150/151</td>
<td>General Chemistry I and Lab(4)**</td>
<td></td>
</tr>
<tr>
<td>CHEM-160/161</td>
<td>General Chemistry II and Lab (4)**</td>
<td></td>
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<tr>
<td>CHEM-250/251</td>
<td>Organic Chemistry I and Lab (5)**</td>
<td></td>
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<tr>
<td>CHEM-260/261</td>
<td>Organic Chemistry II and Lab (5)**</td>
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<tr>
<td>CHEM-301</td>
<td>Chemistry Seminar (1)**</td>
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<tr>
<td>CHEM-310</td>
<td>Analytical Chemistry (5)**</td>
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<tr>
<td>CHEM-370</td>
<td>Physical Chemistry I (3)**</td>
<td></td>
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<tr>
<td>CHEM-375</td>
<td>Physical Chemistry Laboratory (2)**</td>
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</tr>
</tbody>
</table>

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 CSCE-130 Microcomputer Applications* (3)
or CSCE-132 Software Applications for the Sciences* (2)
or CSCE-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 Support Courses for Biochemistry Concentration:
BIOL-225 Introduction to Genetics** (4)
BIOL-390 Molecular Biology** (4)
BIOL-230 Cell Biology** (4)
CHEM-400 Advanced Laboratory Techniques** (4)

* 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

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 Support Courses for Environmental Chemistry Concentration:
BIOL-ELEC Biology Elective (BIOL-155 or above)* (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)

Required Support Courses for Industrial Chemistry Concentration:
COMP-150 Microcomputer Applications* (3)

*Requires a grade of C- or above
** Requires a grade of C or above

Completion of the Chemistry Major/Industrial Chemistry concentration requires 70 or 71 hours.
College of Arts & Sciences
Chemistry

**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* (2)
- 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)
- 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 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)

**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)

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.

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.

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. Gobe, 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 Public Relations
- 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

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

- COMM-330 ....................... Group Communication
- COMM-331 ....................... Interpersonal Communication
- COMM-332 ....................... Argumentation and Debate
- COMM-340 ....................... Persuasion

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 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)

- COMM-220 ....................... Introduction to Media Writing
- COMM-311 ....................... Writing for the Electronic Media
- COMM-312 ....................... Writing for Print and Online Media
- COMM-410 ....................... Media Sales and Marketing
- COMM-420 ....................... Media Management
- COMM-411 ....................... Media Genres and Criticism

Major Area in Journalism (nine hours)

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

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-393 .... Advertising

**Creative Writing Minor Core Requirements (12 hours)**

- ENGL-105 ........ Freshman Seminar: English (does not count toward number of hours in major)
- ENGL-371 ........ Etchings I
  or 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
- 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-471 ................. Advanced Fiction Workshop
ENGL-479 ................. Book Editing 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-332 ................. Public Relations Methods
COMM-353 ................. Magazine/Webzine Writing and Editing
COMM-354 ................. 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
- 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-150 ........................ 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 Sondhau, 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-413 .................... 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 electives: 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

**One advanced Political Science elective from the following courses:**
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

(Students may enroll in 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.)

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

One of the following:
MATH-431................. Abstract Algebra II
MATH-451................. Probability and Statistics II
MATH-481................. Real Analysis II

(Students may enroll in 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.)
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 Díaz 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN-102</td>
<td>French Language &amp; Culture II (4)</td>
<td></td>
</tr>
<tr>
<td>FREN-201</td>
<td>French Language &amp; Culture III (4)</td>
<td></td>
</tr>
<tr>
<td>FREN-321</td>
<td>French Translation I (French to English) (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-322</td>
<td>French Translation II (English to French) (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-345</td>
<td>French Writing and Correspondence I (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-485</td>
<td>Capstone Seminar in Modern Languages (2)</td>
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</table>

Advanced Expression and Culture (Choose 9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN-310</td>
<td>French Conversation I (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-311</td>
<td>French Conversation II (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-317</td>
<td>French Culture &amp; Civilization (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-318</td>
<td>French Culture through Media (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-346</td>
<td>French Writing and Correspondence II (3)</td>
<td></td>
</tr>
<tr>
<td>TRVL/STUDY FREN ......</td>
<td>French-Speaking Country</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN-415</td>
<td>Early French Literature (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-425</td>
<td>Modern French Literature (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-435</td>
<td>Francophone Literature (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-440</td>
<td>Directed Readings in French (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-480</td>
<td>Selected Topics in Literature (3)</td>
<td></td>
</tr>
</tbody>
</table>

Area B: Engagement in Business: Choose at least 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN-461</td>
<td>Intro to Business French (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-462</td>
<td>Emerging Topics in Business French (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-463</td>
<td>Cross-Cultural Issues in the Francophone World (3)</td>
<td></td>
</tr>
<tr>
<td>FREN-440</td>
<td>Selected Readings in French (3)</td>
<td></td>
</tr>
</tbody>
</table>

Area C: Engagement in the Profession: Choose at least 2 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG-205</td>
<td>Foreign Language Diction (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-324</td>
<td>Literature in Translation (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-398</td>
<td>Multilingual Translation/Conversation (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-400</td>
<td>Modern Language Community Service (2)</td>
<td></td>
</tr>
<tr>
<td>LANG-450</td>
<td>Internships in Modern Language (2-8)</td>
<td></td>
</tr>
<tr>
<td>LANG-451</td>
<td>Practicum in Modern Languages (2-4)</td>
<td></td>
</tr>
</tbody>
</table>

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-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 and Correspondence I (3)
FREN-346 French Writing and Correspondence II (3)
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-321 French Translation I (French to English) (3)
FREN-322 French Translation II (English to French) (3)
FREN-330 French Conversation I (3)
FREN-331 French Conversation II (3)
FREN-337 French Culture & Civilization (3)
FREN-338 French Culture through Media (3)
FREN-345 French Writing and Correspondence I (3)
FREN-346 French Writing and Correspondence II (3)

Engagement in Literature and Business (Choose at least 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 and Correspondence I (3)
FREN-346 French Writing and Correspondence II (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-205 Foreign Language Diction (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)

Advanced Expression and Culture (Choose 9 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)

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-345 German Writing and Correspondence I (3)
GERM-346 German Writing and Correspondence II (3)
TRVL/STUDY GERM... German-Speaking Country

Note: The Applied French minor requires a minimum of 22 hours, excluding the 4 hours of FREN-101.
Electives: Minimum of 8 credits. Take at least one course from each of the three areas:

<table>
<thead>
<tr>
<th>Area A: Engagement in Literature</th>
<th>Choose at least 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-415......................... Early German Literature (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-425......................... Modern German Literature (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-435......................... Literature of the German-Speaking World (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-440......................... Directed Readings in German (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Must be a literature topic to count in Area A</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Engagement in Business</th>
<th>Choose at least 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-461......................... Intro to Business German (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-462......................... Emerging Topics in Business German (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-463......................... Cross-Cultural Issues in the German-Speaking World (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-440......................... Directed Readings in German (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Must be a business topic to count in Area B</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Engagement in the Profession</th>
<th>Choose at least 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG-205......................... Foreign Language Diction (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-324......................... Literature in Translation (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-398......................... Multilingual Translation/Conversation (3)</td>
<td></td>
</tr>
<tr>
<td>LANG-400......................... Modern Language Community Service (2)</td>
<td></td>
</tr>
<tr>
<td>LANG-450......................... Internships in Modern Language (2-8)</td>
<td></td>
</tr>
<tr>
<td>LANG-451......................... Practicum in Modern Languages (2-4)</td>
<td></td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-102</td>
<td>German Language &amp; Culture II (4)</td>
</tr>
<tr>
<td>GERM-201</td>
<td>German Language &amp; Culture III (4)</td>
</tr>
<tr>
<td>GERM-321</td>
<td>German Translation I (German to English) (3)</td>
</tr>
<tr>
<td>GERM-322</td>
<td>German Translation II (English to German) (3)</td>
</tr>
<tr>
<td>GERM-345</td>
<td>German Writing and Correspondence I (3)</td>
</tr>
<tr>
<td>LANG-485</td>
<td>Capstone Seminar in Modern Languages (3)</td>
</tr>
</tbody>
</table>

Advanced Expression and Culture (Choose 9 credits)

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-310</td>
<td>German Conversation I* (3)</td>
</tr>
<tr>
<td>GERM-311</td>
<td>German Conversation II* (3)</td>
</tr>
<tr>
<td>GERM-317</td>
<td>German Culture &amp; Civilization (3)</td>
</tr>
<tr>
<td>GERM-318</td>
<td>German Culture through Media (3)</td>
</tr>
<tr>
<td>GERM-346</td>
<td>German Writing and Correspondence II (3)</td>
</tr>
</tbody>
</table>

Electives: Minimum of 8 credits: Take at least one course from each of the three areas:

<table>
<thead>
<tr>
<th>Area A: Engagement in Literature</th>
<th>Choose at least 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-415......................... Early German Literature (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-425......................... Modern German Literature (3)</td>
<td></td>
</tr>
<tr>
<td>GERM-435......................... Literature of the German-Speaking World (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Applied German Minor**

Required Courses (14 credits)

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-102</td>
<td>German Language &amp; Culture II (4)</td>
</tr>
<tr>
<td>GERM-201</td>
<td>German Language &amp; Culture III (4)</td>
</tr>
<tr>
<td>GERM-321</td>
<td>German Translation I (German to English) (3)</td>
</tr>
<tr>
<td>GERM-322</td>
<td>German Translation II (English to German) (3)</td>
</tr>
</tbody>
</table>

Advanced Expression and Culture (Choose 3 credits)

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-310</td>
<td>German Conversation I (3)</td>
</tr>
<tr>
<td>GERM-311</td>
<td>German Conversation II (3)</td>
</tr>
<tr>
<td>GERM-317</td>
<td>German Culture &amp; Civilization (3)</td>
</tr>
<tr>
<td>GERM-318</td>
<td>German Culture through Media (3)</td>
</tr>
<tr>
<td>GERM-345</td>
<td>German Writing/Correspondence I (3)</td>
</tr>
<tr>
<td>GERM-346</td>
<td>German Writing/Correspondence II (3)</td>
</tr>
</tbody>
</table>

Engagement in Literature and Business (Choose at least 3 credits)

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM-415</td>
<td>Early German Literature (3)</td>
</tr>
<tr>
<td>GERM-425</td>
<td>Modern German Literature (3)</td>
</tr>
<tr>
<td>GERM-435</td>
<td>Literature of the German-Speaking World (3)</td>
</tr>
<tr>
<td>GERM-440</td>
<td>Directed Readings in German (3-4)</td>
</tr>
<tr>
<td>GERM-461</td>
<td>Intro to Business German (3)</td>
</tr>
<tr>
<td>GERM-462</td>
<td>Emerging Topics in Business German (3)</td>
</tr>
<tr>
<td>GERM-463</td>
<td>Cross-Cultural Issues in the German-Speaking World (3)</td>
</tr>
<tr>
<td>GERM-480</td>
<td>Selected Topics in German Literature (2-3)</td>
</tr>
</tbody>
</table>
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 ......................... Practicum 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)
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)

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)

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)
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)

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)
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)

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 Spanish Teaching Major requires a minimum of 36 hours, excluding the 4 hours of SPAN-101.

*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. Krasnowsky, 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 as residence at 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-100</td>
<td>Music Fundamentals (or proficiency)</td>
</tr>
<tr>
<td>MUS-105</td>
<td>Foundations for the Collegiate Musician</td>
</tr>
<tr>
<td>MUS-106</td>
<td>Freshman Seminar in Music</td>
</tr>
<tr>
<td>MUS-121</td>
<td>Elementary Theory</td>
</tr>
<tr>
<td>MUS-125</td>
<td>Microcomputer Applications in Music</td>
</tr>
<tr>
<td>MUS-131</td>
<td>Music History Survey I*</td>
</tr>
<tr>
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<td>MUS-332</td>
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* Prerequisite: MUS-100 Music Fundamentals
**Strongly encouraged, but not required for the Bachelor of Music in Music Education degree

### 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)

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**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 seminars of 14 concerts each (see Department of Music Student Handbook for details).
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-439HON........... 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-454................. 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

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 Piano Literature and Pedagogy
- MUS-470 Senior Recital

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

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-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-456 Private Applied Music: 4 semesters at 1 credit (half-hour lesson) (4)
- MUS-457 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 requirement. 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.

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

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.)
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

Total: 30 hours

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

Group A: a minimum of four of the following courses

- 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

Group B: a minimum of two of the following courses

- 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

Total: 33 hours

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)

Total: 9 hours
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 (prerequisite PSY-120)
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.

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
Applied experience; choose one from the following five options:
ESCI-320.......................... Practicum
ESCI-365.......................... Field Studies in Earth-Space Sciences
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/BIOI-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
BIOI-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 .................. Meterology
  ESCI-410 .................. Hydrogeology

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/BIOI-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 .................. Meterology
  ESCI-410 .................. Hydrogeology
  ESCI-425 .................. Soil Morphology
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)

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 Marshall, 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
SOCWK-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

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 ............ Urban and Community Sociology
CRIM-420 ................... Academy Internship (or 9 hours of appropriate electives)

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 ............ State and Local Government
PSY-120 ................... Introduction to Psychology
SOC-101 ................... Principles of Sociology
                     or SOC-103 ............ Social Problems
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
SOC-225 ......................... Community: Learning and Serving
SOC-300 ......................... Service Learning in the Social Sciences
SOC-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)
SOC-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)
CSSL-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
SOCS-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

**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.
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-463 .................. 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 Conditioning 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:
- GER0-301 .......... Interdisciplinary Perspective on Aging
- GER0-305 .......... 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

The Physical Therapist Assistant Program is designed to prepare students for assistant roles within the profession of physical therapy. We require that our PTAs 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 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 corequisites 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:
- 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-102</td>
<td>Western World Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-103</td>
<td>Principles of Human Anatomy (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-104</td>
<td>Principles of Human Physiology (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-103</td>
<td>Introduction to Chemistry (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>INTD-101</td>
<td>New Student Experience (freshmen only)</td>
<td>1</td>
</tr>
<tr>
<td>INTD-201/202</td>
<td>Lecture/Performance Series (freshmen only)</td>
<td>1</td>
</tr>
<tr>
<td>KINS-101</td>
<td>Wellness/Fitness for a Lifetime</td>
<td>1</td>
</tr>
<tr>
<td>COMM-100</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSY-120</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-103</td>
<td>Introduction to Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal—General Education: 30 hours

### 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year, Semester I</td>
<td>PTA-203 Professional Issues I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PTA-204 MS I: Functional Anatomy &amp; Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PTA-205 MS I: Patient Care Orientation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-206 Cardiopulmonary Rehabilitation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>*Must complete CPR certification (BLS for Healthcare Providers or equivalent) by October 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*GE courses to take during or before this semester: ENGL-101, BIOL-103, CHEM-103</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PTA-223 Integumentary Rehabilitation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-224 MS II: Physical Agents I</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-225 MS II: Therapeutic Exercise I</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-262 NM I: Pathophysiology</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>*GE course to take during or before this semester: BIOL-104</td>
<td></td>
</tr>
<tr>
<td>First Year, Summer Session</td>
<td>PTA-291 Clinical Education I (5 weeks)</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year, Semester I</td>
<td>PTA-243 Professional Issues II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PTA-244 MS III: Physical Agents II</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-245 MS III: Therapeutic Exercise II</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PTA-246 Neuromuscular Rehabilitation II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*GE courses to take during or before this semester: COMM-100, PSY-120, PHYS-103</td>
<td></td>
</tr>
<tr>
<td>Second Year, Semester II</td>
<td>PTA-263 Neuromuscular Rehabilitation III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PTA-264 Musculoskeletal Rehabilitation IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Total—General and Technical Education: 62 hours

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 Couseit, 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 Owleer, Assistant Professor Tom Parker, Assistant Professor Deidre Peringa, 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 Heranad "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 (AACSBInternational.

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 (day students only)
- BADM-230 Business Law
- BADM-230 Business Law (required of School of Business bachelor's degree majors)
- BADM-230 Business Law: Partnerships & Corporations
- MGT-234 Organizational Behavior
- BADM-350 Career and Employment Strategies
- BADM-439 Business Policy and Strategy
- COMP-150 Microcomputer Applications
- COMP-160 Advanced Microcomputer Applications
- CIS-151 Introduction to Information Systems
- ECON-110 Microeconomics
- ECON-111 Macroeconomics
- FIN-210 Finance
- MATH-150 Finite Mathematics (fulfills general education core requirement)
  or MATH-180 College Algebra and Trigonometry (fulfills general education core requirement)
  or MATH-190 Calculus & Analytical Geometry 1 (fulfills general education core requirement and may be required for specific majors)
- 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-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

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.)
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

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 (fulfills general education requirement)
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.
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.

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

*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.
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 differences 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
- 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
- MATH-180 College Algebra and Trigonometry
- 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
- CIS-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.

Kathryn A. Moran, Dean.

Teacher Education
Associate Professor Beverly Reitsma, Chair; Assistant Professor Rachael Aming-Attaí, 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 Angela 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 Licensure 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 Licensure 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**

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Sponsoring Department</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>English</td>
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<tr>
<td>World Language (French, Spanish, German)</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Physics</td>
<td>Physics</td>
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<tr>
<td>Earth-Space Sciences</td>
<td>Earth-Space Sciences</td>
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<tr>
<td>Social Studies</td>
<td>History and Political Science</td>
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<tr>
<td>Geographical Perspectives</td>
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<tr>
<td>Historical Perspectives</td>
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<tr>
<td>Theatre Arts</td>
<td>Theatre</td>
</tr>
<tr>
<td>Business</td>
<td>Business</td>
</tr>
</tbody>
</table>

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 Licensure 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 Licensure 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 Raindon, Assistant Professor Lori Rasmussen, Associate Professor Patricia Redmond, Assistant Professor Rebecca Renner, Associate Professor Linda S. Rodebaugh, Assistant Professor Christie Shaf, 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 high-quality programs that are reviewed at regular intervals and maintained, developed, or redirected as needed;
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
Requirements for the Bachelor of Science in Nursing for the Registered Nurse Program

NURS-320 ................. Conceptual Basis of Professional Nursing
NURS-330 ................. Methods of Nursing Research
NURS-340 ................. Pathophysiological Concepts for Professional Nursing
NURS-416 ................. Health Promotion Across the Lifespan
NURS-421 ................. Promoting Healthy Communities
NURS-422 ................. Managing and Leading in Nursing
NURS-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

Requirements for the Accelerated Master's Program

The Accelerated Master's Program (AMP) 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.

Support Courses
BIOL-103 ................. Principles of Human Anatomy
BIOL-104 ................. Principles of Human Physiology
BIOL-209 ................. 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.

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)

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

Associate in Science in Nursing

The curriculum is subject to revision based on the desired competencies for the nursing graduate that will be demanded by the health care industry.

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

Associate in Science in Nursing

The curriculum is subject to revision based on the desired competencies for the nursing graduate that will be demanded by the health care industry.
School of Psychological Sciences

Associate Professor Rick Holigrocki, Dean.

Professor Deborah Balogh, Associate Professor Tyronn J. Bell, Professor David Downing, Assistant Professor Lisa S. Elwood, Associate Professor William Esman, Assistant Professor Erin Fekeete, 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. Wanz, 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) sociocultural 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 graduate 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:
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-250</td>
<td>Personality &amp; Sociocultural Factors</td>
</tr>
<tr>
<td>PSY-330</td>
<td>Psychology of Gender</td>
</tr>
<tr>
<td>PSY-345</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY-370</td>
<td>Advanced Topics</td>
</tr>
<tr>
<td>PSY-470</td>
<td>Advanced Topics</td>
</tr>
</tbody>
</table>

**Psychology Major with concentration in Clinical & Counseling Studies**

*First-Year Courses (11 hours):*
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-124</td>
<td>Foundations of Psychological Sciences I—Methods</td>
</tr>
<tr>
<td>PSY-125</td>
<td>Foundations of Psychological Sciences II—Statistics</td>
</tr>
<tr>
<td>PSY-165</td>
<td>Educational Pathways for Psychology Majors</td>
</tr>
<tr>
<td>MATH-150</td>
<td>Finite Mathematics</td>
</tr>
</tbody>
</table>
or MATH-180    | College Algebra & Trigonometry                |

**Psychology Core Requirements (12 hours):**
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-215</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY-230</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSY-235</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>PSY-245</td>
<td>Lifespan Development</td>
</tr>
</tbody>
</table>

**Psychology Application Requirements**
Choose two courses from the following (6 hours):
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-315</td>
<td>Readings in Social &amp; Health Psychology</td>
</tr>
<tr>
<td>PSY-355</td>
<td>Readings in Cognition &amp; Emotion</td>
</tr>
<tr>
<td>PSY-385</td>
<td>Readings in Human Development</td>
</tr>
</tbody>
</table>

**Clinical & Counseling Studies Concentration (9 hours):**
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-250</td>
<td>Personality &amp; Sociocultural Factors</td>
</tr>
<tr>
<td>PSY-345</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY-444</td>
<td>Application in Psychology in Clinical &amp; Counseling Settings</td>
</tr>
</tbody>
</table>

**Psychology Minor**
Choose one of the following (3 hours):
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-120</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY-124</td>
<td>Foundations of Psychological Sciences I—Methods</td>
</tr>
</tbody>
</table>

Choose 5 courses (15 credit hours) from the following, including one course at the 300-400 level:
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-124</td>
<td>Foundations of Psychological Sciences I—Methods</td>
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<tr>
<td>PSY-125</td>
<td>Foundations of Psychological Sciences II—Statistics</td>
</tr>
<tr>
<td>PSY-215</td>
<td>Social Psychology</td>
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<td>PSY-235</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>PSY-245</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY-250</td>
<td>Personality and Sociocultural Factors</td>
</tr>
<tr>
<td>PSY-330</td>
<td>Psychology of Gender</td>
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<tr>
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<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY-370</td>
<td>Advanced Topics</td>
</tr>
<tr>
<td>PSY-405</td>
<td>Advanced Research and Statistics</td>
</tr>
<tr>
<td>PSY-444</td>
<td>Application in Psychology in Clinical &amp; Counseling Settings</td>
</tr>
<tr>
<td>PSY-470</td>
<td>Advanced Topics</td>
</tr>
</tbody>
</table>

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

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-201 ................. Global Problems
ANTH-290 ................. Images of "Indians"
ANTH-335 ................. Global Health
EXD-300 ................. Experience Design Outreach
GER-L-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

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.
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
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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
### 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
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- **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

- **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
- **PSCL-205** ............. State and Local Government
- **PSCL-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

Psych/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)

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.

- 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)

Guided Electives (12 hours)

Courses tailored to the specific needs of the students.

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:

- GER-301 ......................... Interdisciplinary Perspectives on Aging (3) SI
- GER-305 ......................... Physical Dimensions of Aging (3) SI
- GER-310 ......................... Aging in Society & Community (3) SII
- GER-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

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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 information 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.
**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)
  - Krannert 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

**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)
  - 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)
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

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.

Admission Criteria:

For applicants whose native language is not English, a minimum score of 100 on the Internet-based Test of English as a Foreign Language (TOEFL) and 5.5 on the Test of Written English (TWE) are required.
No GRE is required.
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

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

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

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 an applicant include:
- bachelor's or master's degree from an accredited occupational therapy 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.
- 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
- An entry-level degree from a physical therapy program
- A master’s degree (for the DHS applicant)
- 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

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/iLEAD/

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 three letters of recommendation.
- Submit passing scores on the Praxis I.
- Complete a written exercise (on site) that is reviewed by an 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
- 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/MSMGTProg_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.
- 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).
Graduate Programs

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.