Academic Calendar 2017-18

SEMESTER I
Wed.–Wed. ......Aug. 23–30........ Welcome Week
Thu. ...............Aug. 24........ Faculty/Staff Institute
Mon. ...............Aug. 28......... Semester I Classes Begin
Fri. .................Sep. 1 .......... Drop Classes for 100% Refund/Change to Audit
Deadline
Mon. ...............Sep. 4 .......... Labor Day (No Classes)
Sat. ...............Oct. 14........ Mid-Semester Grading Period Ends
Mon.–Tues. ......Oct. 16-17...... Fall Break (No Classes)
Fri. .................Nov. 3 .......... Withdrawal Deadline/Change to P/F Deadline
Fri. .................Nov. 10 ....... Veteran’s Day Observance (No Classes)
Wed.–Sun. ......Nov. 22-26...... Thanksgiving Vacation (No Classes)
Mon. ...............Nov. 27 ....... Classes Resume
Mon. ...............Dec. 11 ......... Final Examinations Begin
Sat. ...............Dec. 16 ......... Semester I Ends

SEMESTER II
Mon. ...............Jan. 15 .......... Martin Luther King, Jr. Day (No Classes)
Tues. ...............Jan. 16 ........ Semester II Classes Begin
Mon. ...............Jan. 22 .......... Drop Classes for 100% Refund/Change to Audit
Deadline
Sat. ...............Mar. 3 .......... Mid-Semester Grading Period Ends
Mon.–Sun. ......Mar. 12-18 ...... Spring Break (No Classes)
Mon. ...............Mar. 19 ....... Classes Resume
Fri. .................Mar. 23 .......... Withdrawal Deadline/Change to P/F Deadline
Fri. .................Mar. 30 ....... Good Friday (No Classes)
Mon. ...............Apr. 30 ....... Final Examinations Begin
Fri. .................May 4 .......... Semester II Ends
Sat. ...............May 5 .......... Annual Commencement

SPRING TERM
Mon. ...............May 7 .......... Spring Term Begins
Fri. .................May 25 .......... Spring Term Ends

SUMMER
Mon. ...............May 14 .......... First 7-Week Session Begins
Mon. ...............May 28 .......... Memorial Day (No Classes)
Fri. .................Jun. 29 .......... First 7-Week Session Ends
Mon. ...............July 2 .......... Second 7-Week Session Begins
Wed. ...............July 4 .......... Independence Day (No Classes)
Fri. .................Aug. 17 .......... Second 7-Week Session Ends

The University reserves the right to make calendar changes.
Academic Calendar 2018-19

SEMESTER I
Thu. .................Aug. 23 ..........Faculty/Staff Institute
Mon. ...............Aug. 27 ..........Semester I Classes Begin
Fri. .................Aug. 31 ..........Drop Classes for 100% Refund/Change to Audit
Deadline
Mon. ...............Sept. 3 ..........Labor Day (No Classes)
Sat. ...............Oct. 13 ..........Mid–Semester Grading Period Ends
Mon.–Tues. ........Oct. 15-16 ..........Fall Break (No Classes)
Fri. ...............Nov. 2 ..........Withdrawal Deadline/Change to P/F Deadline
Mon. ...............Nov. 12 ..........Veterans Day Observance (No Classes)
Wed.–Sun. ........Nov. 21-25 ..........Thanksgiving Vacation (No Classes)
Mon. ...............Nov. 26 ..........Classes Resume
Mon. ...............Dec. 10 ..........Final Examinations Begin
Sat. ...............Dec. 15 ..........Semester I Ends

SEMESTER II
Mon. ...............Jan. 14 ..........Semester II Classes Begin
Fri. ...............Jan. 18 ..........Drop Classes for 100% Refund/Change to Audit
Deadline
Mon. ...............Jan. 21 ..........Martin Luther King, Jr. Day (No Classes)
Sat. ...............Mar. 2 ..........Mid–Semester Grading Period Ends
Mon.–Sun. ........Mar 11-17 ..........Spring Break (No Classes)
Mon. ...............Mar. 18 ..........Classes Resume
Fri. ...............Mar. 22 ..........Withdrawal Deadline/Change to P/F Deadline
Fri. ...............Apr. 19 ..........Good Friday (No Classes)
Mon. ...............Apr. 29 ..........Final Examinations Begin
Fri. ...............May 3 ..........Semester II Ends
Sat. ...............May 4 ..........Annual Commencement

SPRING TERM
Mon. ...............May 6 ..........Spring Term Begins
Fri. ...............May 24 ..........Spring Term Ends

SUMMER
Mon. ...............May 13 ..........First 7-Week Session Begins
Mon. ...............May 27 ..........Memorial Day (No Classes)
Fri. ...............June 28 ..........First 7-Week Session Ends
Mon. ...............July 1 ..........Second 7-Week Session Begins
Thu. ...............July 4 ..........Independence Day (No Classes)
Fri. ...............Aug. 16 ..........Second 7-Week Session Ends

The University reserves the right to make calendar changes.
Academic Calendar 2019-20

SEMESTER I
Wed.–Wed. Aug. 21-28........Welcome Week
Thu. Aug. 22........Faculty/Staff Institute
Mon. Aug. 26........Semester I Classes Begin
Fri. Aug. 30........Drop Classes for 100% Refund/Change to Audit Deadline
Mon. Sept. 2........Labor Day (No Classes)
Sat. Oct. 12........Mid–Semester Grading Period Ends
Mon.–Tues. Oct. 14-15.....Fall Break (No Classes)
Fri. Nov. 1........Withdrawal Deadline/Change to P/F Deadline
Mon. Nov. 11........Veterans Day (No Classes)
Mon. Dec. 2........Classes Resume
Mon. Dec. 9........Final Examinations Begin
Sat. Dec. 14........Semester I Ends

SEMESTER II
Mon. Jan. 13........Semester II Classes Begin
Fri. Jan. 17........Drop Classes for 100% Refund/Change to Audit Deadline
Mon. Jan. 20........Martin Luther King, Jr. Day (No Classes)
Sat. Feb. 29........Mid–Semester Grading Period Ends
Mon.–Sun. Mar 9-15....Spring Break (No Classes)
Mon. Mar. 16........Classes Resume
Fri. Mar. 20........Withdrawal Deadline/Change to P/F Deadline
Fri. Apr. 10........Good Friday (No Classes)
Mon. Apr. 27........Final Examinations Begin
Fri. May 1........Semester II Ends
Sat. May 2........Annual Commencement

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

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

The University reserves the right to make calendar changes.
The University

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

Motto
“Education for Service.”

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

Mission Statement
The mission of the University of Indianapolis is to prepare its graduates for effective, responsible, and articulate membership in the complex societies in which they live and serve, and for excellence and leadership in their personal and professional lives. The University equips its students to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the 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.

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

**University Learning Goals**

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

- **Critical Thinking**: Students will make judgments through the application of intellectual criteria. The core components of critical thinking include evaluation, self-regulation, interpretation, analysis, inference, and explanation.

- **Creativity**: Students will use their imagination and inventiveness in modifying or generating results.

- **Performance**: Students will be able to demonstrate their mastery of subject content through their execution and communication of educational objectives.

- **Social Responsibility**: Students will be able to make connections between the academic disciplines and the social environment of the local and broad community. The dimensions of social responsibility are identified by the Association of American Colleges and Universities as striving for excellence; cultivating personal and academic integrity; contributing to a larger community; taking seriously the perspective of others; and developing competence in ethical and moral reasoning.

**History**

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

On October 6, 1902, the Board of Trustees signed the articles of incorporation and the secretary of state issued the charter for the institution as a corporation the next day. Academic instruction began September 26, 1905, after the first building, now called Good Hall, was completed. When the University opened its doors, it had three divisions: the academy, which offered high school courses; the normal school, which provided a two-year program of teacher education; and the liberal arts college. The academy graduated its last class in 1926, and the normal school was discontinued in 1938. The liberal arts college was restructured in 1983 to include the undergraduate College of Arts and Sciences; the undergraduate schools of Business, Education, and Nursing; and the Graduate School. In the 1990s, further restructuring placed the graduate programs under the authority of the academic units: the College of Arts and Sciences, the schools of Business, Education, and Nursing, the programs of Graduate Business and Occupational Therapy, and the Krannert School of Physical Therapy. In 1999, the department of Occupational Therapy became a school, and the graduate business programs became a division within the School of Business. An undergraduate program approved for the Krannert School of Physical Therapy
increased the number of undergraduate schools to five. Another restructuring in 1998 resulted in the creation of a sixth undergraduate school, the School for Adult Learning; in 2001, the School of Psychological Sciences was formed. In 2002, the Center for Aging & Community and the Center of Excellence in Leadership of Learning were added, and in 2013, the College of Health Sciences was created when the schools of Occupational Therapy and Physical Therapy and the departments of Athletic Training and Kinesiology were combined under a single administrative structure. In 2016, the College of Applied Behavioral Sciences was established when the School of Psychological Sciences and the Phyllis Lan Lin Department of Social Work merged.

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 catalogs; social policies are outlined in the student handbook. Students are expected to adhere to all policies, and those who do not are subject to disciplinary action or dismissal.

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

International Sites
Extension Site in China
Ningbo Institute of Technology, part of Zhejiang University in China, offers a joint program with the University of Indianapolis. Upon satisfactory completion of the joint program, students at NIT may complete the requirements for a University of Indianapolis baccalaureate degree and a degree from NIT. Joint programs are offered for business and English language.
Zhejiang Yuexiu University of Foreign Languages in China offers associate degrees through a joint program with the University of Indianapolis. The associate degrees are offered for business and English majors.

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

Selected programs of the University are accredited by:

- Accreditation Commission for Nurse-Midwifery Education
- Accreditation Council for Business Schools and Programs
- Accreditation Council for Occupational Therapy Education
- American Psychological Association
- Commission on Accreditation of Athletic Training Education
- Committee on Accreditation for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission on Sport Management Accreditation
- Council on Social Work Education
- Indiana Department of Education
- Masters in Psychology and Counseling Accreditation Council
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- University Senate of the United Methodist Church

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

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

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. 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.

Athletic Affiliations
The University of Indianapolis maintains national affiliation for its athletics programs through membership in the National Collegiate Athletics Association (NCAA) Division II. The institution is a fully-participating member of the Great Lakes Valley Conference (GLVC), which conducts championships in all sports sponsored by the University, except men’s and women’s lacrosse. The University’s women’s lacrosse team competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) and men’s lacrosse is currently participating as an independent.

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

Affiliations with Other Colleges and Universities

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

Articulation Agreements
University of Nicosia, Cyprus
University of Nicosia is an independent, freestanding institution that was established in Cyprus in 1985. Classes are taught in English by a faculty of leading educators from the United States, the United Kingdom, and Europe. The University of Indianapolis and University of Nicosia, formerly Intercollege, hold an agreement of preapproved course equivalency to encourage and facilitate the exchange of students and faculty between institutions.
Sister Institutions in Asia
The Office of Asian Programs and International Partnerships of the University of Indianapolis maintains relationships with highly regarded institutions of good standing throughout Asia.

- **Anhui Normal University.** Anhui Province, Wuhu, Renmin Lu 1 Hao, People’s Republic of China [www.ahnu.edu.cn]. Sister school since April 1999.

- **Chinese Culture University.** 55 Hwa Kang Road, Yangmingshan, Taipei, R.O.C. [www.pccu.edu.tw]. Sister school since November 1996.

- **National Taichung University of Education.** No. 140 Minsheng Road, West District, Taichung City, 40306, Taiwan [www.ntcu.edu.tw]. Sister school since September 2016.


- **Providence University.** Taichung, Taiwan. Sister school since October 2013.

- **Sanda University.** Shanghai, People’s Republic of China. Sister school since October 2013.

- **Shanghai Jignang Polytechnic College.** Shanghai, People’s Republic of China [www.shnu.edu.cn]. Sister school since January 2015.

- **Shanghai Normal University.** Shanghai, People’s Republic of China [www.shnu.edu.cn]. Sister school since October 2006.

- **Shenzhen University.** Shengzhen, Guangdong, People’s Republic of China. Sister school since January 2015.

- **Tunghai University.** 181, Tai Chung Kang Road, Section 3, Taichung 407, Taiwan, R.O.C. [www.thu.edu.tw]. Sister school since November 1990.

- **Zhejiang Yuexiu University of Foreign Languages.** Zhejiang, People’s Republic of China. No. 428 Kuaiji Road, Yuecheng District, Shaoxing, Zhejiang, China [www.yxc.cn]. Sister school since October 2009.

**Consortium for Urban Education**
The Consortium for Urban Education is an organization of higher education institutions and the Indianapolis Museum of Art, all located in the Indianapolis metropolitan area. In addition to the University of Indianapolis, members include Butler University, Franklin College, Indiana University-Purdue University at Indianapolis, Ivy Tech Community College (Indianapolis), Marian University, and Martin University. Designated academic officers of the institutions meet regularly to exchange ideas and programs. A major activity sponsored by the consortium is the coordination of cross-registration for students during semesters I and II only of each year; Spring Term and summer courses are not included.

**Cooperative Degree Programs**
The University offers some degree programs in cooperation with other local institutions. A dual degree program leading to degrees in physics, chemistry, mathematics, or computer science, and electrical, computer, or biomedical engineering is offered in cooperation with Indiana University-Purdue University at Indianapolis, and a bachelor’s degree in medical laboratory science is offered in association with Methodist Hospital and Franciscan St. Francis Health 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 - Forever a Greyhound!*

All graduates of the University of Indianapolis are, by virtue of earning a degree, members of the Alumni Association. More than 32,000 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://uindy.edu/alumni](http://uindy.edu/alumni).

The Alumni Association, represented by a 27-member board of directors, oversees various programs, services, and communication vehicles that foster lifelong relationships with and among UIndy graduates. Alumni are crucial to furthering UIndy’s good standing and supporting its health and well-being.

Through active involvement and staying abreast of campus news and accomplishments, our alumni become lifelong University ambassadors by:

- encouraging prospective students to consider the University of Indianapolis through the alumni scholarship referral program.
- reading *Portico*, the University magazine.
- connecting online through the Alumni Association’s group pages on Facebook, Twitter, and LinkedIn.
- participating in alumni events on campus and around the country.
- serving campus as alumni volunteers and student mentors.
- achieving their goals and sharing the good news by submitting class notes that can be published in *Portico* and shared on-line.
- providing philanthropic support to students, faculty, and the campus community through scholarships, the UIndy Fund, and multiple program enhancements.

**Alumni Education Program**

The University provides its graduates free enrollment in one undergraduate course per semester through its Alumni Education Program. Alumni who have earned a baccalaureate, master’s, or doctoral degree at the University may attend, without charge, most undergraduate classes under the following guidelines: (1) the instructor must grant approval, and (2) space in the class must be available. No credit will be awarded. Courses excluded from this program are art studio classes, computer classes, private applied music lessons, and workshops.

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

The University of Indianapolis Pre-College Music Program, formerly known as the Community Music Center, is a year-round program for students between the ages of 5 and 18 who reside in Indianapolis and surrounding communities.

UIndy Pre-College students take weekly lessons and may augment their private studies with classes such as chamber music, music theory, and ear training. The program is designed for students of all levels of study. Students are given ample opportunities to perform in solo and chamber concerts. For the advanced students, they are given opportunities to perform in the central Indiana community through UIndy Community Music Service Fellowship and to perform as a member of our college chamber orchestra.

Our summer programs provide an opportunity for students to immerse themselves in their chosen field for several days with renowned faculty and guest artists. Summer programs include the Keyboard Academy, UIndy Summer Band Camp, Piano Camp, and the Vocal Arts Institute.

UIndy’s proximity to leading arts organizations in downtown Indianapolis such as the Indianapolis Symphony Orchestra, Indianapolis Early Music Festival, and the International Violin Competition of Indianapolis provides further enrichment to dedicated music students.

The University recognizes the importance of providing a nurturing and inspiring atmosphere in the music field where artistic gifts and technical skills can flourish.

Adult Music Program

The University of Indianapolis Music Department offers a year-round program for adults of the ages 18 (post-high school) and beyond who reside in Indianapolis and surrounding communities. Students take weekly lessons in piano, voice, guitar, and almost all orchestral and band instruments. The program is for adults who are interested in learning music to enrich their lives. All lessons and classes take place at the University’s Christel DeHaan Fine Arts Center. The program encourages our adult students to attend our Faculty Concert Series, which offers admission-free concerts performed by the music faculty and guest artists.

Noncredit Programs

The Division for Professional Engagement

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. In the 2015-2016 academic year, the School for Adult Learning branched noncredit talent and training services served by the Division for Leadership and Professional Competencies into broader professional skills now served by the Division for Professional Engagement (DPE). DPE’s mission is to be a recognized focal point for training, conversation, and topics critical for addressing leadership and supervisory challenges as well as multiple professional competencies in the 21st century. This is accomplished by assembling experientially diverse stakeholders to deliver innovative and relevant training designed to advance and engage current and future leaders and professionals across a variety of industry sectors. Credentials, including Continuing Education Units are tailored to demonstrate competencies achieved across multiple platforms.

As part of the School for Adult Learning, the Division for Professional Engagement expands outreach of the University of Indianapolis by providing additional competency experiences for UIndy students and by serving the
professional, talent development, leadership, and supervisory skills needs of participants across multiple industries and disciplines. Through the Division’s programs and institutes, participants will benefit from relevant and continuously updated material as well as real-world experiences among peers, our facilitators, guest speakers, and curriculum.

There are six talent development areas of focus within the framework of the Division for Professional Engagement.
1. Supervisory Institute
2. Endorsement Programs
3. Distance Learning (eLearning)
4. Professional Engagement Institutes and Workshops
5. Career Foundation Workshops (in collaboration with Professional Edge Center)
6. Relevant credentials including CEU’s

Solutions-Based Talent Development (SBTD) provides development opportunities in such areas as professional coaching, providing constructive feedback, effective listening, strategic thinking and planning, creating an organizational vision, emotional intelligence, the power of influence in the workplace, negotiation and mediation, and leading change, among many others. Another facet of the SBTD is to provide customized training opportunities upon request from businesses, corporations, nonprofit organizations, and private individuals.

In collaboration with the Professional Edge Center, the Division for Professional Engagement offers talent development opportunities for UIndy students and alumnae. The Career Foundation Endorsement focuses on the necessary skills and competencies for job and/or career acquisition. These include, but are not limited to, developing a professional persona, building professional self-competence, branding yourself for the workplace, making ethical decisions, communicating, understanding workplace culture and diversity, networking, interviewing skills, public speaking, and using social media appropriately in a professional environment.

Endorsement Certificates of Completion are awarded in such areas as Lean Practices, Information Security, Emergency Management, Language Interpreting, and Grant Writing. New programs are continuously under development. For updated information, please visit the Division for Professional Engagement website at www.uindy.edu/dpe.

**English Language Study Center**
The English Language Study Center (Internexus Indiana), 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 language 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. The English Language Study Center (Internexus Indiana) is accredited by CEA, the Commission on English Language Program Accreditation.

Additional information about this program can be obtained by contacting the English Language Study Center at (317) 600-3369. We also invite those interested to visit our individual site: www.internexus.edu to read our mission statement, to find out about activities in the Center, and to apply to our language program.
**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 lessons, applied studio 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 Student and Scholar Services*
The University of Indianapolis supports the international students and scholars 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. Information is available in the Office of Study Abroad, International Services.

*Spring Term Travel Opportunities*
Intensive one to two-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 as undergraduate students for the two semesters prior to the travel course. The remaining costs of these programs include airfare, hotel accommodations, local travel, and partial board. Costs average approximately $3,500.

*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 27 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. Satisfactory 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 Services.

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

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

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

The main campus of the University is located on approximately 65 acres and consists of 10 administrative and classroom buildings, seven residence halls, Greyhound Village 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 Shaheen College of Arts & Sciences, the dean of the School for Adult Learning, the dean of the School of Business, the dean of the School of Education, as well as the administrative offices of Accounting, Accreditation, Admissions, Business, Financial Aid, Human Resources, the Graduate School, Multidisciplinary Programs, Noncredit Programs, Printing and Mailing, the Registrar, and the Center for Service-Learning and Community Engagement. 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 Ron and Laura Strain 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 faculty and administrative offices of the departments of Anthropology, History and Political Science, and Sociology and Criminal Justice.

The UIndy Health Pavilion houses a health sciences program that is one of the city’s most comprehensive. Serving 2,700 health science undergraduate and graduate students each year, it hosts the University’s programs in physical therapy, occupational therapy, psychology, gerontology, nursing, kinesiology, athletic training, and social work collaborate under one roof. The pavilion is designed for emphasis on interprofessional education and features connected classrooms, simulation labs with audio and video recording technology, computer labs, and dedicated space for project-based research, as well as the 140-seat R.B. Annis Auditorium, café with outdoor seating, and a rooftop terrace. Student internships and clinical experiences are part of a health and wellness clinic serving UIndy employees and affiliates, and the Psychological Services Center provides clinical experiences in
addition to low-cost evaluation and therapy services for community members. Community Health Network partnered with the University of Indianapolis to establish a clinical facility on campus where students and faculty work alongside health and wellness professionals to serve patients and clients, transforming the educational experience and bringing important resources to an underserved part of the city. The building also includes the Health and Wellness Center.

The **Krannert Memorial Library** building underwent a major renovation in 2015 resulting in a more versatile study and work facility for students and faculty and a more inviting destination for the campus and surrounding neighborhood. This building houses the library, the Writing Lab, and the Faculty Learning Design Studio. It also has a café and outdoor seating area. The Frederick D. Hill Archives can be found on the third 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 executive vice president/provost, the Smith Board Room, the Global Languages & Cross-Cultural Studies department, and the Marketing and Communications Department. The Krannert Memorial Library has an excellent collection of books, periodicals, and audiovisual media. Access to these materials and to electronic databases is available at http://kml.uindy.edu.

**Lilly Science Hall**, a classroom and office building, houses the administrative and faculty offices for the departments of Biology and Chemistry. Science laboratories are located throughout the building. The Archeology and Forensics Laboratory and the Indiana Prehistory Laboratory also are located in Lilly Science Hall.

**Martin Hall**, a classroom building, includes state-of-the-art classrooms 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. Martin Hall is the home to the R.B. Annis School of Engineering. The building also houses faculty offices for the departments of Mathematics, Computer Science, and Physics and Earth-Space Sciences. The H. Merrill Underwood geological museum also is housed in Martin Hall.

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

The multipurpose **Schwitzer Student Center** houses the office of the vice president for Student and Campus Affairs, 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, the Professional Edge Center, the Center for Advising & Student Achievement, the Commuter Lounge, Student Services, Ecumenical and Interfaith Programs, Event 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 large conference rooms and the President’s and Trustees’ dining rooms and conference room. The second floor houses Information Technology.

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, and Planned Giving. 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 January 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, hhgregg 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.

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

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

Cory Bretz Hall, located on the northwest corner of the campus, is a coeducational residence hall with a capacity for housing 236 students on three floors. Parts of the building are accessible. Separate elevators serve the female and male wings.
Cravens Hall, a coeducational facility located on the south side of Hanna Avenue, has the capacity to house 200 students on four floors. Cravens Hall is not equipped with an elevator; therefore, access to the hall is limited.

Crowe Hall, a coeducational facility located on the north side of the campus, has a housing capacity of 154 students on three floors. A unique 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.

Greyhound Village, located on Shelby Street is a new apartment complex housing close to 500 students that opened the fall of 2016. Greyhound Village offers apartment style living in one to four bedroom apartments and is available for both undergraduate and graduate students twenty years of age and older.

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

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

More detailed information about on-campus housing is available in the Office of Residence Life, located in Schwitzer Student Center, Suite 210.

UIndy Technology
The IT Help Desk serves as a single point of contact for the technology needs of the campus community. The Help Desk provides online (via a ticketing system), phone, and walk-in support for a variety of technology services and maintains an inventory of audiovisual and computer hardware for use in classroom instruction and presentation.

All faculty, staff, and enrolled students are given a UIndy account that provides access to a variety of services including G Suite Apps for Education, Google’s suite of online tools that can be used for email, calendaring, sharing files, and working together on documents in real time. UIndy Google accounts have unlimited storage capacity.

Information Technology 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 not scheduled for specific course use.

Additional services include wireless network access, mobile printing and UIndy Mobile App. Wireless access points are located in every residence hall living space providing dedicated wireless coverage. Mobile printing is available campus-wide; printed pieces may be picked up at any open lab, teaching lab, or public print release station. My UIndy is the campus web portal for students, faculty, and staff. The UIndy Mobile App provides quick access to many resources: view your schedule, check your grades, find open computer labs, find departmental locations and phone numbers, and follow campus news.
Admission to the University: 2017-2018

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 uindy.edu/admissions. To be considered for admission, a student must provide a completed application for admission, official 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 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. 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. Requests for deposits are mailed to admitted students in October for spring enrollment and are nonrefundable. Any request for a tuition deposit waiver/deferral should be made in writing to the Associate Vice President for Enrollment. 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 Associate Vice President for Enrollment. Deposits for the term beginning in January are nonrefundable.
Housing contracts will be provided to each student who submits the housing deposit. Residence hall and roommate preferences are honored whenever possible, with consideration given to the order in which deposits and contracts are received. Campus housing normally is available only to full-time students, although requests from day students taking as few as nine hours may be considered on an individual basis when space is available. Students dropping below prescribed course load limits for resident students may be allowed to continue residence hall living depending on their academic and social conduct records.

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

**Student Health Record**

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

**Admission to Specific Programs**

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

**Admissions Committee**

The Admissions Committee of the faculty is responsible for making recommendations regarding admission policies and practices at the University of Indianapolis. The following admission recommendations have been approved for the 2015-16 academic year and are subject to change based on admission committee review. You can find the most up-to-date admission policies at [http://registrar.uindy.edu/catalog/](http://registrar.uindy.edu/catalog/).
Recommendations for Full-Time Admission
In general, full-time applicants should complete a college preparatory curriculum (such as a Core 40, a Core 40 with Academic Honors, or a Core 40 with Technical Honors in Indiana) and satisfactorily complete 15 to 20 college preparatory units* from the following subject areas:

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

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

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

**Freshman Full-Time Admission**

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

**Freshman Full-Time—Advised Admission**

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

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

**Freshman Full-Time—Contingent Admission**

For students who apply for full-time freshman admission and who do not have the academic credentials normally required, the University offers a type of 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 of no more than 15 hours of coursework for the first semester.
- participate in an Academic Success Workshop during New Student Orientation and during the first semester.
- meet with an Academic Success Center counselor on a regular basis during the first semester.

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

Full-time transfer admission is generally reserved for students:

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

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

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

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

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

Freshman and Transfer—Part-Time Admission

Part-time 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 part-time admission. Students whose prior university record is below a C average (2.0 on a 4.0 scale) are normally required to remain out of school for one semester prior to enrollment at the University of Indianapolis. Part-time students may take regular credit courses, although load limits usually are imposed. By taking courses on a part-time basis, students may establish their eligibility for regular admission and enrollment.

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

After the first enrollment, the part-time 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 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 part-time 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 part-time 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.

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. 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 Associate Vice President of Enrollment 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
Admission to the University.........................................................................................

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 meeting the University requirement on 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 University 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. 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.
9. Student activity fee.
10. Health Services fee.
11. Technology fee.
Payment of Charges
Each semester’s charges are to be paid in full no later than the payment due day. Scholarships, grants, or loans already awarded should be taken into account in determining the amount of money needed to pay the balance of charges. Since many banks and other financial institutions will lend funds for educational purposes, the University of Indianapolis does not have a long-term payment plan. Limited payment plans are available to eligible students ranging from two to five payments per semester depending on the plan enrollment date. The payment plan enrollment fee is $40 and late payment fees will be assessed, if applicable. Contact the Accounting Office at (317) 788-3221 for plan information and eligibility requirements. Information relating to payment is available from the Accounting Office. MasterCard, Visa, Discover Card, and American Express are acceptable methods of payment. A convenience fee of 2.75% (minimum $3.00) will be charged for student account card payments.

The student’s financial aid is usually 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 1 each year. Students residing in Greyhound Village are required to pay $100 of the Semester I tuition and $250 of the Greyhound Village charges. A full refund of tuition deposits is given through May 1. These deposits are 50 percent refundable through June 30. After June 30, tuition deposits are not refundable. 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 students for the second semester. Students requesting housing for the second semester are required to submit a $50 housing deposit by October 15 or immediately on official notification of admission, whichever is later. These deposits are not refundable.

Tuition Refunds
Students who change their enrollment or residency plans may be eligible for a refund of tuition, fees, room, or board charges. The following refund policy outlines the circumstances under which a refund is applicable and the steps a student must follow to secure a refund. Full or partial refunds may be given to students who do not enroll, drop courses, withdraw from the University, or change to commuter status. The student’s responsibilities are indicated below.
Total Withdrawal
The University of Indianapolis has adopted the following refund policy for students who totally withdraw from the University. The policy conforms to the Federal Return of Title IV Funds (Section 668.22) regulations of the 1998 changes to the Higher Education Amendments. Title IV funds refer to the following federal financial aid programs: subsidized and unsubsidized Federal Direct Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Teach Grant, and Federal SEOG. University and state 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, 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 or FN is placed on the student’s record.

Total withdrawals will have the same deadline as the withdrawal date set by the University (Friday of the tenth week of the regular semester; see Withdrawal Policies for more information) unless the student must totally withdraw based on extenuating circumstances. 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, general service fee, health fee, technology fee, supervised student teaching fees, physical therapy or occupational therapy fees, BUILD fees, nursing, music, laboratory fees, art fees, and room and board 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 Indiana Commission for Higher Education implemented new refund policy guidelines for students receiving the Frank O’Bannon Freedom of Choice Grant, 21st Century Scholarship, Mitch Daniels Early Graduation Scholarship and Adult Student Grant. 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 Indiana Commission for Higher Education. 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, general service fee, technology 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: Indiana Commission for Higher Education (state funds)

Private or institutional aid

The student

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

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

The University’s responsibilities include:

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

The student’s responsibilities include:

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

Students Who Drop Courses

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

- Full-time day division students who drop below full-time enrollment (12 credit hours per semester).
Students who drop “extra” hours for which they have been charged.

Students who drop courses and are enrolled exclusively in evening division courses.

Part-time students who drop hours.

No refunds will be made for individually withdrawn 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 Frank O’Bannon Freedom of Choice Grant, 21st-Century Scholarship or Mitch Daniels Early Graduation Scholarship, 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 the Indiana Commission for Higher Education.

Procedure to Secure Refunds

All students who wish to drop courses must contact their academic advisor or the Office of the Registrar within the first week of classes to secure a drop slip. Tuition refunds are calculated and any monies due the student usually is issued within the following two weeks. Refunds are processed every week throughout the calendar year except for weeks with a holiday or office closure.

Refund Payment Options

UIndy has partnered with BankMobile Disbursements to provide refund services for financial aid and other student account credit balances. A refund selection kit will be mailed to the student’s main address on file with UIndy. Activation instructions will be included with the kit. During activation, students must choose a refund preference. Student refunds may be deposited into a Vibe Account with BankMobile (a debit card will be issued by BankMobile) or to a bank of the student’s choice. For more information visit www.refundselection.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 between May 7th and July 31st 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 from August 14th 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 class to the end of the eighth week will have a per diem charge, forfeit the deposit and incur a $1000 penalty. Students canceling housing after the eighth week to the end of school will forfeit their housing deposit and will incur a $2000 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 class to the end of the eighth week will have a Per Diem charge, forfeit the deposit and incur a $1000 penalty. After the eighth week, there is no refund.**

Those who attended during Semester I, remain students at the University, and cancel their housing contracts for Semester II will incur a $2000 penalty.

**Students who completely withdraw from the University will not be charged the penalty.**

Students residing in Greyhound Village who completely withdraw from the University or change their enrollment status could owe the University and would be responsible for any housing charges originally paid by financial aid, resulting in a balance due for the term in which the student withdrew, in addition to any remaining months on the full term of the lease (12-month leases which extend from August 15, 2017-July 31, 2018).

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

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

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

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

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

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

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

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

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

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

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

**Endowed Scholarships**

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

- Elizabeth Abell Scholarship
- Frank W. and Gertrude Anna Abke Scholarship
- Dr. Mary Keller Ade and Dr. Charles Hamilton Ade Scholarship
- James F. and Dorothy D. Anglin Scholarship
- Miriam F. Annis Scholarship
- Louis B. Astbury Endowed Scholarship
- Paul “Pete” Bailey Scholarship
- Reverend Gale and Eleanor Barkalow Scholarship
- Colonel Robert B. Barnett and M. Louise Dragoo Barnett Scholarship
- Jean Barnett Scholarship
- Charles E. Bassett Endowed Scholarship
- James W. and Virginia A. Bear Scholarship
- Helen G. Beeman Scholarship
- Marjorie K. Begeman Scholarship
- Georgia B. Blackwell Scholarships
- Esther Haag Bowen Scholarship
- LeAlice Briggs Nursing Scholarship
- Robert M. Brooker Science Scholarship
- Brooker Chemistry Scholarship
- Brown Family Scholarship
- Helen York Brown Endowed Scholarship
- Walter and Barbara Brown Scholarship
- Dr. Charlotte Camfield Scholarship
- Carmony Graduate Assistant Award
- 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
Financial Aid

- Chambers Scholarship
- Jack L. Clark Endowed Scholarship
- Class of 1948 Scholarship
- Class of 1949 Scholarship
- Class of 1950 Scholarship
- Class of 1951 Endowed Scholarship
- Class of 1953 and 1954 Scholarship
- Class of 1956 Endowed 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
- Martha L. Dean Scholarship
- Ralph F. Dragoo Scholarship
- Epsilon Sigma Alpha Award
- Lynd Esch Scholarship
- Fifty Years Club Scholarship Fund
- Albert Findley Scholarship
- Focus on Future Scholarship
- Gordon A. and Madelyn France Family Scholarship
- Mark S. Fritz Endowed Scholarship
- Kirby Carey Fulton Nursing Scholarship
- Dr. William R. Gommel Endowed Scholarship
- J. Good Scholarship
- Effie Topping Gott English Scholarship
- Robert N. Green Endowed Scholarship
- Nellie A. Hanna Scholarship
- Hanni Family Scholarship
- Hauswald Family Scholarship
- Maxine Heitger Scholarship
- Marvin and Sylvia Henricks Scholarship
Herbert and Elnora Hiatt Scholarship
Linden E. and Violet T. Hiatt Scholarship
Lloyd E. and Treva I. Hiatt Elementary Education Scholarship
Luther and Elnora Hiatt Family Scholarship
Paul F. and Jean Hirst Scholarship
Hottell Family Scholarship
Raymond Houk Scholarship
Dr. George L. Humbarger Scholarship
Robert C. and LaVern Hunt Scholarship
Sally Hyde and Pat Humbles Scholarship
Lester and Lucy Irons Scholarship
Bill and Joanne Jonathan & ATI Physical Therapy Scholarship
Julius C. Shrigley and Winifred Irene (Shrigley) Jones Scholarship
Kiesel Memorial Scholarship
Mary Helen Krafft Keim Scholarship
Kathryn R. and Robert W. Koenig Family Scholarship
Dr. Robert and Milly Cassidy Kopecky Endowed Scholarship
Krannert School of Physical Therapy Scholarship
James P. Lamberson Memorial Scholarship
Wilmer and Hope Lawrence Endowed Scholarship
Phylis Lan Lin Scholarship in Social Work
Helen J. and J. Louis Martens Scholarship
Dr. Robert and Mrs. Luella McBride Endowed Scholarship
Terry M. and Judith McBride Cole Endowed Scholarship
Woody and Gerrie McBride Endowed Scholarship
Orvall G. and Dorothy McCleary Scholarship
Frank M. McHale Scholarship
Esta B. & Clifford McKee Scholarship
Bishop and Mrs. Paul W. Milhouse Scholarship
Andrew and Joan Miller Endowed Scholarship
Carol Sue Miller Scholarship
Michael Molchan Memorial Scholarship
Jerry Ann Motley Scholarship
John and Evalyne Mullen Memorial Scholarship
Anna Hardy Myers Endowed Scholarship
Arthur H. and Nettie Nye Scholarship
C. S. Ober Scholarship
Sylvia Hardesty Parks Scholarship
Toni Peabody Endowed Scholarship
Verna W. Percifield Education Scholarship
Joan V. Persell (AIB, Inc.) Scholarship
Joan V. Persell Scholarship
Philip and Glennis Reidenbach Family Scholarship
Clara Proctor Reynolds Scholarship
Mildred Myers Reynolds Scholarship
Thomas R. Richter Memorial Scholarship
George B. Riley Scholarship
M. Helen Roberts Scholarship
Rush Music Scholarship
Helen E. Rusk Scholarship
Marjorie R. and Marie Schoch Scholarship
School of Business Faculty Scholarships
School of Occupational Therapy Alumni Scholarship
Richard E. Schrier Student Athlete Scholarship
Harvey and Henrietta Showalter Scholarship
Jessie E. Sibley Jr. Scholarship
Kenneth and Hallie Sidebottom Scholarship
Marwan Izzedeen Shawa Scholarship
Robert A. and June K. Simon Scholarship
Dwight L. Smith Award
Herbert W. and Marjorie Anson Smith Scholarship
George Sr. and Lillian St. Angelo Scholarship
Delbert and Virginia Stevens Education Scholarship
Stone Philosophy & Religion Scholarship
Gladys S. Swearingen Scholarship
Donald W. and Nita Tanselle Scholarship
Marysnow Todd Scholarship
Lewis and Ruth Comer-Truax Scholarship
University of Indianapolis Faculty Scholarship
University of Indianapolis Jazz Scholarship
A. E. Wake Scholarship
Jeanne Wade Watkins Scholarship
Sibyl Weaver Endowed English Scholarship
Dr. Sibyl Weaver Memorial Scholarship
Dr. and Mrs. James A. Weber Scholarship
Virgil and Phyllis Webster Scholarship
Lawrence G. D. and Ruth Wertz Scholarship
Susanna Wesley Scholarship
Reverend Joseph A. White Endowed Scholarship
Phillip and Carolyn White Scholarship
Financial Aid

- Earl B. and Marie C. Whitecotton Scholarship
- Dr. Suzanna C. Willey Endowed Scholarship
- Blaine H. Wiseman Scholarship
- Dr. Ranald M. and Julia M. Wolfe Scholarship
- Russell and Lorene Youngblood Scholarship

University Awards

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

**Academic Transfer Scholarships.** Awards of $7,000 to $11,000 are offered to transfer students who complete 15 credit hours or more while maintaining at least 2.5 grade point average. Scholarship amounts vary depending on transferred 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 $12,000 scholarships will be awarded to incoming freshmen as a result of nominations from a UIndy alumnus/alumna. Nominees must have earned a high GPA in a challenging college preparatory curriculum and have a combined verbal and math score of 1100 minimum on the SAT or 24 minimum on the ACT. Selection will be based upon a combination of academics, test scores, and demonstrated leadership potential. Nominations must be received by February 1.

**Art Scholarships.** Recipients are chosen by the Department of Art & Design faculty from incoming freshmen applicant portfolios. Scholarship amounts vary. 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 Professional Edge Center for job referral.

**Community Service Leadership Awards.** Five $12,000 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 $13,000 to $16,000 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 30 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.

Promise Award. A limited number of full-tuition scholarships are given to students who qualify for the state of Indiana’s Frank O’Bannon Grant. 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 30 hours per year.

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. 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.

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

**University of Indianapolis grants.** Grants are awarded from University funds to students who demonstrate financial need and who are enrolled in at least six day credit hours each semester. Awards may be renewed each year for students who demonstrate satisfactory academic progress and continue to demonstrate financial need.

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

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

**U.S. Senator Richard G. Lugar Academic Recognition Award.** Awarded to incoming freshmen, recipients of this award are selected based on several factors, including GPA and college preparatory curriculum completed during high school. Awards range from $12,500 to $14,500. 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 $606 to $5,920 for the 2017-2018 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 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 FASFA 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 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 an annual fixed interest rate. 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. 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 an annual fixed interest rate. 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 non-enrollment. 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 Freedom of Choice 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 if renewal eligibility requirements are met.

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 if renewal eligibility requirements are met.

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 2.0 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/sfa.

Non-Indiana Residents. Information on grants from the student’s home state is available at 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 state of Indiana selects the award recipients for this program via application. Applications may be found online at http://studentaid.ssaci.in.gov/PartTimeAid.

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
- William P. Morgan Scholarship
- Roland T. Nelson Scholarship
- Kate Ratliff Award
- Deb Shay Award
- Dwight L. Smith Award
- Kermit R. Todd Scholarship
- Underwood Earth-Space Science Award
- Richard F. Veazy Scholarship
- Samuel and Harriet Woods Scholarship
Church-Named Scholarships
Endowment funds that have been contributed under the Church-Named Scholarship Program generate several scholarships for deserving United Methodist students. Under this plan, the church agrees to establish an endowment fund that will be built, usually over a period of years, to a total of $25,000. The church may then recommend students from the congregation for the scholarships generated from this fund. If recipients are not recommended by the church, the University selects another United Methodist student to receive the scholarship. The following churches participate in the Church-Named Scholarship Program.

- **Christ United Methodist Church Scholarship**
  Christ United Methodist Church, Crawfordsville, Indiana

- **Heedlie Cobb Scholarship Fund**
  United Methodist Church, New Castle, Indiana

- **Hunter Colpitts Scholarship**
  High Street United Methodist Church, Muncie, Indiana

- **Nellie Glick Scholarship**
  Brookside United Methodist Church, Indianapolis, Indiana

- **The Reverend Robert P. and Melissa Hawkins Scholarship**
  Otterbein United Methodist Church, Washington, Indiana

- **Stanley and Kathryn Linkel Scholarships**
  Rosedale Hills United Methodist Church, Indianapolis, Indiana

- **North Central 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: 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.)

Student Affairs

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

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

Personal and Spiritual Counseling

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

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

Residence Life

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

Student Health Services

The Student Health Services suite houses the University Counseling Center and the Student Health Center. It is located on the second floor of the Schwitzer Student Center, suite 210.
**Counseling Center**
The Counseling Center, located in Schwitzer Student Center, provides counseling services to currently enrolled full-time students. Part-time students may be seen for assessment and referral on a one-time basis. The Counseling Center is a place where a student may work on enhancing personal development as well as addressing issues that may be causing emotional difficulty. The Counseling Center offers individual and group counseling, workshops, consultation, and referral to local agencies. Issues that may be addressed include adjusting to change, relationship concerns, anxiety and depression, sexual abuse, rape trauma, and communication skills. The Counseling Center also conducts academic support presentations, such as reducing test anxiety, instruction in study skills, and time/stress management. All services are confidential and free of charge. Office hours are Monday through Friday from 8 a.m. to noon and from 1 to 4:30 p.m. The Counseling Center phone number is (317) 788-3437.

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

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

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

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

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

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

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

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

Academic Success Center

The Academic Success Center assists students in achieving educational, career, and personal goals through a range of institutional resources. The services provide transition-to-college and orientation programs, advising, mentoring, and skill training. The Academic Success Center services include:

- 21st Century Scholars Program
- Academic Assistance
- Bridge Scholars Program
- BUILD Program
- Probation Interventions
- Peer Tutoring
- Secrets of Success (SOS) Workshops
- Study Skills Advising

Programs target diverse audiences, covering fundamental skills that are essential ingredients for academic excellence. Contact the Academic Success Center at (317) 788-6153 or asc@uindy.edu for further information or visit www.uindy.edu/asc.

The BUILD Program

Baccalaureate for University of Indianapolis Learning Disabled is a fee-for-service support program for students classified or classifiable as having a disability that interferes with learning. BUILD offers such help as specialized courses, individualized tutoring, appropriate testing accommodations, and assistance with scheduling and assignments. Students are required to attend a minimum of two hours per week in tutoring sessions but additional tutoring is available. The fee for all services in the program is available in the Accounting Office. The goal of the BUILD program is to help students reach their potential and to earn a baccalaureate or associate degree. Contact the BUILD Program at (317) 788-3536 or build@uindy.edu for further information or visit www.uindy.edu/ssd/build.

The Professional Edge Center (Career Services)

The Professional Edge Center helps students and graduates develop the connections, skills and confidence to ensure a seamless transition from education to the world of work. The Center supports entrepreneurship and builds career pipelines in business sectors that are academic strengths for the University and vital elements of the Indiana economy. Whether you are going to grad school or directly into a career, the Center creates opportunities and connections to alumni, business professionals, faculty and Industry specialists. Programmatically, the Center offers services including but not limited to: alumni mentoring, internships & job shadowing, corporate tours, career fairs, etiquette dinners, practice interviews, and special presidential conversations with senior leaders in industry. 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 explore career interests, improve basic and/or technical workplace skills, and acquire the experience needed to compete for professional and management-directed employment.
Center for Advising and Student Achievement
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. Students are matched with a faculty advisor in the department of their major or an academic advisor in the Center for Advising to help them choose courses, answer questions about the University, and understand the many programs offered.

The Center for Advising and Student Achievement serves as a centralized location for advising questions, resources and services. New students are assigned an academic advisor in the Center for Advising whose responsibilities are to introduce students to the general and major curriculums, help with course registration, advise student regarding degree progress, conduct degree audits for graduation, and assist the faculty advisors. A student’s faculty advisor and academic advisor are among the most important sources for advice when it comes to academic issues.

Students are invited to develop an academic plan very early in their college careers. In addition to their academic programs, students are encouraged to include leadership, professional, and student development activities into their Greyhound Plans. The Greyhound Plan is intended to be a flexible document that will adapt to circumstances and on-going advice. This draft will help students communicate their plans and ideas to academic and faculty advisors. Students will learn to think creatively and critically about their studies and experiences. The goals of the advising program include fostering student success, professional relationships as well as a sense of personal responsibility.

Information Technology
Information Technology, located in Schwitzer Student Center, room 212, provides leadership, development, and support for UIndy’s technology systems. The department serves the University by researching, implementing, maintaining, and supporting campus technology solutions through collaborative partnerships with the campus and educational communities. Information Technology is committed to facilitating the use of technology in learning and enterprise.

Krannert Memorial Library
The Krannert Memorial Library is a center for information discovery and student/faculty collaboration. The Library provides access to a range of print and electronic information resources, including over 135,000 books, 8,500 media items and approximately 300 current print subscriptions to magazines, journals, and newspapers. Additionally, the Library offers 24/7/365 access to over 120 scholarly databases of research materials such as e-journals, e-books and streaming video.

The University Archives and Special Collections makes available unique documents and artifacts from the Frederick D. Hill University Archives, Mayoral Archives, and Fouts Rare Book Collection.

The Library also supports teaching and learning with instructional, reference, and interlibrary loan services, individual and group study rooms, and a variety of educational technologies.
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 co-curricular activities as other students.

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 ssd@uindy.edu 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 brainstorming, 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. Distance tutoring is available for students taking online classes. No fee is charged for Writing Lab services.

Student Activities and Cocurricular Programs

Intercollegiate Athletics
The University supports intercollegiate athletic competition in 23 varsity sports involving more than 600 student-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 Athletics web site at: athletics.uindy.edu

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.
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 a summer session follow the regular semesters. Calendars for the 2017-18, 2018-19 and 2019-20 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 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.

Student Academic Responsibility
Although the University provides academic advising services through faculty advisors and the Center for Advising & Student Achievement, 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 with 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 co-curricular programs.

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

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

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

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

Withdrawal Policies
University of Indianapolis withdrawal policies are as follows.
1. The student has the responsibility of initiating official withdrawal from a course or from the University by completing the necessary forms. Discontinuing class attendance is not considered official withdrawal.
2. Official withdrawal must be made in person in the Office of the Registrar, in writing via email from the student’s UIndy email account, or in writing in a letter addressed to the registrar. The deadlines for official withdrawal are as follows:
   - **Semester I or II:** Withdrawal permitted up to and including Friday of the tenth week of the semester (the sixty percent point in the semester). No withdrawals are permitted after the deadline.
   - **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 sixty percent of the semester.
   - **14-week summer session courses:** Friday of the eighth week of the term
   - **7-week summer session courses:** Friday of the fourth week of the term
   - **Accelerated courses (5 weeks):** Friday of the third week of the term
   - **Accelerated courses (10 weeks):** Friday of the sixth week of the term

   Students should consult with the Office of the Registrar, the School for Adult Learning or their graduate program office regarding the withdrawal deadline if their course falls within a different part of term than those listed above.
3. 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.
4. 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.
5. 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. An administrative withdrawal
may only be processed within the withdrawal timeframe. No administrative withdrawals after the stated deadlines above will be allowed.

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 and online at registrar.uindy.edu, must be submitted to 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 opportunity to submit 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 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 part-time. Restrictions are removed when the student raises his or her grade point average to an acceptable level. 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.

Part-Time (SU) ................. Student admitted to the University as part
time due to admission criteria.

Entering Freshman (EF) ....... First-time student without transfer credit.

Freshman (FR) ................. Regularly admitted student who has earned fewer than
26 hours.

Sophomore (SO) ............... Student who has earned at least 26 hours but fewer than
60 hours.

Junior (JR) ..................... Student who has earned at least 60 hours but fewer than
92 hours.

Senior (SR) .................... Student who has earned 92 hours or more.

Transient (VS) ............... Student from another college or university who is
enrolled temporarily.

High School (HS) ............. Student concurrently enrolled in high school and the
University.

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

Semester I or II ............... Enrollment in 12 or more hours.

Spring Term .................... Enrollment in 3 or more hours.

Summer Session ............... Enrollment in 12 or more hours.

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

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

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

Curriculum Guides

Curriculum guides listing all degree and major requirements are available for every
undergraduate degree program offered at the University of Indianapolis. They may
be obtained online on the Office of the Registrar website, in the Office of the
Registrar, or in the Center for Advising & Student Achievement. 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
follow the requirements of the General Education Core curriculum guide based on
the year in which they began their degree program.

Students in pre-professional programs are required to declare an academic major
and will, therefore, have a curriculum guide for that major. Pre-professional 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 academic advisors as they assist students in schedule planning.

Students have access to the CAPP degree audit program through UIndy Self-Service on MyUIndy.

Registration Procedures
Newly admitted full-time students (freshmen and transfers) register on scheduled dates during the summer. On these summer registration days, the students meet with advisors and register for their Semester I courses. 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.

Each semester after the first enrollment, registration for the next semester’s classes is completed with the help of a faculty or academic advisor who assists each student in selecting courses that fulfill University requirements. Students are notified via their UIndy email when the schedule of classes is available to view on MyUIndy, as well as all registration instructions. The schedule of classes for the upcoming academic year is available to view the prior November.

The University utilizes multi-term registration, the process by which students are eligible to register for an entire academic year at one time. Multi-term registration is available to continuing students and takes place in Spring each year.

Although the University provides advising assistance through faculty and academic 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 UIndy Self-Service.

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

Placement Examinations and Self-Assessment
Examinations are available to determine competency in mathematics and modern languages. Self-directed placement for English is available for students who have not previously established writing competency. Competency in each of these areas also may be demonstrated through prior college-level educational experience. (See Curriculum section of this catalog.)

English Directed Self-Placement. Any student who has not previously established writing competency is required to complete a self-assessment. This assessment is available online in MyUIndy to incoming students prior to registration days. Students select either ENGL-100 Basic Writing or ENGL-101 English Composition after completing the self-assessment. International students may select 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.

Modern Language Placement Examinations. Proficiency examinations in French, German and Spanish are administered online prior to summer registration days and throughout the semester through the department of Global Languages and Cross-Cultural Studies. 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. Back credit is not awarded for completion of higher level courses at another institution. (The chair of the Modern Languages Department should be consulted for more information about these exams.)

Mathematics Placement Examination. All new and transfer students are required to take the mathematics proficiency examination administered online through ALEKS prior to summer registration days unless prior college-level coursework is provided to demonstrate proficiency. Proficiency for MATH 090, 105, 108, 150, 180 or 190 must be demonstrated through a satisfactory score on the examination as designated for that particular course on the testing site. Those who do not complete the proficiency exam and do not transfer in mathematics coursework begin with MATH-090 Elementary Algebra. A student may retake the placement test one time after completing a minimum of five hours of remediation through the online ALEKS learning modules. (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.)

Final Examinations
A two-hour final examination period is required for all full-term classes and scheduled according to the general final exam grid available on the Office of the Registrar website. Some classes, including Nursing classes and classes that do not start at one of the designated times below, will be scheduled on an individual basis. Students with conflicts must consult with their instructors to make arrangements to take one of the final exams at another time.

The following are standard practices regarding final exam scheduling:

- No undergraduate exams are scheduled on Friday of finals week.
- No undergraduate final exams will be given before exam week.
- Any instructor offering an exam during finals week must offer the exam at the official time scheduled by the Office of the Registrar. An instructor may request a second/additional exam time, but this does not replace the officially scheduled time.

Special Course Registrations

Repeating a Class
Students may repeat classes under the following guidelines. Only courses taken at UIndy are eligible for the repeat policy. Courses taken at another institution may not be used to replace a grade on a student’s academic record in accordance to Rule #7 of the Transfer Policies stated on page 62.
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.

5. Transfer courses are indicated on the transcript with a “T” grade and credit hours earned. A transfer course grade will not replace a grade for coursework completed at UIndy.

6. A student’s GPA is final at the time their degree is posted. Coursework which applied towards the student’s degree may be repeated, however, the grade included in the GPA calculation may not be excluded.

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. Enrollment on an audit basis is only granted by permission of the instructor.

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. A student must change an enrollment in a class to audit by Friday of the first week of classes (100% refund deadline).

6. An audited course cannot be converted into a course for credit after Friday of the first week of classes (change to audit deadline).

7. A student who changes to audit is expected to attend all class sessions.

8. The following courses cannot be taken as audit courses.

   - 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 60 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 student may not take more than one pass/fail course in a semester.
6. 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 10th week of the semester (the withdrawal deadline for the term). 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 the drop/add deadline for the term.

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

Registering for Internships or Practica
A student registering for an internship or practicum 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 Professional Edge Center, described elsewhere in this catalog.)
Academic Credit

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

Other variations of the term “credit hours” are:

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

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

Transfer Credit

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

1. Credit earned through courses taken at other regionally accredited colleges or universities is transferable to the University of Indianapolis. Courses are evaluated individually, and 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, though the course may be transferable as general elective credit.*)

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. Transfer credit is only granted to courses that are at the 100-level or above.

4. No transfer credit is granted for credit that another college or university has awarded for placement or proficiency examinations or for self-acquired competencies.

5. No official evaluation of transfer credit will be made until the student has applied, but the transfer admissions coordinator or academic advisors will discuss general issues of transfer credit with any student or prospective student.

6. An academic advisor or the 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.
7. 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.

8. A currently enrolled student with a grade point average of 2.0 or above may enroll in courses at other regionally accredited colleges or universities with the intent to have the credit transferred to the University of Indianapolis. It is the student’s responsibility to ensure that any courses taken at another institution are transferable and equivalent to their required courses at UIndy. Students may seek advisement regarding course equivalency from their Academic Advisor in the Center for Advising and Student Achievement or from their assigned faculty advisor for their major. Transfer Course Approval forms are available in the Office of the Registrar and in the Center for Advising and Student Achievement. A copy of the completed form should be turned in to the Office of the Registrar so that an official record of the approved equivalency may be placed in the student’s academic file.

9. A student in his last 30 credit hours at UIndy who would like to take a course at another regionally accredited college or university with the intent of transferring credit back to UIndy is required to submit an Academic Petition requesting approval to do so. The Academic Petition form is available in the Office of the Registrar and online at registrar.uindy.edu, and must be submitted to that office for review.

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 Services office.

International students who have attended an 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 ENGL-100 Basic Writing 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 his or her faculty or academic advisor in advance. Transfer approval forms, also used for correspondence credit approval, are available in the Center for Advising and Student Achievement and in the Office of the Registrar.

Military Service Credit

Service personnel and veterans may receive credit for DSST 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. (Contact the Office of 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 Office of 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 (DSST)
- Educational Testing Service College-Level Examination Program (CLEP)
- 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)
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 Office of 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 (www.uindy.edu/school-for-adult-learning) or by contacting 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>
<tr>
<td>S</td>
<td>1.7</td>
</tr>
<tr>
<td>P</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</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 a 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 the work required for a course. The remaining work must be completed within six months of the time the incomplete grade was submitted or within a time frame established by the instructor. If the work is not completed in the prescribed time, the registrar will record a grade of F for the course.

**Grade Point Average**

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

*Example of student enrolled in 16 hours:*

<table>
<thead>
<tr>
<th>Course Letter Grade</th>
<th>Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-110 (2 hrs) B</td>
<td>2 x</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL-101 (3 hrs) C+</td>
<td>3 x</td>
<td>2.3</td>
</tr>
<tr>
<td>MATH-190 (4 hrs) A-</td>
<td>4 x</td>
<td>3.7</td>
</tr>
<tr>
<td>BIOL-155 (4 hrs) B+</td>
<td>4 x</td>
<td>3.3</td>
</tr>
<tr>
<td>HIST-102 (3 hrs) C</td>
<td>3 x</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Totals:** 16

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

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

**Academic Record and Transcripts**

The total record of a student’s academic progress, commonly referred to as the permanent record, is kept in the Office of the Registrar. Accelerated and extended (evening) student 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.

Official Transcripts can be ordered in person at the Office of the Registrar or online via the National Student Clearinghouse’s Transcript Ordering Center. A fee of $8 is charged for each transcript with additional fees based upon delivery options and other associated costs. All in-person transcript requests made in the Office of the Registrar must be authorized in person and must include full name, including maiden or former name, Social Security number or student identification number, date of birth, dates of attendance at the University, the complete name and address of the office or person to receive the transcript, and the signed authorization to release the transcript. (To ensure prompt and accurate delivery of a transcript, persons requesting
that a transcript be sent to a large university should always include the name of the individual or office that should receive the transcript. *Incomplete addresses often delay or prevent the delivery of transcripts.*) More information regarding ordering official transcripts can be found on the Office of the Registrar site at registrar.uindy.edu/Transcripts.php.

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

**Retention of Records Policy**

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

**Confidentiality of Student Records**

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

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

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

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

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

**Academic Action**

**Academic Probation and Ineligibility**
The University sets standards of academic performance that students are expected to maintain. Students failing to meet the minimum standards either are placed on probation or declared ineligible to re-enroll, based on the cumulative grade point average.

**Academic probation** is determined three times a year, at the conclusion of Semester I, Semester II, and Summer Session. 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 Session for most undergraduate students. For students who are admitted on a part-time basis, 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 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>Academic Probation</th>
<th>Academic Ineligibility</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>Cum. GPA Range</strong></td>
</tr>
<tr>
<td>12–24</td>
<td>1.500–1.699</td>
</tr>
<tr>
<td>37–58</td>
<td>1.700–1.899</td>
</tr>
<tr>
<td>59 or more</td>
<td>1.800–1.999</td>
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* 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 Office of the Registrar will enter a notation on the student’s permanent record explaining the action and the policy. This notation will appear on all transcripts.

**Academic Honors**

*University Honor Societies*

In recognition of academic excellence, the University of Indianapolis sponsors a number of honor societies. Four of these honor societies are interdisciplinary and open to all undergraduate students who qualify: Alpha Chi (national collegiate honor society), Alpha Sigma Lambda (honor society for undergraduate evening students), Phi Alpha Epsilon (freshman honor society), and Phi Theta Kappa (honor society for students enrolled in associate degree programs). Membership in these University interdisciplinary honor societies is noted on the transcript.

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

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

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

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

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

1. be currently enrolled as an undergraduate student in the Extended Programs Division or the Accelerated Programs Division at the University of Indianapolis.
2. be a declared baccalaureate degree program candidate (students working on an associate degree program are not eligible for consideration).
3. not have completed the requirements for a baccalaureate degree nor been awarded a baccalaureate degree.
4. have completed 30 graded semester hours counting summer sessions but not counting the currently-enrolled session at the University of Indianapolis.
5. be in the top 20 percent of all students currently enrolled in the AP/EP divisions (determined by cumulative GPA) at the University of Indianapolis.
6. have earned a GPA of at least 3.2 or higher for two semesters in at least 3.0 credit hours (each semester) not counting currently enrolled semester.
7. have attended the University of Indianapolis for a minimum of three semesters, including summer sessions.

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

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

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

**School and Department Honor Societies**

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

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

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

**Kappa Delta Pi** is the oldest and largest international honor society in education in the United States. Membership in the Sigma Omicron Chapter is by invitation only and is awarded to the top 20 percent of education majors. Undergraduate education majors must have completed 60 hours of study with a 3.45 GPA and received faculty recommendation. Graduate students will be nominated for membership by the education faculty once they have completed half of the program and are 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. In 2013, it was recognized with the Dr. Florence B. Stratemeyer Award for Chapter Excellence as the top chapter of the 600 active chapters internationally. It has been named an ACE (Achieving Chapter Excellence) chapter in 2005, 2007, 2009, 2011, 2013, and 2015, within the top 5% of all chapters.

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

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

**Phi Epsilon Kappa** Fraternity is a national professional fraternity for persons engaged in or pursuing careers in physical education, health, recreation, dance, human performance, exercise science, and sport management. The UIndy chapter serves as an honor society that recognizes academic excellence, leadership ability, and scholarly activities in Kinesiology. It comprises leaders in public health education and promotion, exercise science, health and physical education, and sport management. Baccalaureate kinesiology students are eligible when they have completed 60 total credit hours, with 15 credit hours in a kinesiology major, 3.50 overall grade-point average and meet the expectation of academic integrity. Fifty percent of coursework must be completed at UIndy. Eligible students are invited each year by the chapter to join the fraternity. An induction ceremony honoring new students is held each year. Members may participate in local and national activities.

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

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

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

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

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

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

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

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

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

*Hours for courses that a student takes for pass/fail, math proficiency, satisfactory/unsatisfactory, or credit only (no traditional letter grade assigned) will not be used in determining these honors.
Graduation Honors
Academic honors are awarded at Commencement to baccalaureate degree candidates who have maintained unusually high scholarship averages.

The awards are made on the basis of the cumulative grade point averages of students who have earned at least 60 quality 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 Ron and Laura Strain 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, 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 Professional Studies, Master of Public Health, Master of Science, Master of Science in Athletic Training, Master of Science in Management, Master of Science in Nursing, Master of Social Work, Doctor of Health Science, Doctor of Nursing Practice, Doctor of Occupational Therapy, 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 for more information.)*
Bachelor of Arts candidates are required to demonstrate proficiency in a modern foreign language through the 201 level.

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 120 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.
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, curriculum or requirement guides should be consulted for additional information.)

Associate Degrees

Degree Requirements. The University of Indianapolis awards two types of associate degrees: the Associate in Arts and the Associate in Science. To be eligible for any of these degrees, the student must:
1. complete a minimum of 60 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 an annual commencement ceremony on the Saturday following Semester II for all students completing degree requirements within the academic year (Semester I through Summer Session).

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 academic advisor, graduate program director, the Office of the Registrar, or online at registrar.uindy.edu 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 academic 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 academic advisor when reaching 80+ earned credit hours.

Although the faculty and academic 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.

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Office of Ecumenical and Interfaith Programs

The University Chaplain 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.

The campus ministries staff is comprised of the University Chaplain, Associate Chaplain and the Assistant Director of the Lantz Center, who are responsible for the religious life programming as well as pastoral presence on campus. The University Chaplain also directs the Lantz Center’s Christian formation programs for university students. The Assistant Director of the Lantz Center extends the reach of the formation programs to high school students through the Student Leadership Academy initiative.

Ecumenical and interfaith programs are developed in conversation with faculty and students alike. The University Chaplain cares for the university community with the assistance of representatives from ministries that are campus-based as well as those that represent off-campus agencies and religious communities. 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 University Chaplain 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 Vice President for Mission 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.” Ten learning goals have been defined: critical thinking, fine arts appreciation, history, engagement in local/global communities, experiencing cultural differences, literature, natural sciences, philosophy and ethics, religion and 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 UIndy students in their first semester of enrollment to develop skills and relationships that will serve them
well as they pursue their degree and career goals. The course consists of a series of personal, academic, and campus success sessions designed to help new students make a 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 whose academic areas do not offer an orientation course or for those who are undecided about their majors). New Student Experience is required for all full-time baccalaureate degree-seeking students and full-time transfer students with less than 18 credit hours.

Students who fail to complete the New Student Experience requirement will be required to complete an additional elective course from a distribution or competency area of the General Education core. Depending on a student’s major and the credit hours required to complete all requirements, this may increase a student’s minimum required hours for graduation.

**First-Year Seminars**
First-Year Seminars (FYS) 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.

First-Year Seminar is required for all full-time baccalaureate degree-seeking students and full-time transfer students with fewer than 18 credit hours. **Students who do not successfully complete an FYS course must complete an additional Writing and Speaking Across the Curriculum course prior to graduation. Depending on a student’s major and the credit hours required to complete all requirements, this may increase a student’s minimum required hours for graduation.**

**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: Experiencing Cultural Differences
FYS-182 ................. First-Year Seminar: Local/Global Theoretical & Experiencing Cultural Differences

Transfer students with 18 or more credit hours are exempt from the New Student Experience and First-Year Seminar requirements of the core. To be eligible to register for a First-Year Seminar course, a student must be ready to take ENGL 101.

Distribution Areas

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

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

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

FYS-110 ................. First-Year Seminar: Literature
EDUC-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
- ANTH-130 Monkeys, Apes, and Humans: Biology & Behavior
- ANTH-137 Biological Anthropology
- BIOL-100 Elements of Biology
- BIOL-104 Principles of Human Physiology
- BIOL-112 Biology for Elementary Education
- BIOL-130 Monkeys, Apes, and Humans: Biology & Behavior
- BIOL-155 Intro to the Diversity of Life
- BIOL-165 Introduction to Cell Biology
- BIOL-245 Ornithology
- CHEM-100 Elements of Chemistry and Physics
- CHEM-103 Introduction to Chemistry
- ENSC-101 Environmental Science
- ESCI-100 Elements of Earth-Space Sciences
- ESCI-101 Geohazards and Natural Disasters
- ESCI-150 Physical Geology
- ESCI-202 Physical Geography
- ESCI-206 Time, Trilobites, and Tyrannosaurus Rex
- ESCI-207 Astronomy
- ESCI-211 Meteorology: Weather & Climate
- PHYS-100 Elements of Chemistry and Physics
- PHYS-153 General Physics I, Calculus-Based
- PHYS-207 Astronomy
- SCI-210 The Science of Food

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

- distinguish empirically researchable questions from questions that cannot be studied empirically
- analyze and explain ideas, using sound reasoning and empirical evidence rather than relying on unsupported opinion
- apply current social science knowledge to describe a contemporary issue
explain how individuals, groups, institutions, and other contextual factors interact with one another

demonstrate sensitivity to diverse audiences

discuss strategies to address psychological or social problems, showing awareness of the established knowledge and ethics of the discipline

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

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

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-110 .................... World Religions
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
REL-310 .................... Christian Ethics
REL-320 .................... Interpretation of the Bible
REL-330 .................... Jesus
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
- HON-201 .............. Artistic Works, Value, and Criticism
- HON-203 .............. Honors Seminar in Ethics
- PHIL-101 .............. Introduction to Philosophy
- PHIL-110 .............. Critical Thinking
- PHIL-130 .............. Honors Philosophy
- PHIL-201 .............. Ethics
- PHIL-215 .............. Aesthetics
- PHIL-220 .............. Medical Ethics
- PHIL-230 .............. Issues in Applied Philosophy
- PHIL-240 .............. Social & Political Philosophy
- PHIL-250 .............. Law, Philosophy & Punishment
- PHIL-260 .............. Asian Philosophy
- PHIL-270 .............. Ethics & Philosophy of Science
- PHIL-299 .............. Issues in Philosophy
- PHIL-340 .............. Philosophy of Religion

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

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

Students seeking a baccalaureate degree will satisfy the fine arts distribution area of the core by successfully completing one theory and one applied course from the following lists:
Lecture/theory courses:
FYS-170.............. First-Year Seminar: Fine Arts/Theory
FYS-172.............. First-Year Seminar: Fine Arts/Theory & Applied
ART-103.............. Introduction to Art Appreciation
ART-110.............. Art Appreciation
ART-281.............. History of Western Art I
ART-282.............. History of Western Art II
ART-384.............. Art Since 1900
ART-387.............. History of Photography
ART-389.............. Women in Art
ENGL-270............. Introduction to Creative Writing
HON-310.............. Art in Focus
MUS-100.............. Music Fundamentals
MUS-110.............. Introduction to Music
MUS-112.............. Introduction to Jazz
MUS-121.............. Elementary Theory
MUS-210.............. Music in World Culture
THE-110.............. Introduction to Theatre
THE-241.............. Play Analysis
THE-340.............. Theatre History I
THE-341.............. Theatre History II

Applied courses:
FYS-171.............. First-Year Seminar: Fine Arts Applied
FYS-172.............. First-Year Seminar: Fine Arts/Theory & Applied
ANTH-405............ Technical Photography
ART-100.............. Art Experience
ART-102.............. Introduction to Studio Art
ART-120.............. Fundamentals of 2-D Design
ART-130.............. Beginning Drawing
ART-140.............. Fundamentals of 3-D Design
ART-150.............. Beginning Oil Painting
ART-161.............. Point & Shoot Photography
ART-171.............. Digital Photography I
ART-174.............. Ceramics I
ART-193.............. Animation/Illustration
DSGN-101............. Intro to Computer for Artists
ENGL-270............. Introduction to Creative Writing
HON-310.............. Art in Focus
MUS-113.............. Voice Class (for non-music majors)
MUS-114.............. Guitar Class I
MUS-116.............. Piano Class I
MUS-126.............. Ukulele Class I
MUS-140-145........ Private Applied Lessons
MUS-160.............. Concert Choir
MUS-161.............. Symphonic Wind Ensemble
MUS-162.............. Pep Band
MUS-163.............. UIndy Jazz Ensemble
MUS-165.............. Crimson Express
MUS-166.............. Women’s Chorus
MUS-170.............. Small Ensembles (Vocal & Instrumental)
MUS-172 ......................... Baroque Ensemble
MUS-173 ......................... Guitar Ensemble
MUS-174 ......................... African Drum Ensemble
MUS-175 ......................... Percussion Ensemble
MUS-176 ......................... Beginning Handbell Ensemble
MUS-180 ......................... Chamber Orchestra
MUS-274 ......................... Piano Ensemble
MUS-275 ......................... Schola
MUS-276 ......................... Advanced Handbell Ensemble
MUS-301 ......................... Opera Scenes
MUS-340-345 ................. Private Applied Lessons
MUS-351 ......................... Music Methods for Elementary Classroom Teachers
THE-120 ......................... Stagecraft
THE-121 ......................... Introduction to Theatre Design
THE-124 ......................... Theatrical Makeup
THE-130 ......................... Introduction to Acting
THE-131 ......................... Acting I
THE-150 ......................... Theatre Production

**Engagement in Local/Global Communities**

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

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

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

- FYS-180 ......................... First-Year Seminar: Local/Global—Theoretical
- ANTH-211 ....................... Anthropology of Health
- ANTH-335 ....................... Global Health
- CRIM-120 ....................... Trends in Corrections
- EDUC-290 ....................... Teaching in a Diverse Society
- ENGL-420 ....................... Scottish Literature
- GERO-301 ....................... Interdisciplinary Perspectives in Aging
- HON-350 ....................... Honors: Global Health
- IBUS-201 ....................... Introduction to International Business
- IREL-100 ....................... World Geography
- IREL-101 ....................... Introduction to International Relations
- KINS-260 ....................... Intro to Health in Diverse Communities
- MUS-210 ....................... Music in World Culture
- REL-270 ....................... Judaism
- REL-275 ....................... Islam
- SOC-200 ....................... The Family: A Global Perspective
Experiencing Cultural Differences

Upon completion of the Experiencing Cultural Differences distribution requirement, successful students will be able to:

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

*Students seeking a baccalaureate degree will satisfy the experiencing cultural differences distribution area of the core by successfully completing one of the following courses:*

- FYS-181 .................... First-Year Seminar: Exp Cultural Differences
- FYS-182 .................... First-Year Seminar: Local/Global Theory & Experiencing Cultural Differences
- ART-104 .................... Community Immersion in the Arts
- ATRG-405 ................. Field Experience
- CRIM-121 ................. Corrections Service Learning Lab
- EDUC-290 ................. Teaching in a Diverse Society
- ENGL-420 ................. Scottish Literature
- EXD-101 .................... Introduction to Experience Design
- EXD-300 .................... Experience Design Outreach
- KINS-355 .................. Management and Design of Sports Facilities
- KINS-465 .................. Planning, Implementation, & Eval in Public Health
- NURB-325 ................ Community Health I
- NURB-440 ................ Promoting Healthy Communities
- NURN-421 ................ Promoting Healthy Communities
- REL-270 .................... Judaism
- REL-275 .................... Islam
- SCI-230 .................... Gender and Ethnicity in Mathematics & Science
- SOC-104 .................... Social Problems Service Learning Lab

Competency Areas

Communication

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

**Wellness**

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

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

*Students seeking a baccalaureate degree will satisfy the communication competency are of the core by successfully completing one of the following courses:*
- KINS-101 ............... Wellness/Fitness for a Lifetime
- KINS-104 ............... Honors: Wellness/Fitness for a Lifetime

**Modern Language**

Upon completion of Modern Language studies, successful students will be able to:
- read, write, listen, and speak in the targeted language as determined by the standards within the Department of Modern Languages
- demonstrate an appreciation of and respect for diverse cultures and peoples, particularly those where the target language is spoken
- engage in and reflect upon the local, national, and international current events, geography, history, art, literature, and music as they pertain to the target language
explain the importance and role of language in an increasingly global society

reflect critically on the relationship between language and cultural identity

Modern foreign language competency (101 level or above) for general education in the schools of Education, Business, Nursing and Adult Learning and the Bachelor of Science in the College of Applied Behavioral Sciences 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 Shaheen College of Arts and Sciences for a Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science, and for the College of Applied Behavioral Sciences for a Bachelor of Social Work degree is proficiency through 102. Proficiency through 201 is required for a Bachelor of Arts degree for all programs. Competency for either of these two levels can be demonstrated through the placement exam or through the appropriate course. (See the Global Languages and Cross-Cultural Studies section of the catalog for further information about language requirements.)

Mathematics

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

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

Students seeking a baccalaureate degree may satisfy the mathematics competency requirement of the general education core by successfully completing one of the following courses:

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

Incoming students are expected to demonstrate competency in mathematics. Students who do not demonstrate proficiency in this 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. receiving a passing grade in a college-level math course of three hours or more taken within the last three years.
2. receiving a grade of C- or higher in MATH-105 Intermediate Algebra.
3. passing the department placement test at the MATH-105 level or higher.
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 place 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 550 or above on the SAT Evidenced-Based Reading and Writing (ERW) section or a score of 22 or above on the ACT English section.
   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 directed self-placement.
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 are required to take the Lecture/Performance Series for 1.0 credit hour as part of the general education experience. Transfer students with 60 or more transfer hours are exempt from the Lecture/Performance requirement.

Students meet the requirement for the program through verified attendance at a series of Lecture/Performance events. In total, a student must attend at least twenty (20) events before graduation. The 1-credit hour requirement is divided into two .5 credit hour increments, which means that a student would need to attend ten events per .5 credit. Note: A student may only count a maximum of four out of every ten (or eight out of twenty) required L/P events in which he or she is performing or participating (i.e., concert, theatre production).

The student may attend these events at his or her own pace; however, the Lecture/Performance Series requirement must be completed and verified in the semester before a student plans to graduate. If a deficiency exists after that time, for .5 credit hour outstanding, the student will be required to complete a 3 credit hour liberal arts course in addition to the regular graduation requirement of 120 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 120 to 123.

Writing & Speaking Across the Curriculum
Writing and Speaking Across the Curriculum courses allow students to gain proficiency as writers and speakers by providing frequent opportunities to write and communicate orally in courses across the curriculum. WS courses ask faculty across the curriculum to share responsibility for helping students learn the conventions and rhetorical practices of their disciplines. Students benefit from having opportunities to revise based on meaningful feedback from their teachers, that is, feedback that teaches and provides direction rather than focusing solely on error.

All bachelor’s degree-seeking students are required to complete this requirement within their sophomore or junior year.

Students seeking a baccalaureate degree may satisfy the Writing & Speaking Across the Curriculum requirement by successfully completing one of the following:
- ANTH-345 Human Evolution
- ANTH-411 Human Biology and Culture
- ANTH-408 Archeology of Gender
- ANTH-420 The Encultured Body
- ART-281 History of Western Art I
- ART-282 History of Western Art II
- ART-384 Art since 1900
- ART-387 History of Photography
- ART-389 Women in Art
- ATRG-300 Therapeutic Modalities
- BADM-332 Research/Writing/Project Management
- BIOL-265 Ecology
- BIOL-270 Immunology
- BIOL-345 Human Evolution
- BIOL-411 Human Biology and Culture
- CHEM-230 Environmental Chemistry
- COMM-330 Group Communication
- COMM-331 Interpersonal Communication
- COMM-332 Argumentation and Debate
- COMM-340 Persuasion
- COMM-432 Public Address and Criticism
- CRIM-200 Criminology
- EDUC-218 Young Adult Literature: Yesterday to Today
- EDUC-300 Social, Political & Philosophical Contexts of Education
- ENGL-210 Introduction to Literary Criticism and Theory
- ENGL-218 Young Adult Literature: Yesterday to Today
### Capstone

The capstone requirement of the general education core requires students to use higher-level critical thinking skills within their discipline to create a substantial final project or performance through faculty and peer feedback and reflection.

All bachelor’s degree-seeking students are required to complete this requirement within their senior year.

*Students seeking a baccalaureate degree may satisfy the Capstone requirement by successfully completing one of the following:*

- ANTH-470 ................. Issues in Anthropological Theory
- ART-470 .................. Senior Portfolio
- ART-471 .................. Senior Thesis
- ART-473 .................. Capstone: Community Immersion in the Arts
- ATRG-416 .................... Athletic Training Capstone II
- BADM-439 .................... Business Policy and Strategy
- BIOL-495 .................. Capstone: Integrative Biology
- BIOL-496 .................. Capstone
- CHEM-301 .................. Chemistry Seminar (intended only for students entering an early-admission professional program in their senior year)
- CHEM-375 .................. Physical Chemistry Lab
- CHEM-402 .................. Internship in Medical Laboratory Science
- COMM-441 .................. Senior Project
- CRIM-440 .................. Criminal Justice Capstone
- CSCI-491 .................. Computer Science Capstone
- DSGN-431 .................. Senior Design Studio I
- EDUC-471 ................. Supervised Teaching: Primary/Elementary School
- EDUC-472 ................. Supervised Teaching: Intermediate/Elementary School
- EDUC-495 ................. Supervised Teaching: High School
- EDUC-496 ................. Supervised Teaching: Middle School/Jr High
- ENGL-495 ................. Capstone
- ESCI-495 .................. Capstone: Integrated Earth Science
ESCI-496 ............... Capstone: Research Experience
EXD-490 ............... Experience Design Senior Capstone
HIST-475 ............... Seminar in Historiography
HON-490 ............... Honors Project
IREL-475 ............... Capstone Research Project
KINS-395 ............... Professional Practice Programming in Exercise Science
KINS-455 ............... Personal Health Project
KINS-461 ............... Field Experience in Sport Management
KINS-465 ............... Health Education Program Planning & Evaluation
KINS-495 ............... Capstone
LANG-485 ............... Capstone Seminar
MATH-460 ............... Capstone
MATH-470 ............... Capstone in Actuarial Science
MUS-428 ............... Music Technology Capstone Project
MUS-429 ............... Internship
MUS-450 ............... Senior Capstone in Music
MUS-470 ............... Senior Recital (Half or full, all disciplines)
NURB-460 ............... Capstone Professional Nursing Practicum
NURB-465 ............... Capstone Nursing Practicum
NURN-480 ............... Capstone Professional Nursing Practicum
PHIL-481 ............... Portfolio Completion
PHYS-490 ............... Senior Research
PSCI-475 ............... Capstone Research Project
PSY-475 ............... Applied Psychology Capstone
PSY-476 ............... Capstone in Psychological Science
REL-495 ............... Religion Capstone
RESP-485 ............... Respiratory Care Practicum IV
SOC-440 ............... Senior Seminar in Sociology
SOWK-460 ............... Senior Capstone & Seminar in Social Work
SUST-450 ............... Rivers and Watersheds Capstone
THE-450 ............... Senior Capstone Experience

**Double counting in the core:**

Courses which fulfill multiple Distribution Areas of the core may not count toward both areas. Exceptions to this policy include courses which fulfill both areas of:

1. Fine Arts Theory & Applied (FYS 172 and ENGL 270)
2. Engagement in Local/Global Communities & Experiencing Cultural Differences (FYS 182, EDUC 290, REL 270 and REL 275).

Courses approved to fulfill both a Distribution Area and a Competency or Additional Requirement area may count toward both requirements.

Courses approved to fulfill both the Communication requirement and the Writing/Speaking Across the Curriculum requirement may not be used to fulfill both areas; students must choose different courses to fulfill each requirement. (i.e., ENGL 220 has been approved to fulfill both areas but may be used to fulfill only ONE area requirement).

Students may use no more than three (3) major courses to fulfill General Education core requirements. Courses which are part of a student’s major requirements that do not have the major subject prefix are not included in the three course limit (i.e., education majors may fulfill General Education core requirements by taking up to three EDUC courses; however, other requirements of the major that
have different subject prefixes [COMM, MATH, BIOL] do not count toward the three course limit).

**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 students. 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 baccalaureate 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 30 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 academic advisor for 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
with a concentration in:
  Anthropology of Health
Applied Psychology
Archeology
Art
with major areas in:
  Studio Art
  Visual Communication Design
with programs in:
  Pre-Art Therapy
  Pre-Art Therapy with Studio Art
  Pre-Medical Illustration
Athletic Training (No longer enrolling new students. Program will end with the last class admitted in Semester I, 2015-16)

Biology
with concentrations in:
  Cell and Molecular
  Science and Technical Writing

Business Administration and Management

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  
Computer Science  
Criminal Justice  
with concentrations in:  
Corrections  
Cybersecurity  
Law Enforcement  
Loss Prevention  
Digital Media Studies  
Earth-Space Science  
Engineering/Biomedical, Computer, Electrical, Mechanical*  
English  
Creative Writing  
Literary Studies  
Professional Writing  
Entrepreneurship  
Environmental Science  
Environmental Sustainability  
Exercise Science  
Experience Design  
Finance  
Franco-Germanic Studies  
History  
with concentrations in:  
European History  
Non-Western History  
United States History  
Human Biology  
Industrial & Systems Engineering  
Information Systems and Applied Business Analytics  
International Relations  
Latin American Studies  
Marketing  
Mathematics  
Mechanical Engineering  
Medical Laboratory Science** (See Chemistry Department)  
Music  
with concentrations in:  
Business of Music  
Jazz Studies  
Music Technology and Recording  
Church Music  
Theory/Composition  
Music Performance  
Nursing  
Operations and Supply Chain Management  
Philosophy  
with concentration in:  
Ethics
Physics

with concentration in:
  Laboratory Instrumentation
  Physics
  Scientific Computing

Political Science
Psychology

with concentrations in:
  Occupational Science
  Clinical & Counseling Studies

Public Health Education & Promotion
Religion

with concentrations in:
  Ancient Greek
  Christian Formation
  Pre-Theology

Respiratory Therapy
Social Work
Sociology

with concentrations in:
  Community Organizing
  Social Research

Software Engineering
Spanish
Sport Management
Sports Marketing
Theatre

with a concentration in:
  Musical Theatre

Baccalaureate Degree Teaching Majors

Elementary Education
Senior High/Junior High/Middle School Teaching

with majors in:
  English
  Earth-Space Science
  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*

Community Leadership & Engagement
Digital Media Management
Emergency & Disaster Management
Health Care Consumer Advocacy
Liberal Studies
Organizational Leadership

**Associate Degree Majors**
- Business Administration
- Chemistry
- Information Systems & Applied Business Analytics
- Liberal Arts
- Physical Therapist Assistant

**Accelerated Associate Degree Major***
- Emergency & Disaster Management

**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
- Gender Studies
- Geology
- Health and Wellness Management *(intended for exercise science majors)*
- Legal Studies
- Loss Prevention
- Reading (Teaching) add-on license
- Special Education/Mild Intervention (Teaching) add-on license
- Visual Journalism

**Certificate Programs**
- Aging Studies
- Industrial and Corporate Security Management***
- Nonprofit Management***
- Teaching English as a Second or Other Language (TESOL)

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

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

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

**Preprofessional Program** ................................................................. **Suggested Undergraduate Majors**
Pre-Art Therapy ..................................................................................... Art
Pre-Athletic Training ............................................................................ Biology, Exercise Science, Psychology,
Public Health Education & Promotion
Pre-Medical Illustration ......................................................................... Art
Pre-Dental .................................................................................................. Biology, Chemistry other*
Pre-Law .................................................................................................... Business, English, History, Philosophy, Political Science,
Criminal Justice, Sociology, other*; courses in oral and written
communication and logic or critical thinking highly recommended
Pre-Medical ............................................................................................. Biology, Chemistry, Exercise Science, other*
Pre-Occupational Therapy ................................................................. Pre-Art Therapy, Biology, Chemistry,
Exercise Science, Psychology, Sociology, other*
Pre-Optometry ..................................................................................... Biology, Chemistry, other*
Pre-Pharmacy ....................................................................................... Chemistry, other*
Pre-Physical Therapy ......................................................................... Biology, Chemistry, Exercise Science,
Psychology, Sociology, other*
Pre-Theology ....................................................................................... Philosophy, Religion, other*
Pre-Veterinary ....................................................................................... Biology, Chemistry, other*

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

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

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

1. successful completion of all general education core requirements;
2. completion of a minimum of 90 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. For detailed information on a specific program, contact the appropriate unit.

**Master’s Degree Programs**

**College of Applied Behavioral Sciences**
- Psychology (MA)
- Mental Health Counseling (MA)
- Master of Social Work (MSW)

**College of Health Sciences**
- Athletic Training (MSAT)
- Gerontology (MS)
- Healthcare Management (MS)
- Master of Public Health (MPH)
- Sport Management (MS)

School of Occupational Therapy

- Entry-Level Master of Occupational Therapy (MOT)

Certificate Program available in:
- Aging Studies
- Health Professions Education

**School for Adult Learning**

- Strategic Leadership & Design (MS)

Certificate Program available in:
- Health Care Consumer Advocacy

**School of Business**

- Master of Business Administration (MBA)
- Master of Business Administration in Educational Leadership (MBA)
- Full-time One-Year Master of Business Administration (MBA)
- Evening Master of Business Administration (MBA)
- Saturday Master of Business Administration (MBA)
- Corporate Master of Business Administration (MBA)
- Human Resource Development & Administration (MPS)
- Real Estate Development (MPS)
- Master of Science in Management (MSM)

Certificate Programs available in:
- Applied Analytics
- Finance
- Global Supply Chain Management
- Marketing Management
- Organizational Leadership
School of Education
   Master of Arts in Teaching (MAT)
   Master of Arts in Curriculum & Instruction (MA)
   Master of Business Administration in Educational Leadership (MBA)
   Educational Leadership - iLEAD (MA)
   Teach (STEM)³ (MAT)
   Teacher License Renewal (MAT)
   Certificate Programs available in:
      Mild Intervention Certificate License
      Technology

School of Nursing
   Primary Care Adult/Gerontological Nurse Practitioner (MSN)
   Primary Care Family Nurse Practitioner (MSN)
   Neonatal Nurse Practitioner (MSN)
   Nursing Educator (MSN) - online
   Nursing and Health Systems Leadership (MSN) - online
   Certificate Programs available in:
      Nurse Educator
      Nurse Leader
      Post-master’s options are available in selected master’s tracks.

Shaheen College of Arts and Sciences
   Anatomical Sciences (MS)
   Anthropology (MS)
   Applied Sociology (MA)
   English (MA)
   History (MA)
   Human Biology (MS)
   International Relations (MA)
   Life Sciences (MS)
   Social Practice Art (MA)
   Studio Art (MA)
   Certificate Programs available in:
      Biomedical Sciences
      English Dual-Credit Teaching
      Life Sciences Dual-Credit Teaching
      U.S. History Dual-Credit Teaching

Doctoral Degree Programs

College of Applied Behavioral Sciences
   Clinical Psychology (PsyD)

College of Health Sciences
   Postprofessional Doctor of Health Science (DHS)
   School of Occupational Therapy
      Doctor of Occupational Therapy (OTD)
   Krannert School of Physical Therapy
      Professional Doctor of Physical Therapy (DPT)

School of Nursing
   Doctor of Nursing Practice (DNP)
Degree Programs Offered Overseas
The University of Indianapolis offers baccalaureate degree programs in English, finance and international business at the Ningbo Institute of Technology (China) and associate degree programs in business administration and English at Zhejiang Yuexiu University of Foreign Languages (China).
Academic Programs
Ron and Laura Strain Honors College

Associate Professor James B. Williams, Executive Director; Professor Jennifer Camden, Associate Director

The Ron and Laura Strain 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. complete 12-15 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.
2. 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).
3. complete a three- to six-credit-hour Honors Project (HON-490) as a capstone experience.
4. earn an overall GPA of 3.3 or higher.
5. successfully complete 18.5 total hours of Honors College credit.

It is recommended that students taken one honors-designated courses each semester of the first two years. Most honors courses fulfill the general education core requirements.

Contact the executive director of the Ron and Laura Strain 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 First-Year Honors Courses:*
FYS-140 .......... Honors: Poverty and Wealth in Politics
FYS-140 ............ Honors: Poverty and Wealth in Anthropology
ART-110 .......... Honors: Art Appreciation
BIOL-155 .......... Honors: Intro to the Diversity of Life
KINS-104 .......... Honors: Wellness and Fitness for a Lifetime
PHIL-130 .......... Honors: Philosophy
REL-130 .......... Honors: Readings in Christianity

*Recommended Electives:*
CHEM-161 .......... Honors: General Chemistry II Lab
CHEM-261 .......... Honors: Organic Chemistry II Lab
ESCI-206 .................. Time, Trilobites, and Tyrannosaurus Rex
HON-203 ................. Seminar in Ethics
HON-480 ................. Special Topics
INTD-230 ............... Honors: Communiversity
LANG-324 .............. Honors: Literature in Translation
PSY-245 ............... Honors: Lifespan Development
PSY-345 ............... Abnormal Psychology
SOCS-200 ............. Human Complexity

Required Honors Courses
HON-400/410 .......... Honors Proseminar (.5 hr. each)
HON-490 ................ Honors Project (3–6 hrs.)

*These courses may not be offered on a regular basis.

Additional Honors Credit
Other ways to accrue Honors College credit include the following:
- participate in Honors Service Learning
- travel abroad (approval required for credit)
- participate in National Collegiate Honors Council Honors Semester
- successfully complete an approved graduate course (approval required for credit)
- earn a grade of B (3.0) or above in designated interinstitutional events (lectures, conferences, field trips, or research opportunities available through other campuses or organizations)

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, such as an alternative Spring Break experience which takes place in a part of the southeastern United States.
- An opportunity for students who want to work in a closely supervised context of practical experience in a particular field of Christian service is offered in an internship (CVOC-406).

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

Additional information about the courses listed above can be found in the section of the catalog entitled Course Descriptions.
Academic Units
College, Schools, Departments

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College of Applied Behavioral Sciences
Professor Anita Jones Thomas, Dean.

The College of Applied Behavioral Sciences houses the School of Psychological Sciences, the Department of Counseling, and the Phylis Lan Lin Department of Social Work. Undergraduate degrees are offered in applied psychology, psychology and social work.

Graduate programs are offered in psychology, clinical psychology, mental health counseling (art therapy track) and social work. Bachelor, masters and doctorate degrees can be earned in the College of Applied Behavioral Sciences.
Phylis Lan Lin Department of Social Work

Instructor Michelle Meer, BSW Program Director; Associate Professor Jeff Bryant, Associate Professor Tracy Marschall, Assistant Professor Lynn Shaw.

The Phylis Lan Lin Department of Social Work is accredited by the Council on Social Work Education. The program prepares students for entry into the profession as generalist practitioners through a comprehensive curriculum that provides a broad base of theory, skills, and practice competencies for a career in social work. Course content includes such areas as social work values and ethics, diversity, populations at risk, communities, social and economic justice. Formal application and admission to the social work major is required. Interested students should inquire at the department office or online for information on prerequisites, requirements, and program standards.

The Department of Sociology offers a minor in Child & Youth Programs that is open to students with any major. This minor provides courses with field-based experiences to prepare students to work in programs that educate and mentor children and youth outside conventional school settings.

**Social Work Major**

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<td>or PSCI-205</td>
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<td>PSY-120</td>
<td>Introduction to Psychology</td>
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<td>or SOC-103</td>
<td>Social Problems</td>
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<td>SOC-220</td>
<td>Racial and Ethnic Relations</td>
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<td>or EDUC-290</td>
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<td>SOWK-460</td>
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*Open only to students in the social work major. Provisional-status students must have advisor’s approval.*
School of Psychological Sciences
Associate Professor Neil Perdue, Assistant Dean.

Associate Professor Tyronn J. Bell, Assistant Professor Kathryn Boucher, Professor David Downing, Assistant Professor Lisa S. Elwood, Associate Professor William Essman, Assistant Professor Erin Fekete, Assistant Professor Samantha Gray, Assistant Professor Jacqueline Hess, Assistant Professor Aaron Kivisto, Assistant Professor Katie Little Kivisto, Professor E. John McIlvried, Assistant Professor Michael Poulakis, Professor Nicole Taylor, Assistant Professor Jordan Sparks Waldron, Professor Debbie Warman.

The School of Psychological Sciences offers two undergraduate degrees (B.A. and B.S.) and two majors: the Psychology Major (PSYC) and the Applied Psychology Major (PSYA). 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 PSYC major is designed for students who plan on attending graduate school, in particular in an area related to psychology, immediately upon completing their degree; whereas, the PSYA is designed for students who are planning on entering the workforce upon degree completion or who would like to combine the PSYA degree with another area of study at UIndy. Psychology majors frequently combine their studies with various other majors, minors, and concentrations. Among the most popular ways to enhance their studies are the options to complete concentrations in pre-occupational therapy, pre-physical therapy, or the Clinical & Counseling Studies (CCST) concentration. The CCST is strongly encouraged for students considering graduate school or professional experiences related to mental health.

The following is a suggested sequence of courses; transfer students or those changing majors may find it necessary to deviate from this suggested sequence. Pre-Physical Therapy and Pre-Occupational Therapy students should refer to pre-professional program curriculum guides for additional requirements or substitutions (Pre-Physical Therapy and Pre-Occupational Therapy students are encouraged to select the PSYC degree, and not the PSYA). Please note that PSY 124, 125, and 165 are recommended prerequisites for the Psychology Core Requirements.

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 ................. Cognitive Psychology
- PSY-245 ................. Lifespan Development
Psychology Reading Courses
  Choose two courses from the following (6 hours):
- PSY-315 ................. Readings in Individual and Group Difference
PSY-335 .................. Reading in Cognition and Emotion
PSY-370 .................. Readings in Advanced Topics
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 (2-3 hours):
Choose any psychology course not already counting toward the major, excluding

Applied 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

Psychology Core Requirements (12 hours):
PSY-215 .................. Social Psychology
PSY-230 .................. Brain and Behavior
PSY-235 .................. Cognitive Psychology
PSY-245 .................. Lifespan Development

Capstone (3 hours):
PSY-475 .................. Applied Psychology Capstone

Electives (2-3 hours):
Choose one from the following:
ENGL-220 ............... Advanced Composition: Expository Writing
Any psychology course not already counting toward the applied psychology major
Any course that is an option for one of the applied psychology tracks not already counting toward the applied psychology major.

Applied Psychology Tracks

Choose from one of the applied areas below (12 hours):

Human Services Track
Choose four of the following courses:
PSY-120 ............... Introduction to Psychology
PSY-345 ............... Abnormal Psychology
COMM-331 ........... Interpersonal Communication
COMM-330 ........... Group Communication
SOC-240 ............... Conflict Resolution
SOWK-230 ........... Foundations of Social Work Practice
or PSY-425 ........ Foundational Skills of the Helping Professions
PSY-495 ............... Psychology of Interpersonal Relationships

Behavioral & Health Sciences Track
PSY-210 ............... Health Psychology
Choose three of the following:
KINS-260 ............... Intro to Health in Diverse Communities
KINS-336 ............... Theory of Health Behavior (Prerequisites: KINS-260;
                                PSY-120 or EDUC-203)
ANTH-335 ........... Global Health
ANTH-211 ........... Anthropology of Health
GERO-305 ........... Physical Dimensions of Aging
Management & Consumer Behavior Track

Take the four following courses:
- BADM-110..............Introduction to Business
- MGT-234..............Organizational Behavior
- MKTG-290...........Marketing
- MKTG-295..........Consumer Behavior

Clinical & Counseling Studies Concentration

Psychology majors interested in pursuing graduate school in areas related to clinical or counseling psychology are encouraged to complete the Clinical & Counseling Studies concentration.

Requirements (12 hours):
- PSY-250...............Personality & Sociocultural Factors
  or PSY-120...........Introduction to Psychology
- PSY-345...............Abnormal Psychology

Choose two courses from the following (6 hours):
- PSY-425...............Foundational Skills of the Helping Professions
- PSY-444...............Application in Psychology in Clinical & Counseling Settings
  A Readings course with permission (PSY-315, 335, 370, 385)

Psychology Minor (18 hours)

Choose one of the following (3 hours):
- PSY-120...............Introduction to Psychology
- PSY-124...............Foundations of Psychological Sciences I—Methods

Choose any 5 psychology courses (15 credit hours), with at least one course at the 300-400 level.

Additional information about the courses listed above can be found in the section entitled Course Descriptions.
College of Health Sciences
Stephanie P. Kelly, Dean.

The College of Health Sciences houses the School of Occupational Therapy, the Krannert School of Physical Therapy, and the departments of Athletic Training and Kinesiology. Undergraduate degrees are offered in the Krannert School of Physical Therapy and the Athletic Training and Kinesiology departments.

Graduate programs are offered in Athletic Training, Physical Therapy, Occupational Therapy, Public Health, Sport Management and Health Sciences. Associate, bachelor, masters and doctorate degrees can be earned in the College of Health Sciences.
Aging Studies

The Aging Studies program at the University of Indianapolis prepares students with the education and experience to work with, for, and on behalf of older adults and caregivers in the community.

The College of Health Science offers a 12-credit hour undergraduate certificate in Aging Studies. This program is designed for undergraduate students who wish to add aging studies to their body of knowledge for personal or professional reasons. A background in aging studies will give job seekers an advantage in many settings. Some professionals work directly with older adults, others may work on behalf of older adults, and still others provide goods and services to older adults. Courses are offered in a completely online format in either an 8-week or regular semester duration. Students enrolled in the UIndy School for Adult Learning also have the option to take the courses online.

Requirements for the Certificate in Aging Studies:

GERO-301.........Interdisciplinary Perspectives on Aging (3) A
GERO-305 ..........Dimensions of Aging (3) SI
GERO-310 ..........Aging in Society & Community (3) SII
GERO-320 ..........Psychology of Aging (3) SII

NOTE: All four courses are offered completely online in an 8-week duration every Summer Session. Contact the College of Health Sciences for more information.

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

Professor Christine Lauber, Director; Associate Professor Jessica Emlich Jochum, Instructor Ned Shannon.

The mission of the Athletic Training Program (ATP) at the University of Indianapolis is to develop qualified health care professionals in the field of athletic training. Through a rigorous, comprehensive didactic and clinical education program encompassing the Domains of Athletic Training, the ATP strives to stimulate critical thinking and application of athletic training knowledge and clinical skills. The ATP equips students to engage in compassionate service, and provides students with the knowledge, psychomotor skills, and foundational behaviors of professional practice necessary to succeed as an evidence-based provider of athletic training services. Students who complete the ATP at the University of Indianapolis will be eligible to become an athletic trainer, certified by the Board of Certification.

The undergraduate Athletic Training Program at the University of Indianapolis is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program is currently applying to the CAATE for a change in level of degree. The University of Indianapolis is no longer accepting students into the undergraduate athletic training program. The last undergraduate cohort is expected to graduate in May 2019.

Coursework is combined with seven semesters of required clinical experience at the University of Indianapolis and at off-campus clinical sites.

Requirements for the Athletic Training Major (68 hours)

- ATRG-100............. Introduction to Athletic Training
- ATRG-101............. Athletic Training Techniques
- ATRG-102............. Clinical Experiences I
- ATRG-110............. Recognition and Assessment I
- ATRG-115............. Emergency Procedures
- ATRG-201............. Clinical Experiences II
- ATRG-202............. Clinical Experiences III
- ATRG-210............. Recognition and Assessment II
- ATRG-214............. Recognition and Assessment III
- ATRG-215............. Muscle Testing and Function
- ATRG-300............. Therapeutic Modalities
- ATRG-301............. Clinical Experiences IV
- ATRG-302............. Clinical Experiences V
- ATRG 310............. Pharmacology
- ATRG-315............. Therapeutic Rehabilitation
- ATRG-325............. Symposium in Athletic Training
- ATRG-330............. Psychosocial Techniques and Intervention
- ATRG-401............. Clinical Experiences VI
- ATRG-405............. Field Experience
- ATRG-410............. Organization and Administration
- ATRG-415............. Capstone I
- ATRG-416............. Capstone II
- KINS-245............. Introduction to Exercise Physiology and Performance
- KINS-249............. Basic Sport and Community Nutrition
- KINS-375............. Resistance Exercise Assessment and Programming
- BIOL-103............. Principles of Human Anatomy
- BIOL-104............. Principles of Human Physiology
General Information:
1. Acceptance into the Athletic Training Program is highly competitive.
2. Upon the successful completion of all requirements, the student will:
   — earn a Bachelor of Science in Athletic Training degree.
   — be eligible to take the BOC examination.
   — be eligible for state licensure.

The most current information concerning the Athletic Training Program can be obtained from the Athletic Training Web page or by contacting the program director.

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

Professor Lisa Hicks, Chair; Assistant Professor Trent Cayot, Assistant Professor Kara Cecil, Associate Professor Michael Diacin, Associate Professor Nathan Eckert, Assistant Professor Mindy Mayol, Assistant Professor Isabell Mills, Instructor Chad Odaffer, Associate Professor Heidi Hancher-Rauch, Instructor Brian Reagan, Associate Professor Richard Robinson, Instructor Melissa Sherman, Assistant Professor Angelitta Spells, Professor Jennifer VanSickle, Associate Professor Sue Willey, and Assistant Professor Amie Wojtyna.

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) Public Health Education and Promotion major for public health, health promotion, education and service. A Master of Science in Sport Management with an emphasis on intercollegiate athletics and a Master of Public Health with a concentration in health disparities are also available to graduate students. Other offerings include American Red Cross CPR, First Aid, Lifeguarding, and Water Safety Instructor certifications. The department also offers a Healthy Diploma Concentration, open to all majors, and a Health & Wellness Management minor.

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, Minors, 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-180 .......... Teaching Dual & Individual Activities
KINS-185 .......... Teaching of Team Activities
KINS-190 .......... Intro to Kinesiology, Health, and Sport Sciences
    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-280 .......... Sport, Exercise, and Health Behavior
KINS-285 .......... Teaching Physical Education in the Elementary School
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-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-104 .......... Principles of Human Physiology

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)

Public Health Education & Promotion Major

The mission of the undergraduate Public Health Education & Promotion (PHEP) Program at the University is to prepare our students for effective, responsible, and articulate membership in their communities and the profession of public 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 various community partners to offer students the opportunity for hands-on experience, while providing needed health and wellness services within the community.

The curriculum is based on the seven areas of responsibility and related competencies of NCHEC, the National Commission for Health Education Credentialing, Inc., as well as the criteria set forth by the Council on Education for Public Health. The responsibility areas for health educators are as follows:

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 PHEP program will be qualified to sit for certification as a Health Education Specialist (CHES), a desired credential in the public health education 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.

The Public Health Education & Promotion major is divided into a core set of courses for all program majors, then divided into major concentrations, from which students will select one specialty.

Requirements for the Public Health Education & Promotion Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-103</td>
<td>Principles of Human Anatomy</td>
</tr>
<tr>
<td>BIOL-104</td>
<td>Principles of Human Physiology</td>
</tr>
<tr>
<td>KINS-190</td>
<td>Intro to Kinesiology, Health, and Sport Sciences</td>
</tr>
<tr>
<td>or KINS-315</td>
<td>Professional Seminar in Kinesiology (Jr/Sr year)</td>
</tr>
<tr>
<td>KINS-236</td>
<td>Theories of Health Behavior</td>
</tr>
<tr>
<td>KINS-260</td>
<td>Intro to Community Health in Diverse Communities</td>
</tr>
<tr>
<td>KINS-265</td>
<td>Current Topics in Public Health Content I</td>
</tr>
<tr>
<td>KINS-275</td>
<td>Current Topics in Public Health Content II</td>
</tr>
<tr>
<td>KINS-305</td>
<td>Grant Writing in Health and Kinesiology</td>
</tr>
<tr>
<td>KINS-330</td>
<td>Methods in Public Health Education</td>
</tr>
<tr>
<td>KINS-331</td>
<td>Wellness Coaching</td>
</tr>
<tr>
<td>KINS-400</td>
<td>Assessment and Research Principles of Physical Activity and Health</td>
</tr>
<tr>
<td>KINS-440</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>KINS-452</td>
<td>Health Policy and Advocacy</td>
</tr>
<tr>
<td>KINS-465</td>
<td>Public Health Education Program Planning and Evaluation</td>
</tr>
<tr>
<td>KINS-486</td>
<td>Directed Readings in Public Health</td>
</tr>
<tr>
<td>KINS-495</td>
<td>Professional Experience in Public Health Education (300 hours required)</td>
</tr>
</tbody>
</table>
Applied Public Health Concentration
MATH-245 ......... Statistics for the Sciences
or MATH-220 .... Elementary Statistics
KINS-390 .......... Health Communication and Social Marketing
KINS-445 .......... Skill Applications in Diverse Public Health Settings
KINS-450 .......... Health Disparities
Three hours of directed electives

Worksite Health Promotion Concentration
ATRG-104 .......... Athletic Health Care
KINS-245 .......... Introduction to Exercise Science
KINS-325 .......... Exercise Leadership & Programming
KINS-365 .......... Worksite Health Promotion
KINS-375 .......... Progressive Resistance Exercise and Sports Conditioning
Two hours of directed electives

Health Care Consumer Advocacy Concentration
HCCA-200 .......... Introduction to Health Care Consumer Advocacy
HCCA-205 .......... Foundations of HCCA Practice
HCCA-210 .......... Health Care Terminology
HCCA-270 .......... Financial Management in Health Care
HCCA-300 .......... Health Care & Community-Based Resources for HCCA
HCCA-310 .......... Information Technology for Health Care
HCCA-315 .......... Health Care Policies & Legislation

60-64 hour major

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.

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 is 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) Certified Exercise Physiologist (EP-C) 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

BIOL-103 .......... Principles of Human Anatomy
BIOL-104 .......... Principles of Human Physiology
CHEM-150 .......... General Chemistry I
CHEM-151 .......... General Chemistry I Lab
PHYS-150 .......... General Physics I
KINS-190 .......... Intro to Kinesiology, Health, and Sport Sciences
    or KINS-315 ...... Professional Seminar in Kinesiology
KINS-245 .......... Intro to Exercise Physiology and Performance
KINS-251 .......... Advanced Sport Nutrition
KINS-280 .......... Sport, Exercise, and Health Behavior
KINS 325 .......... Group Exercise Leadership and Programming
KINS-350/L ........ Exercise Physiology & Lab
KINS 356 ........ Exercise Science Programming and Management
KINS 376 .......... Strength and Conditioning
KINS-395 .......... Professional Experience in Exercise Science
KINS-410/L ........ Motor Control and Biomechanics & Lab
KINS-470 .......... Exercise Science Lab
KINS 485 .......... Readings and Practical Experience in Exercise Science
    or KINS 487 ..... Readings and Practical Experience in Strength and Conditioning
KINS-490 .......... Exercise Prescription

Health and Wellness Management Minor

A health and wellness management minor is intended to support exercise science major who will be working with individuals within commercial or workplace wellness settings. Students not completing the exercise science major will be required to complete a significant number of prerequisites to complete this minor.

Requirements for the Health and Wellness Management Minor

(19 hours)

KINS-260 .......... Introduction to Health in Diverse Communities
KINS-268 .......... Stress Management
KINS-331 .......... Wellness Coaching
KINS-365 .......... Worksite Health Promotion
KINS-485 .......... Readings and Practical Experience in Exercise Science
    or KINS-487 ..... Readings and Practical Experience in Strength and Conditioning
KINS-406 .......... Clinical Exercise Physiology

Choose one of the following:

KINS-236 .......... Theory of Health Behavior
GERO-305 .......... Physical Dimensions of Aging

Sport Management Major

The mission of the Sport Management major is to comprehensively train students for successful careers in the sport industry through the study of cultural, ethical, legal, and business principles that affect the sport industry and through direct engagement with industry professionals and organizations. Students are required to complete courses in both the kinesiology department and the School of Business. Before graduation, students are required to complete two internships with sport organizations.
in the area of their desired career interest. The program is accredited by the Commission on Sport Management Accreditation (COSMA).

**Requirements for the Sport Management Major**

- KINS-106 .............. NSE: Kinesiology (if required for Gen Ed)
- KINS-190 .............. Intro to Kinesiology, Health, and Sport Sciences
  - 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-210 .............. Introduction to the Business of Sports
- KINS-301 .............. Sport Finance and Economics
- 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-344 ........... Sports and Public Relations
- 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
  - or NURB-225 ... Nutrition (with approval)
  - or KINS-251 ..... Sport Nutrition
- FIN-401 .............. Financial Wellness
- KINS-455 .............. Personal Health Project (*fulfills the Capstone requirement of the Gen Ed Core.*)
Physical Activity Electives. Choose three (one per academic year after 24 hours of credit is completed) 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
- KINS-480 .............. Physical Activity Elective
- MUS-120 .............. Contemporary Dance

*one of these courses may be repeated once for additional credit

And at least 6 credit hours of the following:

- KINS-265 .............. Current Topics in Public Health I
- KINS-266 .............. Human Sexuality
- KINS-268 .............. Stress Management
- KINS-275 .............. Current Topics in Public Health II
- KINS 420 .............. Drugs and Social Involvement

One of the following may be substituted for one of the required directly above:

- PSY-245 .............. Lifespan Development
- PSY-210 .............. Health Psychology
- GERO-301 .............. Interdisciplinary Perspective on Aging
- GERO-305 .............. Physical Dimensions in Aging

*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 assessments
- Individual consultation with Healthy Diploma adviser twice a semester.
- Comprehensive exam during April of senior/final year
- Pledge to commit to positive healthy habits for a lifetime and report behavior post-graduation.
- Recipients of the Healthy Diploma will wear honor cords at commencement and will leave UIndy with a certificate of achievement, along with literature that explains the program to prospective employers.

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

Assistant Professor Frank Bates, Director; Assistant Professor Ed Jones; Assistant Professor Tammy Simmons, Assistant Director of Clinical Education.

The physical therapist assistant program is designed to prepare students for assistant roles within the profession of physical therapy. We require that our PTA students exhibit excellent interpersonal communication skills and that they develop high levels of technical competence across those areas of physical therapy practice that are typically delegated to PTAs. Our curriculum reflects this by incorporating realistic laboratory activities into most classes, by requiring that students demonstrate their skills through an extensive set of “check-off” activities, and by challenging students to grow and develop in their professionalism.

The Associate in Science in PTA requires that students complete at least 60 credit hours, 23 credits of supportive courses, and 39 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 supportive courses and PTA courses each semester during the academic year and the clinical education courses during the summer. Full-time students in the integrated curriculum can complete the PTA program in two years, including both summers. Supportive 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 support courses before enrollment in the PTA classes. Students may take the general education courses at the University of Indianapolis or from another regionally-accredited college or university. To ensure proper credit for courses taken at another institution, students should discuss courses with the key advisor for the PTA program before enrolling in courses at another institution. Students in the sequential curriculum may take the support courses on a full-time or part-time basis. Students completing only a portion of the support courses before enrollment in the PTA classes should note that some support courses are prerequisites or co-requisites for some of the PTA courses; see Technical Courses 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:

- completion of the application on the PTA program website.
- physical therapy experience: 30 hours of volunteer/work experience in at least two physical therapy settings, supervised by a physical therapist or a physical therapist assistant, with a minimum of 8 hours each in two different settings.
- academic performance:
  - for entering freshmen: high school cumulative grade point average at or above 3.0 on a 4.0 scale.
  - for students with 12 or more college credits: college-level cumulative grade point average of at least 2.7.
  - all students must demonstrate English proficiency through the 100-level.
  - all students must demonstrate math proficiency through the 105-level.
students who have completed all or part of the anatomy and physiology coursework with a grade of B or higher are given additional consideration based on credits completed and course grades.

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 Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>ENGL-101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HSCI-120</td>
<td>Medical Terminology for Rehab Professions</td>
<td>1</td>
</tr>
<tr>
<td>PHYS-103</td>
<td>Introduction to Physics</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Core Crse</td>
<td>New Student Experience Core (freshmen only)</td>
<td>0-1</td>
</tr>
<tr>
<td>Gen Ed Core Crse</td>
<td>Elective Course(s) from Gen Ed Core</td>
<td>3-4</td>
</tr>
<tr>
<td>Socio/Psych Crse</td>
<td>Social Sciences Core or Approved Psych Crse</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal—Supportive Courses ..................................................................... 23

### Degree Requirements

An Associate in Science degree is awarded on completion of at least 60 credit hours with a grade point average of at least 2.5. The PTA curriculum is sequenced as follows.

#### Technical Courses

**First Year, Semester I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA-203</td>
<td>Clinical Leadership I</td>
<td>1.5</td>
</tr>
<tr>
<td>PTA-205</td>
<td>Patient Care Orientation</td>
<td>1.5</td>
</tr>
<tr>
<td>PTA-207</td>
<td>Clinical Rehabilitation I</td>
<td>3.5</td>
</tr>
</tbody>
</table>

*Courses to take during or before this semester: BIOL-103, HSCI-120, and PHYS-103*

**First Year, Semester II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA-224</td>
<td>Rehabilitative Agents I</td>
<td>1</td>
</tr>
<tr>
<td>PTA-225</td>
<td>Clinical Rehabilitation II</td>
<td>4</td>
</tr>
<tr>
<td>PTA-233</td>
<td>Clinical Leadership II</td>
<td>1</td>
</tr>
<tr>
<td>PTA-290</td>
<td>Preparation for Clinical Education</td>
<td>0.5</td>
</tr>
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</table>

*Courses to take during or before this semester: BIOL-104, ENGL-101*

**First Year, Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA-223</td>
<td>Medical and Integumentary Rehab (weeks 1-5)</td>
<td>2</td>
</tr>
<tr>
<td>PTA-291</td>
<td>Clinical Education I (5 wks during weeks 6-15)</td>
<td>2.5</td>
</tr>
</tbody>
</table>

122
Second Year, Semester I
PTA-206.......................... Cardiopulmonary Rehabilitation.......................... 1.5
PTA-243.......................... Clinical Leadership III............................................. 1
PTA-244.......................... Rehabilitative Agents II........................................... 1.5
PTA-246.......................... Clinical Rehabilitation III........................................ 2.5

Second Year, Semester II
PTA-263.......................... Neuromuscular Rehabilitation ................................. 3.5
PTA-264.......................... Musculoskeletal Rehabilitation................................. 3

*Courses to take during or before this semester: All remaining support courses.

Second Year, Summer Session
PTA-275.......................... Preparation for Entry-Level Practice (weeks 1-15)......... 2
PTA-292.......................... Clinical Education II (weeks 2-7)..................................... 3
PTA-293.......................... Clinical Education III (weeks 8-14)................................. 3.5

Subtotal—Technical Courses................................................................................. 39

Total—Support and Technical Courses.................................................................. 62

Additional information about the courses listed above can be found in the section entitled Course Descriptions
School for Adult Learning

Assistant Professor Lashun Aron, Director of Academic Initiatives.

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The School for Adult Learning provides accelerated master's and bachelor’s degree programs for working adults and noncredit programs for the community.

Classes meet in an intensive five-, eight-, or ten-week format. Noncredit programs provide classes based on the needs of potential consumers. All programs are designed to meet the needs of adult learners who have the responsibilities of families and jobs.

Faculty and professional staff demonstrate a commitment to adult learners and are aware that adults learn best when they are actively involved in the learning experience. Flexible services and electronic offerings aid adults in overcoming the numerous constraints of work and home.

The School for Adult Learning is committed to a high-quality education wherein students can develop skills and earn degrees in a timely fashion.

Accelerated Degree Programs

The accelerated course format stresses self-directed learning, reducing reliance on the traditional lecture format, and increasing students’ involvement in the learning process both in and out of the classroom. Admission to the program is open to adults only (minimum age is 24 years). The School for Adult Learning offers a master of science degree in Strategic Leadership and Design, and a graduate certificate in Health Care Consumer Advocacy. Bachelor of science degrees are: Community Leadership and Engagement, Digital Media Management, Emergency and Disaster Management, Health Care Consumer Advocacy, and Organizational Leadership. It also offers a Bachelor of Liberal Studies. At the associate degree level, it offers an associate in arts in Emergency and Disaster Management. Courses necessary to complete an undergraduate minor in Business Administration and Psychology are offered in the accelerated format. Students may also earn a certificate in Emergency and Disaster Management, Nonprofit Management, and Industrial and Corporate Security Management.

Bachelor Degrees

Community Leadership & Engagement prepares individuals to engage in community systems (geographic and otherwise) that are, by design, interdisciplinary in nature. This degree draws on content from disciplines such as social and political sciences, economics, the arts, culture and organization studies, and the natural and built environment allowing students to develop the comprehensive body of knowledge necessary to effectively engage in the participative design, improvement, and innovation of community systems.

Digital Media Management concentrates on the web- and mobile-based technologies to support interactive dialog and introduce substantial and pervasive changes to communication between organizations, communities, and individuals. It prepares students for potential careers as digital strategists, as well as developing and mastering best practices in the dynamic field of consumer-generated social and digital
media content. It concentrates on interactive web platforms by which individuals and communities engage, share, co-create, discuss, and modify user-generated content.

**Emergency & Disaster Management** is a field of study and research that focuses on the planning and directing of disaster/emergency response or crisis management activities, providing disaster and emergency preparedness training, preparing emergency plans and procedures for natural disasters (e.g., hurricanes, floods, earthquakes), wartime, or technological (e.g., nuclear power plant emergencies or hazardous materials spills) disasters or hostage situations.

**Health Care Consumer Advocacy** educates professionals so that they may maximize health care consumers’ access to ease transitions across, and facilitate communication within, an increasingly complex healthcare system. This may apply to providing health care services for an individual patient, to advising groups that provide support and education for patients and/or consulting with advocacy groups that seek to improve systems to processes for health care consumers. The degree emphasizes the changes occurring in health care and ways in which to lead and manage those changes.

**Liberal Studies** provides a degree program for individuals who wish an education with a broad, interdisciplinary perspective. This program combines a core of courses emphasizing critical thinking, historical consciousness, arts appreciation, social inquiry, and global awareness, with a block of elective hours that may be used for further interdisciplinary study or to pursue a major or minor in a specific discipline.

**Organizational Leadership** provides learners the opportunity to develop skills and knowledge to be effective leaders. Leadership skills empower learners, provide opportunity to enhance their daily living, increase their mobility within current employment settings, and develop their potential for employment in different work environments. The School for Adult Learning recognizes the importance of leadership in the organization and the fact that followers prosper under effective leaders in all situations. We believe in a holistic, ethical approach to leadership that encourages collaboration, trust, listening, and empowerment.

**Associate Degree**

**Emergency and Disaster Management** prepares a student to assist and provide guidance in emergency situations. These situations may include, but not be limited to, natural disasters such as floods, earthquakes, and hurricanes and/or man-made disasters, such as chemical spills.

**Accelerated Program Calendar**

The accelerated course calendar is divided into three terms (semesters) 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, ten-weeks, or eight-week sessions. At the graduate level, students take two, seven- and-a-half week courses per term. 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 five-week 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 (ACE)
- credit for self-acquired competencies by completing a Prior Learning Assessment Portfolio
- military transcripts that have been ACE evaluated

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

All majors in the School for Adult Learning are required to take SAL 101 Return to Learning in their first term. This course is the SAL equivalent of the New Student Experience for traditional undergraduates (see New Student Experience in the General Education section of this catalog). SAL majors must also take COMP 150 Microcomputer Applications.

The modern language competency requirement for all SAL majors is through the 101 level. (See Modern Language requirement in the General Education section of this catalog.)

Bachelor’s Degree in Community Leadership and Engagement

Required Support Courses (18 hours)

- COMM-330 Group Communication
- COMM-331 Interpersonal Communication
- MGT-334 Group Dynamics
- ORGL-302 Introduction to Leadership Theories and Models
- ORGL-304 The Ethical Leader
- ORGL-306 Behaviors of a Leader

Required Major Courses (24 hours)

- CLE-100 Intro to Global Foundations of Community Engagement
- CLE-200 Community Engagement Theory, Concepts, and Issues
- CLE-210 Tools and Technologies for Community Engagement
- CLE-310 Fund Development for Community Organizations
- CLE-320 Social Entrepreneurship
- CLE-420 Community Leadership and Engagement Studio
- CLE-450 Community-Based Research and Data
- CLE-420 Excellence in Community Leadership and Engagement
# Bachelor’s Degree in Digital Media Management

**Required Support Course (3 hours)**  
MKTG-290.............. Introduction to Marketing

**Required Major Courses (30 hours)**  
DMM-110.............. Intro to Digital Media Marketing & Applications  
DMM-140.............. History of Social and Digital Media  
DMM-210.............. Digital Journalism and Communication  
DMM-220.............. Social Listening and Reputation Management  
DMM-230.............. Online Interpersonal Communications  
DMM-310.............. Content Management & Content Management Sys  
DMM-320.............. Social Customer Relationship Management in Digital Media  
DMM-330.............. Market Research, Metrics, Analytics, and Measurement  
DMM-404.............. Copyright Law, Legal Issues, Ethics and Etiquette in Digital Media  
DMM-410.............. Excellence in Digital Media Management

# Bachelor’s Degree in Emergency and Disaster Management

**Required Support Courses (15 hours)**  
MGT-234.............. Organizational Behavior  
MGT-281.............. Management  
ORGL-302............. Introduction Leadership Theory/Model  
PSCI-205.............. State and Local Government  
PSCI-323.............. Public Administration

**Required Major Courses (30 hours)**  
EDM-265.............. Introduction to Emergency Management  
EDM-270.............. Emergency and Disaster Preparedness and Planning  
EDM-275.............. Threat and Hazard Analysis and Reduction  
EDM-300.............. Disaster Response, Recovery, and Mitigation  
EDM-305.............. Social Vulnerability to Disasters  
EDM-310.............. Introduction to Emergency Operation Centers & the Incident Command System  
EDM-315.............. Exercise Design and Development  
EDM-320.............. A Community Approach to Emergency Management  
EDM-410.............. Introduction to Homeland Security I  
EDM-415.............. Introduction to Homeland Security II

# Bachelor’s Degree in Health Care Consumer Advocacy

**Required Support Courses (31 hours)**  
COMM-331.............. Interpersonal Communication  
COMP-150.............. Microcomputer Applications  
GERO-301.............. Interdisciplinary Perspectives in Aging  
GERO-310.............. Aging in Society and Community  
KINS-260.............. Introduction to Health in Diverse Communities  
KINS-236.............. Theories of Health Behavior  
MGT-334.............. Group Dynamics  
PHIL-220.............. Medical Ethics  
PSY-245.............. Lifespan Development  
PSY-255.............. Ethics, Advocacy, and Social Responsibility  
PSY-425.............. Foundations in Psychotherapy
Required Major Courses (26 hours)
- HCCA-200 ............ Introduction to Health Care Consumer Advocacy
- HCCA-205 ............ Foundations of HCCA Practice
- HCCA-210 ............ Health Care Terminology
- HCCA-270 ............ Financial Management in Health Care
- HCCA-300 ............ Health Care & Community-Based Resources/Health Care Consumer Advocate
- HCCA-310 ............ Information Technology for Health Care
- HCCA-315 ............ Health Care Policies and Legislation
- HCCA-400 ............ Health Care Advocacy Internship and Capstone

Bachelor’s Degree in Liberal Studies
This major consists of completing the general education core, with approximately 60 hours of interdisciplinary studies.
Capstone Requirement (3 hours)
- SAL-410.............. Excellence in Liberal Studies

Bachelor’s Degree in Organizational Leadership
Required Support Courses (24 hours)
- ACCT-210............ Financial Accounting
- ACCT-212............ Managerial Accounting
- ECON-111.......... Macroeconomics
- HRM-381............. Human Resources Management
- IBUS-201............. International Business
- MGT-281............ Management
- MGT-334............ Group Dynamics
- MKTG-290........... Marketing

Required Major Courses (24 hours)
- ORGL-302............ Introduction to Leadership Theories and Models
- ORGL-304............ The Ethical Leader
- ORGL-306............ Behaviors of a Leader
- ORGL-308............ Data Management
- ORGL-404............ Project Management
- ORGL-405............ Quality Management
- ORGL-406............ Change Management
- ORGL-410............ Excellence in Leadership

Associate’s Degree in Emergency & Disaster Management
University Core (21 hours)
- SAL-101 ............ Return to Learning
- COMP-150 ......... Microcomputer Applications
- ENGL-101 ......... English Composition
- ENGL-102 ......... Western World Literature & Composition
- MATH-108 ......... Discovery in Mathematics
- PSCI-205 ......... State and Local Government
- SOC-103 ......... Social Problems
Required Courses (24 hours)

EDM-265............. Introduction to Emergency Management
EDM-270............. Emergency and Disaster Preparedness & Planning
EDM-275............. Threat & Hazard Analysis and Reduction
EDM-300............. Disaster Response, Recovery, and Mitigation
EDM-305............. Social Vulnerability to Disasters
EDM-310............. Intro to Emergency Operations Centers & Incident Command System
EDM-410............. Introduction to Homeland Security I
EDM-415............. Introduction to Homeland Security II

Undergraduate Certificates

Emergency and Disaster Management
The undergraduate certificate in emergency and disaster management is designed for undergraduate students in the School for Adult Learning. This certificate provides a concentration for entry-level emergency service personnel who wish to gain basic understanding of emergency management, but who do not wish to initially pursue a formal Bachelor of Science or Associate in Arts degree.

This certificate consists of four undergraduate courses in emergency management for a total of twelve (12) credit hours.

Required courses (9 hours):
- EDM-265............. Introduction to Emergency Management
- EDM-270............. Emergency and Disaster Preparedness & Planning
- EDM-275............. Threat & Hazard Analysis and Reduction

Choose ONE of the following courses (3 hours):
- EDM-300............. Disaster Response, Recovery, and Mitigation
- EDM-305............. Social Vulnerability to Disasters
- EDM-310............. Intro to Emergency Operations Centers & Incident Command System

Industrial and Corporate Security Management
The undergraduate certificate in industrial and corporate security management is designed for undergraduate students in the School for Adult Learning. It is developed for individuals who may be involved in the management of workplace security with regards to human, IT, and other physical aspects of the organization.

This certificate consists of six 3-credit hour undergraduate courses in industrial and corporate security management, with emphasis placed on threat and hazard analysis and crime prevention.

Required courses (18 hours):
- ICSM-200............. Foundations of Industrial and Corporate Security
- ICSM-300............. Securing Human Assets
- ICSM-320............. Securing IT and Physical Assets
- ICSM-350............. Corporate Security Communications
- CRIM-370............. Crime Prevention
- EDM-275 ............. Threat and Hazard Analysis
Nonprofit Management

The undergraduate certificate in nonprofit management is designed for undergraduate students in the School for Adult Learning. It is developed for those individuals who may be interested in working in the nonprofit sector who wish more knowledge and training to enhance skills relevant to that area.

This certificate consists of six 3-credit hour undergraduate courses in nonprofit management.

Required courses (18 hours):

- NPM-200 ............... Introduction to Nonprofit Leadership
- NPM-300 ............... Program Management and Evaluation
- NPM-320 ............... Strategic Planning in the Nonprofit Sector
- NPM-350 ............... Marketing and Communications in the Nonprofit Sector
- CLE-310 ............... Fund Development
- CLE-320 ............... Social Entrepreneurship

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 and must be processed two weeks prior to the beginning of a semester.

Division for Professional Engagement (formerly the Division for Leadership and Professional Competencies)

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. In the 2015-2016 academic year, the School for Adult Learning branched noncredit talent and training services served by the Division for Leadership and Professional Competencies into broader professional skills now served by the Division for Professional Engagement (DPE). DPE’s mission is to be a recognized focal point for training, conversation, and topics critical for addressing leadership and supervisory challenges as well as multiple professional competencies in the 21st century. This is accomplished by assembling experientially diverse stakeholders to deliver innovative and relevant training designed to advance and engage current and future leaders and professionals across a variety of industry sectors. Credentials, including Continuing Education Units are tailored to demonstrate competencies achieved across multiple platforms.

As part of the School for Adult Learning, the Division for Professional Engagement expands outreach of the University of Indianapolis by providing
additional competency experiences for UIIndy students and by serving the professional, talent development, leadership, and supervisory skills needs of participants across multiple industries and disciplines. Through the Division’s programs and institutes, participants will benefit from relevant and continuously updated material as well as real-world experiences among peers, our facilitators, guest speakers, and curriculum. There are six talent development areas of focus within the framework of the Division for Professional Engagement. Additional information about the six talent development areas can be found in the section entitled Noncredit Programs.

**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 and advises them as long as they are taking evening classes; the programs are governed by the individual school or college in which the degree is offered.

*The following undergraduate degree program may be completed entirely in the Extended Programs Division:*

**School of Business:** Associate in Science in Business Administration
School of Business

Professor Lawrence Belcher, Dean
Assistant Professor Ronald Ackerman, Professor Mark Akers, Professor Katharine A. Bohley, Assistant Professor Scott Cohan, Assistant Professor Darrell Bowman, Assistant Professor Darrell Cousert, Professor Laurence DeGaris, Assistant Professor Jodie Ferise, Professor Jerry Flatto, Associate Professor Marcos Hashimoto, Associate Professor Karl Knapp, Associate Professor Stephen M. Maple, Assistant Professor Greg Mercado, Assistant Professor Christopher Miller, Assistant Professor Robert Ott, Assistant Professor Mark Richardson, Assistant Professor Mary Ann Sanchez, Assistant Professor Terry Schindler, Associate Professor Rachel Smith, Assistant Professor Steve Tokar, Associate Professor Matthew Will, Assistant Professor Vivian Xiang, Assistant Professor Timothy Zimmer, Associate Professor Cathy Zhang.

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 an academic advisor in the Center for Advising & Student Achievement. 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 and management, entrepreneurship, finance, information systems and applied business analytics, 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 (120-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.

A mathematics placement examination, to determine the student’s specific level of knowledge, is administered to all new students and all transfer students who have not already demonstrated mathematics proficiency at their prior institution. 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 and applied business analytics. 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 policies for admission, progression, and degree requirements are available for all business majors. Grade requirements for business majors are listed on curriculum guides. Requirements for business minors are listed on a separate curriculum guide and in this catalog. A grade of C- or above is required in all business major and minor courses.

**ACBSP Accreditation.** The University of Indianapolis, through its School of Business, is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and is a member of the Association to Advance Collegiate School of Business (AACSB) International.

**Exit Examination.** All baccalaureate degree seniors in the School of Business must take a nationally standardized MFAT examination covering all aspects of the business curriculum. The results of this exit examination are for curriculum review and program enhancement, and the composite score of all University of Indianapolis students taking the exam is compared with the composite score of other schools across the nation. The exit exam is scheduled twice per year and is taken online. A satisfactory performance standard is required.

**Accelerated BS/MBA Program (Five-Year Program)**
The Accelerated BS/MBA Program offers students the opportunity to complete the requirements for both the bachelor’s and the master 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**

*All majors in the School of Business are required to complete the following courses in addition to the required courses for their major area.*

- 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 & Corporations
- BADM-350.............Career and Employment Strategies
- BADM-439.............Business Policy and Strategy
- COMP-150.............Microcomputer Applications
- CIS-151 ...............Intro to Information Systems & Applied Analytics
- ECON-110.............Microeconomics
- ECON-111.............Macroeconomics
- FIN-210.............Finance
MATH-150............ Finite Mathematics *(fulfills general ed core requirement)*
or MATH-180 ... College Algebra and Trigonometry *(fulfills general ed core requirement)*
or MATH-190 ... Calculus & Analytical Geometry I (fulfills general ed core requirement and may be required for specific majors)
MATH-220............ Elementary Statistics
MGT-234............. Organizational Behavior
MKTG-290............ Marketing
SCM-210............. Principles of Operations & 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 120-hour accounting program listed above. Completion of the traditional 120-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 120 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-386 .......... Quantitative Methods
SCM-488 .......... Lean Systems, Processes and Operations
**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.

**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
- BADM-231............ Business Communications
- BADM-230............. Business Law
- BADM-233............. Business Law: Partnerships and Corporations
- BADM-332............. Research/Writing/Project Management
- SCM-386............. Quantitative Methods
- SCM-488............. Lean Systems, Processes and Operations
- ACCT-465............. Corporate, Partnership, Estate, and Trust Taxes

**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 the bachelor of science degree in business administration and management and the master of business administration degree 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; Entrepreneurship; Finance; 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 Administration and Management*—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-488............ Lean Systems, Processes and Operations

*Note: Business Administration and Management 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.

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 as well as new business in existing corporations and non-profit endeavors. Topics will include funding, venture capital, small business administration, business incubators, entrepreneurial skills, 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. Ultimate goal of the program is to have their students executing the initial steps to launch their entrepreneurial initiatives

Core courses listed above plus the following:
- BADM-231 ........... Business Communications
- BADM-332 ........... Research/Writing/Project Management
- ENTR-280........... Small Business Venture
- ENTR-332........... Entrepreneurship
- ENTR-443........... Managing the Venture Financing Process
- ENTR-444........... Small Business Practicum
- ENTR-445........... New Venture Creation
- HRM-381........... Human Resource Management
- MKTG-394......... Sales

*This program may require attendance in both day and extended division courses.
Finance*—Bachelor’s Degree
The core emphasis of the finance major is to determine the most effective approaches to maximize the value of a firm. This is accomplished through an understanding of theoretical concepts, quantitative analysis, and practical application of financial principles using problems, cases, guest lecturers, and projects. The finance major will prepare the student to pursue careers in corporate finance, commercial or investment banking, securities management, financial planning, real estate finance, or insurance and risk management. It also will provide an essential base of knowledge for management in other disciplines or small business ownership. Also, the UIndy Student Fund course allows students the opportunity to manage a live portfolio of money, which represents a portion of the University’s endowment.

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 four courses:
- FIN-310 Real Estate Finance
- FIN-320 Financial Planning
- FIN-330 Risk Management & Insurance
- FIN-440 UIndy Student Fund

Information Systems & Applied Business Analytics*—Bachelor’s Degree
The program is focused on teaching applied business analytics, which uses a variety of techniques to evaluate information to support decision-making in an organization. Courses utilize cutting-edge software tools from companies such as SAS, Tableau, and Microsoft in the classroom. Students also learn a generalized methodology that covers the phases of the analytics process. Analytics skills are applicable to a wide variety of disciplines such as marketing, supply chain management, education, human resources, politics, and health as organizations strive to make better decisions using internal and external data. The Applied Analytics focus of UIndy’s Information systems curriculum also makes it an excellent option for a minor. Ulndy offers an associate degree in Information Systems & Applied Analytics as well.

Core courses listed above plus the following:
- BADM-332 Research/Writing/Project Management
- COMP-170 Advanced Spreadsheets
- CIS-351 Information Systems Management & Unstructured Data
- CIS-352 Business Intelligence
- CIS-353 Programming Using SQL
- CIS-355 System & Process Analysis
- CIS-356 Database Design
- CIS-359 Information Systems Project
- CIS-456 Information Systems Senior Seminar
- SCM-404 Project Management
- Recommended: An internship in information systems

*This program may require attendance in both day and extended division courses.
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 & Unstructured Data
- IBUS-201 ............. International Business
- SCM-386 ............. Quantitative Methods
- SCM-404 ............. Project Management
- SCM-405 ............. Quality Management
- SCM-481 ............. Purchasing and Supplier Relationship Management
- SCM-485 ............. Business Logistics and Materials Management
- SCM-488 ............. Lean Systems, Processes and Operations

*This program may require attendance in both day and extended division courses.
Sports Marketing*—Bachelor’s Degree
A Sports Marketing major enables students to take the skills they have learned and apply them to one of the fastest-growing industries. Practitioners are needed in the Sports Marketing-related fields of sales, marketing, public relations, advertising, promotion, market research, and event planning. Students will complete the general business core along with specialized classes and sports marketing. The growing sports market in Indianapolis is positioned perfectly for this major and presents numerous opportunities for internships and student projects.

Core courses listed above plus:
- BADM-231............ Business Communications
- or BADM-332 ... Research/Writing/Project Management
- CIS-354............. Database Systems
- MKTS-300............. Introduction to Sports Marketing
- MKTS-350............... Economic Aspects of Sports Marketing
- MKTS-410............... Strategic Aspects of Sports Marketing
- MKTG-394............ Sales
- MKTG-420............... Special Topics
- MKTG-494............... Marketing Research

*This program may require attendance in both day and extended division courses.

Requirements for Associate Degree Programs

Information Systems & Applied Business Analytics—Associate Degree

General education core courses:
- ENGL-101............. English Composition
- HIST-202............... World History Since 1700
- MATH-150 ............. Finite Mathematics
- or MATH-180.... College Algebra and Trigonometry
- or MATH-190.... Calculus and Analytic Geometry I
- REL-ELEC ............ 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 & Supply Chain Management
- COMP-150............ Microcomputer Applications
- COMP-170............ Advanced Spreadsheets
- CIS-151............. Intro to Information Systems & Applied Analytics
- CIS-351............. Information Systems Management & Unstructured Data
- CIS-352............. Business Intelligence
- CIS-355............. Systems & Process Analysis
- CIS-356............. Database Design
**Business Administration—Associate Degree**

**General education core courses:**
- ENGL-101 .......... English Composition
- HIST-202.......... World History Since 1700
- PHIL-201........... Ethics
- REL-ELEC.......... 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 .......... Intro to Information Systems & Applied Analytics
- COMP-150 ............ 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).

**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 or FIN-210, ENTR-280 or MGT-281, SCM-210 and MKTG-290 (21 hours total).

**Economics Minor:** ECON-111, ECON-211, FIN-210, and nine additional hours of economics courses excluding ECON-110 (18 hours total).

**Entrepreneurship Minor:** ENTR-280, 332, 443, 444, 445, and MKTG-495.

**Entrepreneurship Minor for Non-Business Majors only:** ENTR-280, 332, 443, MKTG-290, ACCT-210, and FIN-210.

**Finance Minor:** FIN-210, 340 and 350; and nine additional hours from FIN-310, 320, 330, 360, 410, 420, 440 or ACCT-321 (18 hours total).

**Information Systems & Business Analytics Minor:** CIS-151, 351, 352, 355, 356, and COMP-170.

**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, 481, 485, 488 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

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>MBA Course Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM-230 Business Law</td>
<td>MBA-500 Business Law</td>
</tr>
<tr>
<td>FIN-210 Finance</td>
<td>MBA-504 Financial Management</td>
</tr>
<tr>
<td>MGT-234 Org. Behavior</td>
<td>MBA-520 Business Ethics &amp; Leadership</td>
</tr>
<tr>
<td>MATH-220 Elementary Statistics</td>
<td>MBA-507 Statistical Analysis</td>
</tr>
<tr>
<td>SCM-386 Quantitative Methods</td>
<td>MBA-620 Quant. Business Tools</td>
</tr>
<tr>
<td>SCM-488 Lean Sys, Processes and Op</td>
<td>MBA-660 Operations Strategy</td>
</tr>
</tbody>
</table>
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-611 ................. Business Intelligence (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. Specific programs should be consulted for a current list of international University partners.

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

Colleen S. Mulholland, Interim Dean.
Assistant Professor Rachael Aming-Attai, Associate Professor Terrence Harewood, Associate Professor Jean Lee, Associate Professor Colleen Mulholland, Professor Greta E. Pennell, Assistant Professor Katrina M. Reinhardt, Associate Professor Beverly Reitsma, Professor Angelia Ridgway, Assistant Professor Deborah D. Sachs, Associate Professor John Somers, Professor Nancy Oster Steffel, Instructor Elizabeth Turner, Assistant Professor Lynn Wheeler, Associate Professor Gaoming Zhang.

Conceptual Framework—School of Education

Educators are decision-makers who employ their talents, knowledge, and skills to:
1. combine content and pedagogical knowledge and tools of inquiry to develop meaningful and accessible learning progressions.
2. create inclusive learning environments where educators and learners work together to construct meaningful learning.
3. construct high quality assessments to inform practice and provide meaningful feedback to learners.
4. collaborate and communicate with learners, P-12 educators, and community members to create a community of practice.
5. critically reflect on the process of teaching and learning to promote insight and action.
6. cause positive change through leadership and advocacy.

School of Education Programs

The School of Education is responsible for approved programs leading to Indiana teacher licensure for elementary, secondary (middle level and 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 Education (IDOE), Office of Educator Licensing and Development. Contact the School of Education for current updates.

All-Grade Licensure

A candidate for all-grade licensure (Grades PreKindergarten-12) 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 School of Education.

All-Grade Majors

Art (Visual Arts)
Music -- Vocal/General or Instrumental/General
Health/Physical Education
Education courses required for the all-grade majors:

EDUC-100............. Exploration in Education
  or MUS-104....... Explorations in Music Education
EDUC-130............. Technology I
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, Political, & Philosophical Foundations of US Education
EDUC-330............. Technology II
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 Kindergarten-6) 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 School of 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-130............. Technology in Education I
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, Political, & Philosophical Foundations of US Education
EDUC-305............. Curriculum and Methods for the Young Child
EDUC-325............. Teaching Math in the Primary Grades
EDUC-326............. Teaching Math in the Intermediate Grades
EDUC-330........... Technology in Education II
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
Any Fine Arts Theory
COMM-201... Classroom Communication
ENGL-101..... English Composition
Any Literature
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-202..... 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
Any Religion.
Modern foreign language (101-level or above; or 4 semesters of high school modern language)

Licensure Areas to Supplement Elementary Education
Students must elect one of the following licenses to their Elementary Generalist license:
Mild Intervention License (Special Education)
Reading License

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the School of Education for current updates.
Secondary (Middle/Junior High and High School) Licensure
A candidate for middle level/high school licensure (Grades 5-12) follows a prescribed course of study requiring 36 or more semester hours of credit in a selected subject area. The University offers the following middle level/high school teaching licenses, approved by the IDOE Office of Educator Licensing and Development. Courses required toward these licenses in the specific majors are outlined in the catalog departmental sections and on curriculum guides available in the offices of the registrar and the School of Education.

Secondary Teaching Majors

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Sponsoring Department</th>
</tr>
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<tbody>
<tr>
<td>Language Arts</td>
<td>English</td>
</tr>
<tr>
<td>Spanish</td>
<td>Global Languages</td>
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<tr>
<td>Mathematics</td>
<td>Mathematical Sciences</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics &amp; Earth-Space Sci</td>
</tr>
<tr>
<td>Earth-Space Science</td>
<td>Physics &amp; Earth-Space Sci</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History &amp; Political Sci</td>
</tr>
<tr>
<td>Geographical Perspectives</td>
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<tr>
<td>Historical Perspectives</td>
<td></td>
</tr>
<tr>
<td>Government &amp; Citizenship</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Theatre</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 Teach (STEM)³ programs. Students interested in the teaching area of Business Education may earn a teaching license through the Master of Arts in Teaching (MAT) program. Contact the School of Education for more information and for current updates on teaching majors.

Education courses required for all secondary majors

- EDUC-100 Exploration in Education
- EDUC-130 Technology in Education I
- EDUC-203 Psychology of Development, Learning, & Instruction
- EDUC-204 Field Experience for EDUC-203
- EDUC-290 Teaching in a Diverse Society
- EDUC-300 Social, Political, & Philosophical Foundations of US Education
- EDUC-330 Technology in Education II
- 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/Junior High and High School Licenses
Students may add a Mild Intervention (Special Education) license and/or a Reading License to their Secondary license.

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the School of 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. Cumulative grade point average of 2.75 (C = 2.0).
2. Minimum grade of C in EDUC-100, EDUC-203, EDUC-204, and COMM-201.
3. Passing scores on the Pearson CASA (Core Academic Skills Assessment) subtests (reading, writing, math) or one of the state-identified exemptions. Note: If state-mandated tests and scores change, candidates must meet the new state requirements. The School of Education reserves the right to make these changes.

A student is eligible for supervised teaching after completing all Gateway #2 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 overall and 3.0 for content courses. (For details, refer to the School of Education Undergraduate Handbook.)

Recommendation for Teacher Licensure
In order to be recommended for an original Indiana State Instructional 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 on the performance-based assessment (Gateway #3).
- Passing scores on all required Indiana state exams.
- Completed CPR/AED/Heimlich training requirements.
- Completed Suicide Prevention training requirement.

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

Note: Specific course requirements for all licensing areas are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development.
School of Nursing
Assistant Professor Norma Hall, Dean.
Assistant Professor Tia Bell, Assistant Professor Cynthia Bowers, Instructor Becca Cartledge, Assistant Professor Jennifer Carmack, Assistant Professor Laura Darnell, Assistant Professor Petra Davison, Associate Professor Susan DeCrane, Assistant Professor Karen Elsea, Assistant Professor Denise Ferrell, Assistant Professor Karen Hirsch, Associate Professor Rita Holl, Professor Karen Iseminger, Assistant Professor Barbara Bogard Kelly, Assistant Professor Stephanie Kemery, Assistant Professor Carolyn Kirkendall, Associate Professor Donna Konradi, Assistant Professor Caron MacPherson, Assistant Professor Elizabeth Moore, Assistant Professor Shannon Moore, Assistant Professor Susan Oliver, Assistant Professor Jody Perez, Assistant Professor Rebecca Renner, Associate Professor Linda S. Rodebaugh, Assistant Professor Christie Flint, Assistant Professor Erin Slater, Associate Professor Wendy Stoelting-Gettelfinger, Assistant Professor Linda Strickland, Assistant Professor Jane Toon, and Associate 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 healthcare 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 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.

School of Nursing Mission Statement
Our mission is to be the leader in professional nursing education. We are grounded in Christian values and committed to developing competent, caring, and compassionate servant leaders who provide holistic care in a complex and changing healthcare environment. To achieve this mission, the school:

1. 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;

2. 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;
3. provides high-quality programs that are reviewed at regular intervals and maintained, developed, or redirected as needed;
4. provides an Accelerated Master’s Program that combines an accelerated track to licensure as a registered nurse in the baccalaureate nursing format with a master’s program;
5. provides opportunities for full-time and part-time study by traditional and nontraditional students;
6. recruits and retains qualified faculty members who are sensitive to developments in nursing and who demonstrate a professional commitment to nursing education;
7. seeks mutually beneficial relationships with city, state, national, and international health care and professional communities; and
8. 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 guide for the Bachelor of Science in Nursing program 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 healthcare 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 & Assessment of Individuals and Families I
- NURB-232 .......... Health & 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 .......... Intro to General Organic and Biological Chemistry
MATH-150 .......... Finite Mathematics
  or MATH-180 .... College Algebra & Trigonometry
  or MATH-190 .... Calculus and Analytic Geometry I
PHIL-101 .......... Introduction to Philosophy
  or PHIL-110 ..... Introduction to Critical Thinking
  or PHIL-130 ..... Honors Philosophy
  or PHIL-201 ..... Ethics
  or PHIL-220 ..... Medical Ethics
  or HON-203...... Honors Philosophy
PSY-120 .......... Introduction to Psychology
PSY-245 .......... Lifespan Development
PSY-345 ........... Abnormal Psychology
SOC-101 .......... Principles of Sociology
  or SOC-103 ..... Social Problems
  or ANTH-100 .... Cultural Anthropology
  or ANTH-200 .... Global Problems
COMM-100 .......... Public Speaking

Requirements for the Bachelor of Science in Nursing for the Registered Nurse Program

NURN-320 .......... Conceptual Basis for Professional Nursing
NURN-330 .......... Methods of Nursing Research
NURN-340 .......... Pathophysiological Concepts for Professional Nursing
NURN-416 .......... Health Promotion Across the Lifespan
NURN-421 .......... Promoting Healthy Communities
NURN-422 .......... Managing and Leading in Nursing
NURN-480 .......... Capstone Professional Nursing Practicum

Support Courses

BIOL-103 .......... Principles of Human Anatomy
BIOL-104 .......... Principles of Human Physiology
BIOL-209 .......... Microbiology
MATH-150 .......... Finite Mathematics
  or MATH-180 .... College Algebra & Trigonometry
  or MATH-190 .... Calculus and Analytic Geometry I
PHIL-101 .......... Introduction to Philosophy
  or PHIL-110 ..... Introduction to Critical Thinking
  or PHIL-201 ..... Ethics
  or PHIL-230 ..... Issues in Applied Ethics
PSY-120 .......... Introduction to Psychology
PSY-245 .......... Lifespan Development
PSY-345 ........... Abnormal Psychology
SOC-101 .......... Principles of Sociology
  or SOC-103 ..... Social Problems
  or ANTH-100 .... Cultural Anthropology
  or ANTH-200 .... Global Problems
2nd Degree Accelerated Bachelor of Science in Nursing
The 2nd Degree Accelerated Bachelor of Science in Nursing 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 total program also includes prerequisite courses that the student must complete prior to being admitted to clinical nursing courses. Graduate BSN students have a broad knowledge of the humanities, physical and behavioral sciences, and the art and science of nursing.

Requirements for the 2nd Degree Accelerated Bachelor of Science in Nursing Program
Prerequisite Courses
- BIOL-103 .......... Principles of Human Anatomy
- BIOL-104 .......... Principles of Human Physiology
- BIOL-209 .......... Clinical Microbiology
- PSYC-245 .......... Lifespan Psychology
- PSYC-345 .......... Abnormal Psychology
- MATH-220 .......... Elementary Statistics (or equivalent)
- CHEM 104 .......... Intro to General Organic and Biological Chemistry

Prerequisite Nursing Courses
- NURB-225 .......... Nutrition for Health Professionals
- NURB-285 .......... Pharmacology
- NURB-330 .......... Methods of Nursing Research

Clinical Component Courses
- NURB-230 .......... Health Assessment I
- NURB-232 .......... Health Assessment II
- NURB-325 .......... Community Health Nursing
- NURB-340 .......... Pathophysiological Concepts
- NURB-360 .......... Lifespan I
- NURB-370 .......... Lifespan II
- NURB-431 .......... Lifespan III
- NURB-455 .......... Leadership in Nursing
- NURB-460 .......... Capstone Nursing Practicum

Additional information about the courses listed above can be found in the section entitled Course Descriptions.
Shaheen College of Arts and Sciences
Associate Professor Travis K. Miller, Interim Dean; Professor Edward Frantz, Interim Associate Dean; Professor Gerburg Garmann, Assistant Dean of Interdisciplinary Studies and Service Learning.

In 2015 Yvonne Shaheen, longtime trustee and friend of the University and an influential figure in the Indianapolis community, made a $5-million gift to endow the academic activities of the College of Arts and Sciences. The College has been renamed the Riad and Yvonne Shaheen College of Arts and Sciences in honor of Yvonne and her late husband.

The Shaheen College of Arts and Sciences is a vibrant community shaped by tradition and innovation in the humanities, the sciences, the social sciences, and the fine and performing arts. We value creativity, and encourage the generation of new ideas and practices. We seek to understand beauty, diversity, history, nature, culture, society, politics, religion, ethics, language, and ourselves. We believe in critical analysis and engaged conversation. We question assumptions and ask hard questions. We take pleasure in working across disciplinary boundaries to create knowledge and solve real-world problems. We foster the development of discipline-specific skills, and we integrate professional development and community engagement into our programs of study. We are committed to the broad cultivation of ethical judgment and emotional maturity in students. After four years as part of our community, students will be equipped with the intellectual and practical skills—the cultural, social and human capital—needed to live their lives as resourceful, successful, responsible global citizens.

Requirements for Major and Minors

**Associate in Arts in Liberal Arts (60 credit hours)**

**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**
- **Experiencing Cultural Differences**
- **Engagement in Local and Global Communities—Theoretical**
Competency Areas
  Communication
  Wellness
  Modern Language
  Mathematics
Other General Education Core Requirements:
  ENGL-101.....English Composition
  Writing and Speaking Across the Curriculum
  Lecture/Performance Series
Electives to complete 60-hour degree requirement
Anthropology

Associate Professor Christopher R. Moore, Chair; Professor Christopher W. Schmidt, Assistant Professor Alyson J. O’Daniel, Associate Professor Krista E. Latham.

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 past peoples, human ancestors, and the objects they have made and used. 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 and how we communicate. Cultural anthropology highlights contemporary societies in terms of their behaviors—how they function individually and together, and what their members do, have, and think. 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. The Anthropology major includes a traditional Four-Field track and an Anthropology of Health track designed for students with a focus on Medical Anthropology.

In addition to its undergraduate degrees, the Department of Anthropology offers a 4:1 Archeology Bachelors to Masters option, whereby highly qualified undergraduate Archeology majors may apply for admission to our Anthropology graduate dual-degree program. If accepted, students start taking some Anthropology graduate courses in their junior and senior years and complete their graduate courses in their fifth year. This accelerated program would lead to the MS degree in five years, rather than the normal six. Having completed required undergraduate coursework at the end of year four, students receive their BS degree, followed a year later by the MS degree. Completion of the MS degree is contingent upon completion of a Master’s thesis project in addition to coursework.

Requirements for Majors and Minors

Anthropology Major

Core courses:
- ANTH-100 .............. Cultural Anthropology
- ANTH-137 .............. Biological Anthropology
- ANTH-470 .............. Issues in Anthropological Theory

One of the following statistics courses:
- MATH-220.............. Elementary Statistics
- MATH-245.............. Statistics for the Sciences

Four-Field Anthropology track:

Required Courses:
- ANTH-110 .............. Archeology Method and Theory
- ANTH-410 .............. Ethnographic Techniques
- ANTH-475 .............. Ethnographic Writing

One of the following regional sociocultural anthropology courses:
- ANTH-210 .............. The Eskimo World
- ANTH-275 .............. Urban Anthropology

One of the following topical anthropology courses:
ANTH-200 .......... Global Problems
ANTH-290 .......... Images of “Indians”
ANTH-310 .......... Religion and Magic

One of the following medical anthropology courses:
ANTH-211 .......... Anthropology of Health
ANTH-335 .......... Global Health
ANTH-420 .......... The Encultured Body
ANTH-430 .......... Special Topics: Disability and Culture

Two of the following biological anthropology courses:
ANTH-205/BIOL-210.........Human Biological Variation
ANTH-345/BIOL-345......Human Evolution
ANTH-411/BIOL-411.....Human Biology and Culture
ANTH-425/BIOL-425......Dental Science
ANTH-450/BIOL-450......Human Osteology
BIOL-225 .................Introduction to Genetics
BIOL-305 .................Human Functional Anatomy

Two of the following archeology courses (at least 6 credit hours):
ANTH-220 .......... North American Archeology
ANTH-251 .......... Classical Archeology
ANTH-325 .......... Historical Archeology
ANTH-365 .......... Mortuary Archeology
ANTH-370 .......... Archeology Laboratory Methods
ANTH-375 .......... Archeology Field Methods
ANTH-380 .......... Field Archeology
ANTH-382 .......... Research Experiences
ANTH-408 .......... Archeology of Gender
ANTH-430 .......... Biblical Archeology
ANTH-442 .......... Bioarcheology
ANTH-460 .......... Archeology of Eastern North America
ANTH-480 .......... Advanced Field Archeology
ESCI-401/ANTH-550 ......Geoarcheology

Anthropology of Health track:
Required courses:
ANTH-205/BIOL-210.....Human Biological Variation
ANTH-211 .................Anthropology of Health
ANTH-275 .................Urban Anthropology

One of the following courses:
ANTH-410 .................Ethnographic Techniques
ANTH-475 .................Ethnographic Writing

One of the following topical anthropology courses:
ANTH-200 .......... Global Problems
ANTH-310 .......... Religion and Magic

Two of the following medical anthropology courses:
ANTH-335 .......... Global Health
ANTH-420 .......... The Encultured Body
ANTH-430 .......... Special Topics: Disability and Culture

Two of the following biological anthropology courses:
ANTH-345/BIOL-345......Human Evolution
ANTH-411/BIOL-411.....Human Biology and Culture
ANTH-425/BIOL-425......Dental Science

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Anthropology

ANTH-442 Bioarcheology
ANTH-450 Human Osteology
BIOL-225 Introduction to Genetics
BIOL-305 Human Functional Anatomy

One of the following elective courses:
KINS-260 Intro to Community Health in Diverse Communities
KINS-440 Epidemiology
IREL-101 Introduction to International Relations
IREL-280 Human Rights

Anthropology Minor

Core courses:
ANTH-100 Cultural Anthropology
ANTH-130 Monkeys, Apes & Humans OR
ANTH-137 Biological Anthropology

Elective courses:
Four of the following elective courses (at least 12 credit hours):
ANTH-200 Global Problems
ANTH-205 Human Biological Variation
ANTH-211 Anthropology of Health
ANTH-275 Urban Anthropology
ANTH-310 Religion & Magic
ANTH-335 Global Health
ANTH-345 Human Evolution
ANTH-380 Research Experience (at least 3 credit hours)
ANTH-410 Ethnographic Techniques
ANTH-420 The Encultured Body
ANTH-470 Issues in Anthropological Theory
ANTH-475 Ethnographic Methods

Archeology Major

Core courses:
ANTH-100 Cultural Anthropology
ANTH-110 Archeology Method and Theory
ANTH-137 Biological Archeology
ANTH-470 Issues in Anthropological Theory

Applied Archeology Courses:
ANTH-370 Archeology Laboratory Methods
ANTH-375 Archeology Field Methods
ANTH-405 Technical Photography
ANTH-480 Advanced Field Archeology

One of the following:
ANTH-380 Field Archeology
ANTH-382 Research Experiences (at least 3 credit hours)

Statistical Interpretation and Competence Course:
One of the following:
MATH-220 Elementary Statistics
MATH-245 Statistics for the Sciences
Geological Foundations Courses:

Required:
- ESCI-150 ................. Physical Geology
- ESCI-230 ................. Introduction to Geographic Information Systems

One of the following:
- ESCI-401 ................. Geoarcheology
- ESCI-425 ................. Soil Morphology

Topical Areas Courses:

Required:
- ANTH-325 ................. Historical Archeology

One of the following:
- ANTH-220 ................. North American Archeology
- ANTH-460 ................. Archeology of Eastern North America

One of the following:
- ANTH-365 ................. Mortuary Archeology
- ANTH-408 ................. Archeology of Gender
- ANTH-420 ................. The Encultured Body

One of the following:
- ANTH-425 ................. Dental Science
- ANTH-442 ................. Bioarcheology
- ANTH-450 ................. Human Osteology

Archeology Minor

Core Courses:
- ANTH-100 ................. Cultural Anthropology
- ANTH-110 ................. Archeology Method and Theory

Lab and Field Methods Courses:

One of the following courses:
- ANTH-370 ................. Archeology Laboratory Methods
- ANTH-375 ................. Archeology Field Methods
- ANTH-380 ................. Field Archeology
- ANTH-480 ................. Advanced Field Archeology

Topical Areas Courses:

One of the following courses:
- ANTH-220 ................. North American Archeology
- ANTH-325 ................. Historical Archeology
- ANTH-460 ................. Archeology of Eastern North America

Two of the following courses:
- ANTH-251 ................. Classical Archeology
- ANTH-365 ................. Mortuary Archeology
- ANTH-382 ................. Research Experience (at least 3 credit hours)
- ANTH-408 ................. Archeology of Gender
- ANTH-425 ................. Dental Science
- ANTH-442 ................. Bioarcheology
- ANTH-450 ................. Human Osteology
- ESCI-401 ................. Geoarcheology
- ESCI-425 ................. Soil Morphology

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

Associate Professor James Viewegh, Chair; Assistant Professor Barry Barnes, Assistant Professor Jonathan DiBlasi, Assistant Professor Katherine Fries, Associate Professor Julia Taugner, Assistant Professor Randi Frye, Assistant Professor Rhonda Wolverton.

The Department of Art & 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 or design experience a thorough and wide-ranging program designed to provide an understanding of the fundamental principles of art and design and to develop the skills needed for a competitive job market. 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**

- DSGN-101 Introduction to Creative Digital Practices
- ART-105 Freshman Experience in Art
- 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 Painting
- ART-171 Digital Photography I
- ART-174 Ceramics I
- ART-185 Printmaking I
- ART-200 Painting II
- ART-219 Mold Making I
  - or ART-269 Intro to Wood & Mixed Media Sculpture & Construction
- ART-248 The Business & Practice of Art
- 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-387 History of Photography
  - or ART-389 Women in Art
- ART-471 Senior Thesis
- ART-475 Gallery Studies

Twelve additional hours in studio concentration: ceramics, drawing, painting, digital photography, printmaking, animation/illustration, or 3-D extended media. Three additional hours in studio electives.

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

- DSGN-101 Introduction to Creative Digital Practices
- ART-105 Freshman Experience in Art
- ART-120 Fundamentals of Two-Dimensional Design
- ART-130 Beginning Drawing
- ART-140 Fundamentals of Three-Dimensional Design
- ART-150 Beginning Painting
- DSGN-170 Visual Communication Design Principles
- DSGN-250 Typography
- ART-171 Digital Photography I
- ART-272 Introduction to Commercial Photography
- DSGN-275 Visual Communication Design I
- ART-281 History of Western Art I
- ART-282 History of Western Art II
- ART-XXX Elective**
- DSGN-295 Visual Communication Design II
- DSGN-297 Sophomore Portfolio Review*
- DSGN-298 Graphic Production
- DSGN-331 Creative Strategies
- DSGN-371 Introduction to Web Design
- DSGN-372 New Media Design
- DSGN-375 Portfolio and Internship Preparation
- DSGN-381 History of Graphic Design
- ART-384 Art since 1900
- DSGN-392 Applied Visual Communication Design
- DSGN-420 Internship in Visual Communication Design
- DSGN-425 Visual Communication Design III
- DSGN-431 Senior Design Studio I
- DSGN-432 Senior Design Studio II

* A portfolio review is required after completing 45 semester hours.  
**Three-hour Art elective, choose one:  
- ART-185 Printmaking I  
- ART-186 Letterpress  
- ART-193 Animation/Illustration  
- ART-290 Drawing II  
- ART-373 Interactive Experience Design

Bachelor of Arts or Bachelor of Science – Art

- DSGN-101 Introduction to Creative Digital Practices
- ART-105 Freshman Experience in Art
- ART-120 Fundamentals of Two-Dimensional Design
- ART-130 Beginning Drawing
- ART-140 Fundamentals of Three-Dimensional Design
- ART-150 Beginning Painting
- ART-171 Digital Photography I
- ART-248 The Business & Practice of Art
- ART-290 Drawing II
- ART-297 Sophomore Portfolio Review*
ART-470 ............. Senior Portfolio
ART-475 ............. Gallery Studies

Twelve hours of art electives; at least nine hours must be in area of concentration:
ceramics, drawing, painting, digital photography, printmaking, animation/illustration, or 3-D extended media.
Six hours of art history electives chosen from ART-281, 282, 384, 389 (or ART-387 for concentration in digital photography).
* A portfolio review is required after completing 45 semester hours.

Bachelor of Arts or Bachelor of Science – Preprofessional Liberal Arts Degree

Visual Communication Design/Graphic Design

DSGN-101 ............. Introduction to Creative Digital Practices
ART-105 ............. Freshman Experience in Art
ART-120 ............. Fundamentals of Two-Dimensional Design
ART-130 ............. Beginning Drawing
ART-150 ............. Beginning Painting
DSGN-170 ............. Design Principles
ART-171 ............. Digital Photography I
ART-185 ............. Printmaking I
ART-272 ............. Introduction to Commercial Photography
DSGN-250 ............. Typography
DSGN-275 ............. Visual Communication Design I
DSGN-295 ............. Visual Communication Design II
DSGN-297 ............. Sophomore Portfolio Review*
DSGN-298 ............. Graphic Production
DSGN-331 ............. Creative Strategies
DSGN-371 ............. Introduction to Web Design
DSGN-372 ............. New Media Design
DSGN-375 ............. Portfolio and Internship Preparation
DSGN-381 ............. History of Graphic Design
DSGN-420 ............. Internship in Visual Communication Design**
DSGN-425 ............. Visual Communication Design III
DSGN-470 ............. Senior Portfolio

Required: Three additional hours of Art History. Choose from ART-281, 282, or 384.
* A portfolio review is required after completion of 45 semester hours
**Three hours of DSGN-420 Internship in Visual Communication Design; three hours of additional art electives.

Pre-Art Therapy Program*

DSGN-101 ............. Introduction to Creative Digital Practices
ART-104 ............. Service Learning in the Arts
ART-105 ............. Freshman Experience in Art
ART-120 ............. Fundamentals of Two-Dimensional Design
ART-130 ............. Beginning Drawing
ART-140 ............. Fundamentals of Three-Dimensional Design
ART-150 ............. Beginning Painting
ART-160 ............. Introduction to Art Therapy
ART-171 ............. Digital Photography I
ART-174 ............. Ceramics I

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ART-248 .................. The Business & Practice of Art
ART-280 .................. Teaching of Elementary School Art
ART-282 .................. History of Western Art II
  or ART-384 ........ Art since 1900
  or ART-389 ........ Women in Art
ART-297 .................. Sophomore Portfolio Review
ART-470 ................. Senior Portfolio
ART-473 ................. Capstone: Service Learning in the Arts
ART-475 ................. Gallery Studies
PSY-120 ................. Introduction to Psychology
PSY-124 ................. Fnd/Psyc Science II: Methods
PSY-125 ................. Fnd/Psyc Science II: Stats
PSY-245 ................. Lifespan Development
PSY-250 ................. Personality & Socio-Cultural Psychology
PSY-315 ................. Readings in Group and Individual Differences
PSY-345 ................. Abnormal Psychology
PSY-360 Adult Development & Aging
PSY-425 ................. Foundations of Helping Professionals
SOC-103 ................. Social Problems (Recommended)

Six additional hours of Studio Art
*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.

Pre-Art Therapy with Studio Art Program*
  DSGN-101 ............... Introduction to Creative Digital Practices
  ART-104 ............... Service Learning in the Arts
  ART-105 ............... Freshman Experience in Art
  ART-120 ............... Fundamentals of Two-Dimensional Design
  ART-130 ............... Beginning Drawing
  ART-140 ............... Fundamentals of Three-Dimensional Design
  ART-150 ............... Beginning Painting
  ART-160 ............... Introduction to Art Therapy
  ART-171 ............... Digital Photography I
  ART-174 ............... Ceramics I
  ART-248 ............... The Business & Practice of Art
  ART-280 ............... Teaching of Elementary School Art
  ART-290 ............... Drawing II
  ART-297 ............... Sophomore Portfolio Review
  ART-470 ............... Senior Portfolio
ART-473 .............. Capstone: Service Learning in the Arts
ART-475 .............. Gallery Studies

Twelve additional hours in studio art courses, at least nine hours in an area of concentration: ceramics, drawing, painting, digital photography, printmaking, animation/illustration or 3-D extended media.

Six hours of art history chosen from ART-281, 282, 384, 387, or 389 (ART-387 is required for concentration in digital photography).

PSY-120 .............. Introduction to Psychology
PSY-124 .............. Fnd/Psyc Science II: Methods
PSY-125 .............. Fnd/Psyc Science II: Stats
PSY-245 .............. Lifespan Development

PSY-250 .............. Personality & Socio-Cultural Psychology
PSY-315 .............. Readings in Group and Individual Differences
PSY-345 .............. Abnormal Psychology
PSY-360 .............. Adult Development & Aging
PSY-425 .............. Foundations of Helping Professionals
SOC-103 .............. Social Problems (Recommended)

Three additional hours of Psychology 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)

DSGN-101 .............. Introduction to Creative Digital Practices
ART-105 .............. Freshman Experience in Art
ART-120 .............. Fundamentals of Two-Dimensional Design
ART-130 .............. Beginning Drawing
ART-140 .............. Fundamentals of Three-Dimensional Design
ART-150 .............. Beginning Painting
ART-171 .............. Digital Photography I
ART-174 .............. Ceramics I
ART-185 .............. Printmaking I
ART-200 .............. Painting II
ART-219 .............. Mold Making I
    or ART-269 ............ Intro to Wood & Mixed Media Sculpture and Construction
ART-248 .............. The Business & Practice of Art
ART-274 .............. Ceramics II
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-271, 285, 305, 361, 387, 470, DSGN-250, or 275.
Designated education courses (see School of Education section).
Twelve hours of Art History chosen from ART-281, 282, 384, 389, or DSGN-381.

History of Art Minor: Select 15 hours from ART-281, 282, 384, 387, 389, 485, or DSGN-381; 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, printmaking,—3-D extended media, and animation/illustration.


Studio Art Minor (for non-BFA Studio Art students): Art majors, Pre-Art Therapy and Visual Communication Design, may add a studio art minor by taking nine hours from the following courses: ART-171, 174, 185, 200, 290. Student must take an additional nine hours in a single studio concentration (drawing, painting, ceramics, printmaking, 3-D extended media) and one hour in ART-470. Total hours required: 19.


Digital Photography Minor (for non-art majors): ART-171, 271, 361, 387, 425 (3 credit hours) and 430 (3 credit hours). Prerequisites: none.


Additional information about the courses listed above can be found in the section entitled Course Descriptions.
The Biology Department, through its undergraduate and graduate programs, serves the needs of students who major in the biological sciences, those enrolled in pre-professional 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.

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, forensic biology and anthropology, pre-physical therapy, and pre-occupational therapy. The Human Biology 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 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 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
Take:
BIOL-490 .............. Independent Research Project and
BIOL-496 .............. Capstone: Research Experience
or BIOL-495 ........... Capstone: Integrative Biology

Required Support Courses:
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
PHYS-150/153 ....... General Physics I or General Physics I/Calculus-Based
PHYS-160/163 ....... General Physics II or General Physics II/Calculus-Based

Elective Courses:
Seventeen additional hours of biology electives. Electives must be 210 or higher.
At least three elective courses must include a lab.
A minimum of three additional hours of chemistry electives (CHEM-210 or higher).
Eight hours of mathematics electives: MATH-180 or greater. Courses in calculus
and/or statistics are recommended.

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

Take:
BIOL-490 .............. Independent Research Project and
BIOL-496 .............. Capstone: Research Experience
or BIOL-495 ........... Capstone: Integrative Biology

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 .............. Elementary Statistics
or MATH-245 ..... Statistics for the Sciences
PHYS-150/153 ....... General Physics I or General Physics I/Calculus-Based
PHYS-160/163 ....... General Physics II or General Physics II/Calculus-Based

Elective Courses:
At least four elective courses must include a laboratory.

Two courses in the Anatomy and Physiology Core Area:
BIOL-240 .............. Vertebrate Anatomy
BIOL-305 .............. Human Functional Anatomy
BIOL-330 .............. Mammalian Physiology
BIOL-450 .............. Human Osteology

Two courses in the Human Variation and Evolution Core Area:
BIOL-210 .............. Human Biological Variation
BIOL-280 .............. Evolutionary Biology
BIOL-345 .............. Human Evolution
BIOL-411 .............. Human Biology and Culture
Eleven additional hours of Biology electives from the courses above or from the following list.**

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

**Biology Major Cell/Molecular Concentration**

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

Take:

- BIOL-490 ............... Independent Research Project and
- BIOL-496 ............... Capstone: Research Experience
- or BIOL-495 ............... Capstone: Integrative Biology

**Biology Elective Courses:**

Seventeen additional hours of biology electives from the following choices.**

- BIOL-230 ............... Cell Biology
- BIOL-270 ............... Immunology
- BIOL-325 ............... Advanced Genetics
- BIOL-330 ............... Mammalian Physiology
- BIOL-390 ............... Molecular Biology

**Required Support Courses:**

- 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
- BIOL/CHEM-320 ...... Biochemistry

**Biology Major Science and Technical Writing Concentration**

- BIOL-155 ............... Introduction to the Diversity of Life
- BIOL-165 ............... Introduction to Cell Biology
- BIOL-225 ............... Introduction to Genetics
- BIOL-265 ............... Ecology
- SCI-300 ............... Science Writing
- BIOL-465 ............... Supervised Writing

Take:

- BIOL-490 ............... Independent Research Project and
- BIOL-496 ............... Capstone: Research Experience
- or BIOL-495 ............... Capstone: Integrative Biology
- or ENGL-496 ...... Capstone
**Thirteen and one-half additional hours of biology electives (210 or greater)**

**Required Support Courses:**
- 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
- ENGL-220.............. Advanced Composition
- PHYS-150/153 .......... General Physics I or General Physics I/Calculus-Based
- PHYS-160/163 .......... General Physics II or General Physics II/Calculus-Based

**Eight hours of mathematics electives: MATH-180 or greater. Courses in calculus and/or statistics are recommended.**

**Minimum three hours of chemistry electives: Chem-200 or greater.**

**Respiratory Therapy Major**
- BIOL-103 ............. Principles of Human Anatomy
- BIOL-104 ............. Principles of Human Physiology
- BIOL-209 ............. Microbiology
- CSCI-132............ Software Applications for the Sciences
- CHEM-104............. Introduction to Organic and Biological Chemistry
- PSY-120............. Introduction to Psychology
- MATH-180............. College Algebra and Trigonometry
- or MATH-245 ..... Statistics for the Sciences
- PHYS-150/153 .......... General Physics I or General Physics I/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
Biology

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

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

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

Additional information about the courses listed above can be found in the section entitled Course Descriptions.
Center for Service-Learning & Community Engagement

Marianna Foulkrod, Director.

The Center for Service-Learning & Community Engagement is a resource center for students, faculty, and staff involved in community service programs through service-learning and other community engagement initiatives. The Center provides service-learning tools and coordinates opportunities for faculty to design new and/or enhance already existing service-learning courses. The Center also coordinates opportunities for service-learning and volunteer placements, provides grant information for students and faculty, offers evaluation tools and forms for recording service-learning hours, shares service-learning syllabi, and offers general services related to service-learning at UIndy. Under the leadership of the Shaheen College of Arts & Sciences, this program also offers the opportunity for students to participate in interdisciplinary service-learning courses. Many of the courses are required for the Community Engagement through Leadership & Service Concentration, which has required introductory and capstone courses in community service learning (CSL). The other courses in the minor are discipline-based courses utilizing a service-learning through interdisciplinarity approach (see the College of Arts & Sciences, Interdisciplinary Programs & Service-Learning academic section for more information on the Community Engagement through Leadership and Service concentration).
Chemistry

Associate Professor David J. Styers-Barnett; Chair, Assistant Professor Lori A. Bolyard, Associate Professor Joe C. Burnell, Associate Professor Ann R. Cutler, Assistant Professor Levi H. Mielke, Assistant Professor Brad M. Neal, Associate Professor Katherine W. Stickney.

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 careers in chemical or pharmaceutical industries, as well as those seeking advanced degrees in such areas as chemistry, chemical engineering, biochemistry, pharmacology, toxicology, business, law, and 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

Chemistry Core Courses (these courses must be completed for all concentration areas)

Required Chemistry Courses:

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

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 and Lab, Calculus-Based (4)*†
- PHYS-163 ............... General Physics II and Lab, Calculus-Based (4)*†

Recommended Support Course:

- PHIL-270 ............... Philosophy and Ethics of Science (3)*

Choose either a Bachelor of Arts or a Bachelor of Science in Chemistry:

Bachelor of Arts option:

- CHEM-ELEC ............... Seven (7) hours of Chemistry Electives at CHEM-230 or above**
- ELEC-XXX ............... Sixteen (16) hours of Science, Math, or Computer Science electives outside of Chemistry (at or above the 155 level)*

Four additional hours of a modern language (through the 201-level). See the Curriculum Guide for the General Education Core for details.

Bachelor of Science option:

- CHEM-380 ............... Physical Chemistry II** SII
- and CHEM-280 ....... Inorganic Chemistry**
- or CHEM-400 ........ Advanced Laboratory Techniques** SII*
- ELEC-XXX ............... Sixteen (16) hours of Science, Math, or Computer Science electives outside of Chemistry (at or above the 155 level)*

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

The Chemistry major requires a minimum of 72 hours.

The above courses allow the student to earn a major in chemistry. Students are encouraged to use courses outside of Chemistry to build a second minor or major area. Consult curriculum guides for minors or majors of interest for details.
You may choose a concentration from the choices below:

Biochemistry Concentration

Required Courses: See the Chemistry Core course section

Additional required Chemistry Courses for the Biochemistry Concentration:
- CHEM-280 ............... Inorganic Chemistry** (4)
- or CHEM-400 ....... Advanced Lab Techniques** (4) SII
- CHEM-380 ............... Physical Chemistry II** (3) SII

Required Biology Courses for Biochemistry Concentration:
- BIOL-225 ............... Introduction to Genetics** (4)
- BIOL-230 ............... Cell Biology** (4) OR
- BIOL-390 ............... Molecular Biology** (4)
- BIOL-320 ............... Biochemistry I** (3) SI
- BIOL-355 ............... Biochemistry Lab** (1) SII
- BIOL-395 ............... Biochemistry II** (3) SII

Required Support Courses for Biochemistry Concentration:
- ELEC-XXX ............... Two (2) credit hours of Science, Math, or Computer Science electives outside of Chemistry (at or above the 155 level)*

*Requires a grade of C- or above

**Requires a grade of C or above

Completion of the Chemistry Major - Biochemistry Concentration requires a minimum of 73 hours.

The above courses allow the student to earn a Bachelor of Science in Chemistry. This concentration can be used to build a second major in Biology with limited additional work. Consult the Curriculum Guide for Biology Majors for details.

Chemical Physics Concentration

Required Courses: See the Chemistry Core course section

Additional required Chemistry Courses for the Chemical Physics Concentration:
- CHEM-380 ............... Physical Chemistry II** (3) SII
- CHEM-400 ............... Advanced Laboratory Techniques** (4) SII

Required Physics Courses for the Chemical Physics Concentration:
- PHYS-230 ............... Laboratory Instrumentation I** (3)
- PHYS-250 ............... Modern Physics** (5)
- PHYS-280 ............... Scientific Computing I** (3)
- PHYS-390 ............... Electricity and Magnetism** (3)

Required Support Courses for the Chemical Physics Concentration:
- CSCI-155 ............... Introduction to Programming Using C++* (4)
- MATH-330 ............... Differential Equations* (3)

* Requires a grade of C- or above

** Requires a grade of C or above

Completion of the Chemistry Major - Chemical Physics Concentration requires a minimum of 77 hours.

The above courses earn the student a Bachelor of Science in Chemistry with a minor in Physics. A student can receive a math minor by adding MATH-280 Linear Algebra (4) and a Statistics course (4).
Environmental Chemistry Concentration

Required Courses: See the Chemistry Core course section

Additional required Chemistry Courses for the Environmental Concentration:
- CHEM-230 ............... Environmental Chemistry** (4)
- CHEM-400 ............... Advanced Laboratory Techniques** (4)

Required Environmental Science Courses for the Environmental Chemistry Concentration:

Take (3) of the following courses:
- ESCI-150 ............... Physical Geology** (3)
- ESCI-211 ............... Meteorology** (3)
- ESCI-230 ............... Introduction to Geographic Information Systems** (2)
- ESCI-410 ............... Hydrogeology** (3)
- ESCI-450 ............... Physics of the Solid Earth** (4)

Required Support Courses for the Environmental Chemistry Concentration:
- BIOL-155 ............... General Biology: The Diversity of Life** (4)
- BIOL-265 ............... Ecology** (4)
- ANTH-200 ............... Global Problems** (3) OR
- SOC-235 ............... Environmental Sociology** (3)

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

Completion of the Chemistry Major - Environmental Chemistry Concentration requires a minimum of 76-78 hours.
The above courses earn the student a Bachelor of Arts in Chemistry with an Environmental Chemistry concentration and a minor in Environmental Science. The Bachelor of Arts Degree requires competency in a modern language through 201-level (additional 4 credits). Addition of CHEM 380 will earn the student a Bachelor of Science in Chemistry.

Industrial Chemistry Concentration

Required Courses: See the Chemistry Core course section

Additional required Chemistry Courses for the Industrial Chemistry Concentration:
- CHEM-280 ............... Inorganic Chemistry** (4)
- CHEM-380 ............... Physical Chemistry II** (3)
- CHEM-400 ............... Advanced Laboratory Techniques** (4)

Required Support Courses for Industrial Chemistry Concentration:
- MATH-245 ............... Statistics for the Sciences* (4)
- ELEC-XXX ............... Eight (8) credit hours of Science, Math, or Computer Science electives outside of Chemistry (at or above the 155 level)*

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

Completion of the Chemistry Major - Industrial Chemistry Concentration requires a minimum of 72 hours.
The above courses earn the student a Bachelor of Science in Chemistry.
Shaheen College of Arts & Sciences

Chemistry

Associate in Science Degree — Chemistry

Required General Education Courses:
- ENGL-101 ................. English Composition (3)
- REL-ELEC ................ 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)

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

Completion of the Associate in Science degree in Chemistry requires a minimum of 60 hours.
The above courses earn the student an Associate in Science in Chemistry.

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 of Science 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-225 ............ Introduction to Genetics* (4)
- BIOL-220 ............ General Microbiology* (4)
- BIOL-270 ............ Immunology* (3)

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

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

The Medical Laboratory Science curriculum requires, in addition to the above courses, the completion of the 12-month clinical 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 Health, Indianapolis, Indiana; and Parkview Health, Fort Wayne, Indiana). Students 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 Laboratory Science prerequisites, all core courses for the Shaheen College of Arts and Sciences, and at least 90 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 120 hours.
These programs may require attendance in both day and extended programs classes. See the Shaheen College of Arts & Sciences General Education Core Guide/Bachelor of Science or Bachelor of Arts for additional course requirements.

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

Associate Professor Darryl Clark, Chair; Associate Professor Jeanne Criswell, Instructor Audrey Cunningham, Assistant Professor Rebecca A. Gilliland, Assistant Professor Rebekah Gaidis, Assistant Professor Steven Koehn, Instructor Scott Uecker.

The Department of Communication provides instruction in electronic media, human communication, journalism, public relations, and sports information; 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 by providing courses found in the curriculum of many other departments. It also 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, thus viewing communication as a theoretically based discipline rather than a form of popular entertainment. The department 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 Minors

Communication Major

Core Courses (19 hours):
- COMM-101............. Computer Applications in Communication
- COMM-114............. Introduction to Mass Media
- COMM-141............. Introduction to Strategic Communication
- COMM-240............. Communication Research Methods
- COMM-440............. Communication Law
- COMM-441............. Senior Project
and one upper-level human communication course

Applied Courses (four hours; may repeat the same course)
- COMM-110............. Applied Radio
- COMM-111............. Applied Television
- COMM-120............. Applied Journalism
- COMM-130............. Speech Team
- COMM-140............. Applied Public Relations

Major areas: Choose one of the following:

Major Area in Human Communication (nine hours)
- COMM-330........... Group Discussion and Communication
- COMM-331........... Interpersonal Communication
- COMM-332........... Argumentation and Debate
- COMM-333........... Intercultural Communication
- COMM-340........... Persuasion
- COMM-432........... Public Address and Criticism

Major Area in Electronic Media (nine hours)

Take:
- COMM-109........... Foundations of Applied Radio and TV
- COMM-311........... Writing for the Electronic Media

One of the following:
- COMM-118........... Studio Production
- COMM-119........... Field Production
- COMM-211........... Announcing
- COMM-230........... Voice & Diction

One of the following:
- COMM-325........... Mass Media Ethics
- COMM-410........... Media Sales and Marketing
- COMM-411........... Media Genres and Criticism
- COMM-412........... Media & Society
- COMM-420........... Media Management

Major Area in Journalism (nine hours)

One of the following:
- COMM-221........... Copy Editing
- COMM-222........... Publication Design

Take:
- COMM-320........... Writing for Print & Online Media

One of the following:
- COMM-323........... Magazine/Webzine Writing and Editing
- COMM-421........... Information Gathering and Dissemination
One of the following:
  - COMM-325 ........... Mass Media Ethics
  - COMM-413 ........... Political Communication
  - COMM-420 ........... Media Management

Major Area in Public Relations (nine hours)
  - COMM-321 ........... Public Relations Principles
  - COMM-322 ........... Public Relations Methods
  - COMM-324 ........... Public Relations Analysis

One of the following:
  - COMM-109 ........... Foundations of Applied Radio and TV
  - COMM-222 ........... Publication Design
  - COMM-325 ........... Mass Media Ethics
  - COMM-421 ........... Information Gathering and Dissemination

Major Area in Sports Communication* (nine hours)

One of the following:
  - COMM-109 ........... Foundations of Applied Radio and TV
  - COMM-321 ........... Public Relations Principles

One of the following:
  - COMM-311 ........... Writing for the Electronic Media
  - COMM-421 ........... Information Gathering and Dissemination

Two of the following:
  - COMM-315 ........... Sports Media Production
  - COMM-344 ........... Sports and Public Relations
  - COMM-415 ........... Gender and Identity in Sports Media

*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-150 ........... Digital Multimedia Production
  - COMM-200 ........... Business and Professional Communication
  - COMM-211 ........... Announcing
  - COMM-223 ........... Photojournalism
  - COMM-310 ........... Programming
  - COMM-313 ........... Television Directing
  - COMM-314 ........... Communication Technology
  - COMM-341 ........... Topics in Communication
  - COMM-343 ........... Communication Research Practicum
  - COMM-351 ........... Digital Project Management
  - COMM-352 ........... Digital Storytelling
  - COMM-413 ........... Political Communication
  - COMM-431 ........... Gender and Communication
  - COMM-442 ........... Communication Internship

COMM-442 Communication Internship (highly recommended); hours count toward graduation and as elective hours within the major (4–8 hours). Junior or senior standing required, 2.3 cumulative GPA, 2.5 GPA in major, 18 hours of coursework in the major, 3 hours of applied courses.
Note: The Communication major requires a total of 44 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-114 or 141; 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, 114, 120, and COMM-440 (9 hours), and choose one of the following tracks (9 hours):

- **Online/Web Track:** COMM-118 or COMM-119, DSGN-101, and ART-371
- **Design Track:** COMM-222, DSGN-101, and ART-170
- **Photojournalism Track:** COMM-223, ART-261, and ART-271
Criminal Justice

Associate Professor Kevin Whiteacre, Chair; Assistant Professor Bruce Biggs, Assistant Professor Dennis A. Williams.

Courses in the Department of Criminal Justice gives students a solid foundation in the many aspects of the criminal justice system and how they interact with each other. They include a strong focus on understanding and identifying evidence-based solutions to problems associated with crime and criminal justice. The criminal justice program benefits those who desire to enter, or advance in, careers in or related to law enforcement, corrections, loss prevention, and cybersecurity, or graduate work in these areas.

The department also offers both a minor in Criminal Justice generally and a minor in Loss Prevention more specifically that are open to students with any University major. The Criminal Justice minor provides students with a firm background in criminal justice process and theory, while allowing students to choose electives that best match their professional and academic goals. The Loss Prevention minor provides students with knowledge and skills needed to work with and in businesses to reduce losses from theft, accidents, and other causes.

Requirements for Major, Minors and Concentrations

Criminal Justice Major—Bachelor’s Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRIM-110</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>SOC-103</td>
<td>Social Problems</td>
</tr>
<tr>
<td>MATH-150</td>
<td>Finite Mathematics</td>
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<tr>
<td>CRIM-200</td>
<td>Criminology</td>
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<tr>
<td>SOC-220</td>
<td>Racial &amp; Ethnic Relations</td>
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<tr>
<td>CRIM-230</td>
<td>Criminal Law</td>
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<td>CRIM-250</td>
<td>Gender Issues in Law and Society</td>
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<tr>
<td>CRIM-310</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SOC-330</td>
<td>Introduction to Social Research</td>
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<tr>
<td>CRIM-440</td>
<td>Criminal Justice Capstone</td>
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One concentration required

Corrections concentration

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRIM-120</td>
<td>Trends in Corrections</td>
</tr>
<tr>
<td>CRIM-240</td>
<td>Constitutional Rights of Inmates</td>
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<tr>
<td>CRIM-330</td>
<td>Custody and Treatment</td>
</tr>
<tr>
<td>CRIM-425</td>
<td>Law and Society</td>
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<tr>
<td>CRIM-350</td>
<td>Internship in Criminal Justice (1-8)</td>
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Cybersecurity concentration

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CSCI-155</td>
<td>Introduction to Programming Using C++</td>
</tr>
<tr>
<td>CSCI-156</td>
<td>Introduction to Object-Oriented Programming</td>
</tr>
<tr>
<td>CRIM-210</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CSCI-240</td>
<td>Data Structure &amp; Algorithms</td>
</tr>
<tr>
<td>CSCI-420</td>
<td>Computer Networks &amp; Distributing Networks</td>
</tr>
<tr>
<td>CSCI-421</td>
<td>Data Encryption &amp; Network Security</td>
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</tbody>
</table>


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 ...... Cities & Communities
CRIM-420 ........... Academy Internship (or 9 hrs of appropriate elec.)

Loss Prevention concentration
BADM-110.......... Introduction to Business
COMP-150 ......... Microcomputer Applications
CIS-151 ............ Intro to Information Systems & Applied Analytics
FIN-210 ............ Finance
MGT-234.......... Organizational Behavior
CRIM-210 .......... Criminal Investigation
CRIM-370 .......... Crime Prevention
CRIM-435 .......... LPQ Certification

The following additional concentration may be taken by any criminal justice major.

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

Criminal Justice Minor
For students with majors in areas other than criminal justice. Take CRIM-110, CRIM-120, 9 hours of criminal justice courses, and 3 hours of social science courses (SOC, SOWK).

Loss Prevention Minor
Required (20 hours):
   CRIM-110 .......... Introduction to Criminal Justice
   BADM-110 .......... Introduction to Business
   FIN-210 .......... Finance
   CRIM-210 .......... Criminal Investigation
   CRIM-230 .......... Criminal Law
   CRIM-370 .......... Crime Prevention
   CRIM-435 .......... Loss Prevention Accreditation

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 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, Minors, and Concentration

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-350 ................. Lang Studies for Students of Writing & Lit
or ENGL-360 ........ Language Studies for Teachers
ENGL-430 ................. Shakespeare
ENGL-495 ................. Capstone

Literature Track: Survey Requirements (9 hours):
Choose three of the following three-hour courses:
ENGL-211 ................. British Literature I
ENGL-212 ................. British Literature II
ENGL-213 ................. American Literature I
ENGL-214 ................. American Literature II

Literature Track: 300 and 400-Level Course Electives (12 hours) Junior and Senior Year
Choose one section from the Studies in Genre list
Choose one section from the 300- or 400-level Alternative and Minority Literature Traditions list
Choose two other 400-level courses with a literature or literary criticism focus

Note: Requirements for the English Portfolio are posted on the English Department website.
English Teaching Major (39 hours)

Required Courses: (24 hours):
- ENGL-210................. Introduction to Literary Criticism and Theory
- ENGL-325................. Poetry
- ENGL-350................. Lang Studies for Students of Writing & Lit.
  or ENGL-360.............. Language Studies for Teachers
- ENGL-365................. Issues of Literacy and Language for the English Classroom
- ENGL-430................. Shakespeare
- ENGL-435................. Multicultural American Literature
- ENGL-465................. Teaching Writing: Theory and Practice
- ENGL-495................. Capstone

English Teaching Track: Literature Survey Requirements (9 hours):
- Choose three of the following four courses:
  - ENGL-211................. British Literature I
  - ENGL-212................. British Literature II
  - ENGL-213................. American Literature I
  - ENGL-214................. American Literature II

English Teaching Track: Elective (6 hours):
- Choose two 300-level or 400-level electives

English Teaching Majors must enroll in three hours chosen from the list below:
- COMM-130................. Speech Team (1)*
- COMM-330................. Group Communication (3)
- COMM-332................. Argumentation and Debate (3)
- COMM-340................. Persuasion (3)
*May take for a maximum of 3 credit hours.

See the School of Education section of the Catalog for additional Education requirements.

Creative Writing Major (36 hours)

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

Creative Writing Track Core (24 hours):
- ENGL-220................. Advanced Composition: Expository Writing
- ENGL-270................. Introduction to Creative Writing
- ENGL-311................. Short Story
- ENGL-325................. Poetry
- ENGL-370................. Poetry Writing Workshop
- ENGL-371................. Fiction Writing Workshop
- ENGL-471................. Advanced Poetry Writing Workshop
  or ENGL-472.............. Advanced Fiction Writing Workshop
- ENGL-495................. Capstone

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-379 ............. Etchings
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 Courses (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 / Marketing:
MKTG-290 ............ Marketing
MKTG-295 ............ Consumer Behavior
or MKTG-393 ....... Advertising

Literary Arts Administrator
COMM-140 ............ Applied Public Relations
COMM-321 ............ Public Relations Principles
COMM-322 ............ Public Relations Methods
or COMM-324 ...... Public Relations Analysis
COMM-430 ............ Organizational Communication
ENTR-280 ............ Small Business Venture
MGT-281 ............ Management
Professional Writing (including M.A. or Ph.D. program preparation)

BADM-231.............Business Communications
BADM-332.............Research/Writing/Project Management
COMM-120.............Applied Journalism
COMM-311.............Writing for Electronic Media
COMM-320.............Writing for Print Media
COMM-323.............Magazine Writing and Editing
ENGL-180.............Applied Professional Writing
ENGL-450.............English Internship
ENGL-482.............Writing for the Web and Content Management Systems
ENGL-485.............Professional Writing Studio
ENGL-489.............Writing for Nonprofit Organizations
Editing and Publishing
ENGL-379.............Etchings Journal
ENGL-385.............Book Editing and Publishing
ENGL-485.............Professional Writing Studio
ENGL-479.............Etchings Press

Creative Writing (including M.A. or M.F.A. program preparation)

ENGL-370.............Poetry Writing Workshop
ENGL-371.............Fiction Writing Workshop
ENGL-379.............Etchings Journal
ENGL-465.............Teaching Writing: Theory and Practice
ENGL-471.............Advanced Poetry Writing Workshop
ENGL-472.............Advanced Fiction Writing 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-379, 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
Choose one of the following groups of courses (9 hours):
ENGL-311.............Short Story
ENGL-371.............Fiction Writing
ENGL-472.............Advanced Fiction Writing Workshop
or ENGL-325.............Poetry
ENGL-370.............Poetry Writing Workshop
ENGL-471.............Advanced Poetry Writing Workshop

Creative Writing Minor: Electives (9 hours)
Choose three 300-level or 400-level literature or creative writing courses.
English

**English Minor (21 hours)**

*Literary Studies Minor Core Requirements (6 hours):*
  - ENGL-210 .......... Introduction to Literary Criticism and Theory
  - ENGL-430 .......... Shakespeare

*Literary Studies Minor: Additional Requirement (3 hours):*
  - Choose one of the following courses:
    - ENGL-211 .......... British Literature I
    - ENGL-212 .......... British Literature II
    - ENGL-213 .......... American Literature I
    - ENGL-214 .......... American Literature II

*Literary Studies Minor: Electives (12 hours):*
  - Choose four 300-level or 400-level courses in literature or literary criticism.

**Professional Writing Minor (21 hours)**

*Professional Writing Minor: Core Requirements (6 hours)*
  - ENGL-220 .......... Advanced Composition: Expository Writing
  - ENGL-280 .......... Introduction to Professional Writing
  - ENGL-387 .......... Composition Theory and Practice

*Professional Writing Minor: Additional Requirement (6 hours)*
  - Choose two of the following courses:
    - ENGL-270 .......... Introduction to Creative Writing
    - ENGL-310 .......... Non-Fiction Prose
    - ENGL-385 .......... Book Editing and Publishing
    - ENGL-415 .......... Contemporary Literature and Culture
    - ENGL-481 .......... Substantive Editing: Making Text Readable
    - ENGL-482 .......... Basic Desktop Publishing: Adobe InDesign
    - ENGL-485 .......... Professional Editing
    - ENGL-489 .......... Writing for Nonprofit Organizations

*Professional Writing Minor: Electives (6 hours)*
  - Choose at least six hours from the following courses:
    - ENGL-180 .......... Applied Professional Writing
    - ENGL-370 .......... Poetry Writing Workshop
    - ENGL-371 .......... Fiction Writing Workshop
    - ENGL-379 .......... Etchings Journal
    - ENGL-450 .......... English Internship
    - ENGL-465 .......... Teaching Writing: Theory and Practice
    - ENGL-471 .......... Advanced Poetry Workshop
    - ENGL-472 .......... Advanced Fiction Workshop
    - ENGL-479 .......... Etchings Press
    - COMM-120 .......... Applied Journalism
    - COMM-140 .......... Applied Public Relations
    - COMM-311 .......... Writing for Electronic Media
    - COMM-320 .......... Writing for the Print Media
    - COMM-321 .......... Public Relations Principles
    - COMM-322 .......... Public Relations Methods
    - COMM-323 .......... Magazine/Webzine Writing and Editing
    - COMM-324 .......... Public Relations Analysis
    - COMM-430 .......... Organizational Communication
English TESOL Concentration (12 hours)

ENGL-465 ................. Teaching Writing: Theory and Practice

Electives (take nine hours from the following):
- ENGL-360 ................. Language Study for Teachers
- ENGL-463 ................. Testing and Assessment
- ENGL-464 ................. Materials Development
- ENGL-466 ................. Pedagogical Grammar
- ENGL-467 ................. Second Language Acquisition
- ENGL-469 ................. Practicum

Additional information about the courses listed above can be found in the section entitled Course Descriptions.
Global Languages & Cross-Cultural Studies

Associate Professor Daniel H. Briere, Chair; Assistant Professor Maribel Campoy, Professor Gerburg Garmann, Instructor Patricia Cabrera, Assistant Professor Eduard Arriaga, Assistant Professor Ana Maria Ferreira, Assistant Professor Paul Levesque, Associate Professor Peter Vakunta.

The objective of the Global Languages and Cross-Cultural Studies department 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 translation courses, and courses in intercultural studies, Spanish for the professions, 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 majors: Franco-Germanic Studies, Latin-American Studies, 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 a teaching major in 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) for the College of Health Sciences, the School for Adult Learning, the School of Business, the School of Education, and the School of Nursing.
3. To meet the language requirements of the Shaheen 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 granting 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

Franco-Germanic Studies Major

Required Courses (24 credits):
FREN-101* ............... French Language and Culture I
or GERM-101* ...... German Language & Culture I
FREN-102 ............... French Language & Culture II
or GERM-102....... German Language & Culture II
FREN-201 ............... French Language & Culture III
or GERM-201....... German Language & Culture III
IREL-101................... Intro to International Relations
or IREL-100 .......... World Regional Geography
ANTH-200 ............... Global Problems
COMM-333............... Intercultural Communications
LANG-321 ............... Introduction to Translation Studies
LANG-398 ............... Multilingual Translation
LANG-485 ............... Capstone Seminar

Electives (choose from 8 credits):
LANG-300 ............... Language without Borders
LANG-324 ............... Masterpieces in Translation
LANG-480 ............... Selected Cross-Cultural Topics
ST-299...................... Spring Term Travel

Note: The Franco-Germanic Studies major requires a minimum of 24 credit hours, excluding the 4 hours of FREN-101 or GERM-101.
Franco-Germanic Studies Minor

Required Courses (8 credits):

- FREN-102 ................. French Language & Culture II
  or GERM-102 ........ German Language & Culture II
- FREN-201 ................. French Language & Culture III
  or GERM-201 ........ German Language & Culture III

Electives: Minimum of 12 credit hours from the additional courses listed in the major, excluding LANG-485.

Note: The Franco-Germanic Studies minor requires a minimum of 20 hours, excluding the 4 hours of FREN-101 or GERM-101.

Latin American Studies Major

Required Courses (24 credits):

- SPAN-101 ................. Spanish Language & Culture I
- SPAN-102 ................. Spanish Language & Culture II
- SPAN-201 ................. Spanish Language & Culture III
- IREL-101 ................. Intro to International Relations
  or IREL-100 ........ World Regional Geography
- COMM-333 ................ Intercultural Communications
- HIST-331 ................ History of Latin America
  or IREL-335 ......... Comparative Politics
  or IREL-336 ......... Political Development
- LANG-321 ................. Introduction to Translation Studies
- LANG-485 ................. Capstone Seminar

Electives (choose 10 credits from the following):

- LANG-300 ................. Language without Borders
- LANG-324 ................ Masterpieces in Translation
- LANG-480 ................ Selected Cross-Cultural Topics
- SPAN-317 ................. Spanish Culture & Civilization
- ST-299 ...................... Spring Term Travel

Note: The Latin American Studies major requires a minimum of 32 hours, excluding the 4 hours of SPAN-101.

Latin American Studies Minor

Required Courses (8 credits)

- SPAN-101 ................. Spanish Language & Culture I
- SPAN-102 ................. Spanish Language & Culture II
- SPAN-201 ................. Spanish Language & Culture III

Electives: Minimum of 12 credit hours from the additional courses listed in the major, excluding LANG-485.

Note: The Latin American Studies minor requires a minimum of 20 hours, excluding the 4 hours of SPAN-101.
Applied Spanish Language and Culture Major

Required Classes (28 credits):

- SPAN-101 .......... Spanish Language & Culture I
- SPAN-102 .......... Spanish Language & Culture II
- SPAN-201 .......... Spanish Language & Culture III
- SPAN-300 .......... Spanish Writing and Correspondence
- SPAN-310 .......... Spanish Conversation
- SPAN-317 .......... Spanish Culture & Civilization
- LANG-321 .......... Introduction to Translation Studies
- SPAN-422 .......... Spanish Translation or
- SPAN-423 .......... Spanish for the Professions
- LANG-485 .......... Capstone Seminar

Electives (choose 4 credits from the following):

- LANG-300 .......... Language without Borders
- LANG-324 .......... Masterpieces in Translation
- LANG-398 .......... Multilingual Translation/Conversation
- LANG-450 .......... Internships in Global Languages
- LANG-480 .......... Selected Cross-Cultural Topics
- SPAN-435 .......... Hispanic Literature
- ST-299 ............... Spring Term Travel/Study to a Spanish-speaking country

Note: The Applied Spanish Language and Culture major requires a minimum of 32 hours, excluding the 4 hours of SPAN-101.

Spanish Teaching Major

Required Classes (28 credits)

- SPAN-101 .......... Spanish Language & Culture I
- SPAN-102 .......... Spanish Language & Culture II
- SPAN-201 .......... Spanish Language & Culture III
- SPAN-300 .......... Spanish Writing and Correspondence
- SPAN-310 .......... Spanish Conversation I
- SPAN-317 .......... Spanish Culture & Civilization
- LANG-321 .......... Introduction to Translation Studies
- SPAN-422 .......... Spanish Translation
- SPAN-423 .......... Spanish for the Professions
- LANG-485 .......... Capstone Seminar

Electives (choose 4 credits from the following):

- LANG-300 .......... Language without Borders
- LANG-324 .......... Masterpieces in Translation
- LANG-398 .......... Multilingual Translation/Conversation
- LANG-450 .......... Internships in Global Languages
- LANG-480 .......... Selected Cross-Cultural Topics
- SPAN-435 .......... Hispanic Literature
- ST-299 ............... Spring Term Travel/Study to a Spanish-speaking country

*Education majors must take four additional hours in a Spanish-speaking country or take LANG-450 as an internship in a Spanish-speaking organization, for a total of 36 hours.

**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 (8 credits)**

- SPAN-102 ................. Spanish Language & Culture II
- SPAN-201 ................. Spanish Language & Culture III

**Electives: Minimum of 12 credits from the following courses**

- SPAN-300 ................. Spanish Writing and Correspondence
- SPAN-310 ................. Spanish Conversation I
- SPAN-317 ................. Spanish Culture & Civilization
- SPAN-422 ................. Spanish Translation
- SPAN-423 ................. Spanish for the Professions
- LANG-300 ................. Languages without Borders
- LANG-321 ................. Introduction to Translation Studies
- LANG-324 ................. Literature in Translation
- LANG-398 ................. Multilingual Translation/Conversation
- LANG-480 ................. Selected Cross-Cultural Topics
- ST-299 ....................... Spring Term Travel/Study to a Spanish-speaking country

Note: The Applied Spanish minor requires a minimum of 20 hours, excluding the 4 hours of SPAN-101.

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

Associate Professor Milind Thakar, Chair; Assistant Professor Laura Merrifield Albright, Professor Edward Frantz, Professor A. James Fuller, Associate Professor Chad A. Martin, Associate Professor Samantha A. Meigs, Associate Professor Jyotika Saksena, Professor Lawrence Sondhaus, Associate Professor James B. Williams, 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

Take:

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-400................. Ancient Rome and its Legacy
HIST-401................. Colonial and Revolutionary America
HIST-404................. Early American Republic
HIST-405................. Civil War and Reconstruction
HIST-406................. The United States, 1877–1945
HIST-410................. History of African Americans to 1910
HIST-415................. History of the Civil Rights Movement
HIST-420................. Indiana and the Midwest
HIST-464................. United States Diplomatic History to 1945
HIST-465................. The United States and the World Since 1945
HIST-480................. Special Topics in History

World Area (8 hours) (For optional concentration in European History, take 12 hours from HIST-303, 402, 403, 416, 422, 423, 427, and 482; for optional concentration in Non-Western History, take 12 hours from HIST-331, 353, 419, and 481)

HIST-303................. Modern Europe
HIST-331................. History of Latin America
HIST-353................. Modern Africa
HIST-402................. Medieval Europe
HIST-403................. Early Modern Europe
HIST-416................. The Third Reich: Rise, Fall, and Aftermath
HIST-419................. Modern Imperialism

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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
HIST-483............. Special Topics in History

History Minor

HIST-217, HIST-218, and 12 hours of HIST electives at the 300-level or above.

International Relations Major

IREL-100 ............. World Regional Geography
IREL-101 ............. Introduction to International Relations
HIST-102/202 ......... World History Since 1700
IREL-345 ............. International Relations Theory
PSCI-301 ............. Research Design and Methods
IREL-475 ............. Capstone Research Project

International Relations electives: 8 hours from among the following:
IREL-309 ............. Economic Geography and Globalization
IREL-335 ............. Comparative Politics
IREL-336 ............. Political Development
IREL-343 ............. Foreign Policy Analysis
IREL-346 ............. U.S. Foreign Policy: Decision-Making and Process
IREL-347 ............. International Conflict and Conflict Resolution
IREL-348 ............. International Organizations and Interdependence
IREL-354 ............. Terrorism: Past, Present, and Future
IREL-438 ............. Politics of South Asia
IREL-480 ............. Special Topics in International Relations
IBUS-201 ............. International Business

Applied International Relations: minimum 2 hours from among the following:
IREL-300 ............. Model United Nations
IREL-302 ............. Model European Union
IREL-450 ............. Internship in International Relations

History elective: Four hours from among the following:
HIST-303 ............. Modern Europe
HIST-331 ............. History of Latin America
HIST-353 ............. Modern Africa
HIST-416 ............. The Third Reich: Rise, Fall, and Aftermath
HIST-419 ............. Modern Imperialism
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-420 ............... American Political Institutions
PSCI-440 ............... Common Law
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-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

Legal Studies Minor
PSCI-101 .................. American National Government
PHIL-201 .................. Ethics
PSCI-440 .................. Common Law
or PSCI-445 ............... Constitutional Law II: Civil Rights and Liberties

Take two courses (6 hours) from the following:
BADM-230 ................ Business Law
BADM-233 ................ Business Law: Partnerships & Corporations
COMM-440 ................ Communication Law
CRIM-230 ................ Criminal Law
CRIM-240 ................ Constitutional Rights of Inmates
CRIM-250/SOC-250 ........ Gender Issues in Law and Society
PHIL-250 ................ Law, Philosophy, & Punishment
PSCI-444 ................. Constitutional Law I: Powers of Government
or PSCI-445 ............... Constitutional Law II: Civil Rights and Liberties
Experiential component - Choose one from the following:
   PSCI-357 .................. ST: Mock Trial
   ST-299 ...................... Spring Term*
   Internship*

*Courses must be approved by the Legal Studies coordinator.

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

Associate Professor Krystina Leganza Interim Chair; Associate Professor Livia Hummel, Interim Associate Chair; Professor Nadjib Bouzar, Professor Leslie Gardner, Instructor Richard Maupin, Associate Professor Travis K. Miller, Professor Jeffrey Oaks, Assistant Professor Clay Roan, Assistant Professor Lochana Siriwardena.

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.

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

Policy statement for giving credit for previous mathematics experience:
Students entering the University of Indianapolis with previous mathematics experience have the following options:

1. Students who test into MATH-190 through the math proficiency examination may earn four credit hours of back credit for MATH-180 upon enrollment and successful completion of MATH-190 with a grade of C- or better at the University of Indianapolis.
2. 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.
3. 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

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-345............. Applied Statistical Methods
MATH-350............. Probability and Statistics I
MATH-351............. Probability and Statistics II
MATH-356............. Financial Mathematics
MATH-365............. Time Series Analysis
MATH-456 ................ Actuarial Mathematics I
MATH-457 ................ Actuarial Mathematics II
MATH-470 ................ Capstone in Actuarial Science
ACCT-210 ................ Financial Accounting
CSCI-155 ................. Introduction to Programming Using C++
  or CIS 153 ........ Visual Basic
ECON-110 ................. Microeconomics
ECON-111 ................. Macroeconomics
FIN-210 ................... Finance
PHYS-153 ................... General Physics I, Calculus-Based

Two courses from the following:
  MATH-330 ................ Differential Equations
  MATH-440 ................. Topics in Actuarial Science
  MATH-466 ................. Loss Models
  FIN-350 ................... Investments
  FIN-410 ................... Derivative Securities

Data Science Major

Requirements for freshman and sophomore year:
  MATH-190 ............ Calculus and Analytic Geometry I
  MATH-191 ............ Calculus and Analytic Geometry II
  MATH-195 ............ Discrete Mathematics
  MATH-280 .......... Linear Algebra
  CSCI-155 .......... Introduction to Programming Using C++
  CSCI-156 .......... Introduction to Object-Oriented Programming
  CSCI-240 .......... Data Structures and Algorithms
  CSCI-370 .......... Database Systems

Requirements for junior and senior year:
  MATH-350 ........ Probability and Statistics I
  MATH-351 ........ Probability and Statistics II
  CIS-351 .......... Information Systems Management & Unstructured Data
  CIS-355 .......... Systems and Process Analysis
  MATH-335 .......... Introduction to Operations Research
  MATH-345 .......... Applied Statistical Methods
  MATH-415 .......... Bayesian Analysis and Statistics Decision Making
  MATH-425 .......... Statistical Learning
  MATH-435 .......... Capstone: Research Data Analysis

Mathematics Major

  MATH-185 .......... Orientation to the Mathematical Sciences
  MATH-190 ........... Calculus and Analytic Geometry I
  MATH-191 ........... Calculus and Analytic Geometry II
  MATH-230 .......... Calculus Sequence Seminar
  MATH-270 ........... Calculus and Analytic Geometry III
  MATH-280 .......... Linear Algebra
  MATH-300 .......... Foundations of Abstract Mathematics
  MATH-350 .......... Probability and Statistics I
  MATH-360 .......... Proof & Linear Algebra Seminar
  MATH-430 .......... Abstract Algebra I
  MATH-460 .......... Mathematics Capstone
  MATH-480 .......... Real Analysis I
Mathematical Sciences

PHYS-153 .............. General Physics I, Calculus-Based
CSCI-155 .............. C/C++ Language Programming

Two courses from the following:
- MATH-351 ............ Probability and Statistics II
- MATH-431 ............ Abstract Algebra II (highly recommended)
- 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-230 ............. Calculus Sequence Seminar
- MATH-270 ............. Calculus and Analytic Geometry III
- MATH-280 ............. Linear Algebra
- MATH-300 ............. Foundations of Abstract Mathematics
- MATH-350 ............. Probability and Statistics I
- MATH-360 ............. Proof & Linear Algebra Seminar
- MATH-380 ............. Modern Geometries
- MATH-430 ............. Abstract Algebra I
- MATH-460 ............. Mathematics Capstone
- MATH-480 ............. Real Analysis I
- PHYS-153 ............. General Physics I, Calculus-Based
- CSCI-155 ............. C/C++ Language Programming

Two of the following:
- MATH-351 ............. Probability and Statistics II
- MATH-431 ............. Abstract Algebra II
- MATH-481 ............. Real Analysis II

(Please note that the required education courses for this degree are listed in the School of Education’s Teacher Education section of this catalog.)

Mathematics Minor
- MATH-190, MATH-191, MATH-280. Two additional courses to be chosen from the list below; one of these courses must be at the level of MATH-270 or above:
  - MATH-195, MATH-220, MATH-245, MATH-270, MATH-300, MATH-330,
  - MATH-350, MATH-351, MATH-380, MATH-430, MATH-431, MATH-480,
  - MATH-481. (Only one of MATH-220, 245, or 350 can be used to satisfy these requirements.)

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

Professor Gerburg Garmann, Assistant Dean of Multidisciplinary Studies and Service Learning.

The University of Indianapolis offers a variety of multidisciplinary and interdisciplinary programs. These programs combine complementary academic areas to better prepare you for certain careers or to give you a broader view of a field of study.

Multidisciplinary majors and minors are offered in Digital Media Studies, Environmental Science, Environmental Sustainability, Experience Design, International Relations (curriculum available in the History and Political Science section), and Social Practice Art. Minors are available in Child & Youth Programs (available in the Sociology and Criminal Justice section) and Gender Studies, and there is a concentration available in multilingual translation and communication studies.

Digital Media Studies

The Digital Media Studies major is a multidisciplinary program that includes courses in Art & Design, Communication, English, and Math & Computer Science. The major gives students a well-rounded background in content, visual design, and computer programming to prepare you for jobs that require a wide range of digital skills and media knowledge. Students may choose from three major areas: Content, Media Design, and Computer Programming.

Digital Media Studies Major

Core Curriculum (37 hours):
- ART-120 ................. Fundamentals of 2-D Design
- COMM-150............ Digital Media Productions
- COMM-321............ Public Relations Principles
- COMM-350............ Digital Practice Management
- COMM-440............ Communication Law
- CSCI-110............. Intro to Software Development for Digital Media
- CSCI-155............. C++ Programming (prereq: MATH-150, 180, or 190)
- DSGN-101............ Creative Digital Practice
- DIGI-410............. Web and Social Media Analytics
- DIGI-490............. Capstone
- ENGL-482............. Writing for the Web
- MKTG-290........... Marketing

Choose one of the major areas listed below.

Major Area: Computer Programming (16 hours):
Take the following:
- CSCI-156............. Introduction to Object-Oriented Programming
- CSCI-310............. Graphic User Interfaces
- CSCI-390............. Internet Programming

Choose one of the following:
- CSCI-356............. Game Programming
- CSCI-450............. Computer Graphics

Major Area: Content Track (15 hours):
Take 15 hours from any of the following:
- COMM-140........... Applied Public Relations (up to 3 hours)
Shaheen College of Arts & Sciences

Multidisciplinary Programs

COMM-322........... Public Relations Methods
COMM-352........... Digital Storytelling
COMM-412........... Media and Society
DSGN-296........... Time-Based Media
ENGL-180........... Applied Professional Writing (up to 2 hours)
ENGL-280........... Introduction to Professional Writing
ENGL-386........... Digital Writing
ENGL-483........... Instructional Design
ENGL-485........... Professional Writing Studio

Major Area: Media Design Track (15 hours):
Take the following:
  DSGN-170.......... Introduction to Visual Communication Design
  DSGN-275.......... Computer Utilization for VCD
  DSGN-296.......... Time-Based Media
  DSGN-371.......... Introduction to Web Design
  DSGN-372.......... New Media Design

Suggested Electives:
  DSGN-373.......... Interactive Experience Design
  DSGN-471.......... Information Design

Environmental Science

The environmental science major explores how air quality, water quality, plants, organisms and their relationships to one another affect the environment and impact the health of our planet over time, challenging students to fully grasp the concepts of how the natural world operates. UIndy’s environmental science major provides a dual approach to a student’s education: theory and applied learning. Students have the opportunity to get involved in a variety of environmental research projects, giving them the tools to identify possible risks to human health and the environment we live in. Students can also choose an environmental science minor.

Environmental Science Major—Biological Sciences Track

Required Courses:
  ENSC-101 ............. Introduction to Environmental Science
  ESCI-150............. Physical Geology
  ESCI-230............. Introduction to Geographic Information Systems
  ESCI/BIOL-265 ...... Ecology
  CHEM-230............. Environmental Chemistry (see prerequisites)
  ESCI-365............. Field Studies in Earth-Space Sciences
  CHEM-150/151....... General Chemistry I and Lab
  CHEM-160/161....... General Chemistry II and Lab
  MATH-220.......... Elementary Statistics
                   or MATH-245 ..... Statistics for the Sciences
  BIOL-165.......... Introduction to Cell Biology

Three of the following:
  ANTH-200 .......... Global Problems
  ECON-110 .......... Microeconomics
  ECON-111 .......... Macroeconomics
  ENGL-489.......... Writing for Non-Profit Organizations
  IREL-100 .......... World Regional Geography
  IREL-309 .......... Economic Geography & Globalization
PHIL-201 ............... Ethics
PHIL-240 ............... Social & Political Philosophy
PSCI-323 ............... Public Administration
PSCI-356 ............... Political Theory
SOC-235 ............... Environmental Sociology
Approved Special Topics Course

Seven (7) credit hours from the following:
BIOL-220 ............... General Microbiology
BIOL-245 ............... Ornithology
BIOL-350 ............... Plant Biology
Approved Organismal/Community Biology elective

Eight (8) credit hours from the following:
CHEM-400 ............... Advanced Lab Techniques
ESCI-211 ............... Meteorology
ESCI-410 ............... Hydrogeology
ESCI-425 ............... Soil Morphology
Approved ESCI 300- or 400-level elective
Approved Practicum or Internship

Environmental Science Major—Physical Sciences Track

Required Courses:
ENSC-101 ............... Introduction to Environmental Science
ESCI-150 ............... Physical Geology
ESCI-230 ............... Introduction to Geographic Information Systems
ESCI/BIOL-265 ......... Ecology
CHEM-230 ............... Environmental Chemistry (see prerequisites)
CHEM-150/151 ......... General Chemistry I and Lab
CHEM-160/161 ......... General Chemistry II and Lab
CHEM-310 ............... Analytical Chemistry
MATH-190 ............... Calculus & Analytical Geometry I
MATH-220 ............... Elementary Statistics
or MATH-245 ......... Statistics for the Sciences

Three of the following:
ANTH-200 ............... Global Problems
ECON-110 ............... Microeconomics
ECON-111 ............... Macroeconomics
ENGL-489 ............... Writing for Non-Profit Organizations
IREL-100 ............... World Regional Geography
IREL-309 ............... Economic Geography & Globalization
PHIL-201 ............... Ethics
PHIL-240 ............... Social & Political Philosophy
PSCI-323 ............... Public Administration
PSCI-356 ............... Political Theory
SOC-235 ............... Environmental Sociology
Approved Special Topics Course

Fifteen (15) credit hours from the following:
BIOL-220 ............... General Microbiology
BIOL-245 ............... Ornithology
BIOL-350 ............... Plant Biology
Approved Organismal/Community Biology elective
CHEM-400 ............... Advanced Lab Techniques
ESCI-211.................. Meteorology
ESCI-410.................. Hydrogeology
ESCI-425.................. Soil Morphology
PHYS-150.................. General Physics I
or PHYS-153.............. General Physics I, Calculus-based
Approved ESCI 300- or 400-level elective
Approved Practicum or Internship

Environmental Sustainability

The Environmental Sustainability major offers a multidisciplinary program that is especially well-suited for students who are interested in the environment and solving environmental problems, but are less interested in scientific work. The program has a strong social sciences and humanities component, offers several internship opportunities, and pairs well with other majors or minors.

Environmental Sustainability Major

Core Curriculum (18 hours):

ESCI-101.................. Introduction to Environmental Science
IREL-100 ................. World Regional Geography
ESCI-230.................. Introduction to Geographic Information Systems
SOC-235................. Environmental Sociology
SOC-236................. Service Learning in Sustainability (coreq: SOC 235)
BIOL-265................. Ecology

Required Upper-Level Courses (9 hours):

ENGL-345................. Ecoliterature
ENGL-482............... Writing for the Web and Content Management Systems
or ENGL-489 ........ Writing for Non-Profit Organizations
SUST-450................ Capstone Experience

Choose from one of the following tracks (6 hours):

Local Focus Track:

SOC-103.................. Social Problems
SOC-315................. Cities and Communities

International Focus Track:

ANTH-200 ............. Global Problems
IREL-309................. Economic Geography and Globalization

Experience Design

Associate Professor Samantha A. Meigs, Program Director

Experience Design is a multidisciplinary 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 (22 hours):**
- EXD-101 ................. Introduction to Experience Design (3)
- EXD-250 ................. For-Profit Experience Design (3)
- EXD-251 ................. Nonprofit Experience Design (3)
- EXD-300 ................. Experience Design Outreach (3)
  (Required once but is repeatable)
- EXD-382 ................. Experience Design Research Experience (0.5-6) (3 hours required but is repeatable)
- EXD-472 ................. Experience Design Theory & Methods (3)
- EXD-480 ................. Special Topics in Experience Design (3) (Changing topics; required once but is repeatable)
- EXD-490 ................. Senior Capstone Portfolio (1)

**Required support courses (18 hours):**
- ANTH-100 ................. Cultural Anthropology (3)
- COMM-321 ............... Public Relations Principles (3)
- MKTG-290 ............... Marketing (3)

**Take one of the following:**
- DSGN-101 ................. Creative Digital Practices (3) OR
- COMM-101 ............... Computer Applications in Communication (3)

**Take one of the following:**
- MGT-234 ................... Organizational Behavior (3) OR
- MGT-281 ................... Management (3)

**Take one of the following:**
- THE-120 .................... Stagecraft (major section) (3) OR
- THE 130 .................... Introduction to Acting (non-major section) (3)

**Optional:**
- EXD-450 ................. Internship in Experience Design (variable credit; counts as general elective)

**Experience Design Minor**

- EXD-101 ................. Introduction to Experience Design (3)
- EXD-250 ................. For-Profit Experience Design (3)
- EXD-251 ................. Nonprofit Experience Design (3)
- EXD-300 ................. Experience Design Outreach (3)
- EXD-472 ................. Experience Design Theory & Methods (3)
- EXD-480 ................. Special Topics in Experience Design (3)

**Experience Design Concentration**

This is a stand-alone concentration that can be combined with any major.

**Take:**
- EXD-101 ................. Introduction to Experience Design (3)
- 9 additional hours of courses coded EXD
Multidisciplinary Minors

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.

Required:
- CSL-150 .................... Introduction to Community Service Learning (3)
- CSL-450 .................... Civic Engagement and Community Leadership (3)
  (capstone experience/project)

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 (1-3)
  (pre- or corequisite SOC-235)
- SOCS-300 .............. Service Learning in Social Sciences (3)
- SOWK-111 .............. Social Work Service Learning Lab (1) (corequisite SOWK-110)
- 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 (1) (corequisite CRIM-120)
- CRIM-331 ............... Corrections Service Learning Lab (1) (corequisite CRIM-330)
- CSL-480 ............... Topical Seminar in Service Learning (3)
- ENGL-489 ............... Writing for Nonprofits (3)

Gender Studies Minor

CRIM/SOC 250 ......... Gender Issues in Law and Society

Take at least 15 credit hours from the following:
- ART-389 ............... Women in Art
- ANTH-408 ............. Archeology of Gender
- ANTH-420 ............. The Encultured Body
- COMM-431 ............. Gender and Communication
- ENGL-210 ............. Introduction of Literary Criticism and Theory
- ENGL-342 ............. Women Writers
- KINS-266 ............. Sexuality and Human Health
- PSY-330 ............. Psychology of Gender
- SCI-230 ............. Gender & Ethnicity in Mathematics and Science
- SOC 200 ............. The Family: A Global Perspective
- SOCS-300 ............. Service Learning in the Social Sciences
**Multidisciplinary Concentrations**

**Community Engagement through Leadership & Service**

- CSL-150 .......... Intro to Community Service Learning
- INTD-301 ........... ST: Developing Multicultural Competencies in Leadership & Service
- CSL-450 .......... Civic Engagement and Community Leadership
- ST-299 ............. Spring Term Service-Learning Course (Needs prior approval from the Center for Service-learning and Community Engagement)

A reflective essay must be written to complete the concentration. Contact the Director of the Center for Service-Learning and Community Engagement for more information.

**Multilingual Translation and Communication Studies**

Take LANG-321, FREN/GERM/SPAN-322, LANG-398, and IREL-100 or 101.

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

Associate Professor Brenda Clark, Chair. Associate Professor John Berners, Associate Adjunct Professor E. J. Choe, Professor Kathleen Hacker, Associate Adjunct Joylyn Hague, Associate Professor Elisabeth Hoegberg, Professor Paul J. Krasnovsky, Assistant Professor Gregory Martin, Associate Adjunct Amy Mougey, Instructor Peter Nichols, Assistant Professor Vu Nguyen, Assistant Professor Mark O’Connor, Assistant Professor Haruka Ostojic, Assistant Professor Sharon Parr, Professor Richard J. Ratliff, Professor Pete Schmutte, Assistant Professor Janice Schreibman, 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 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 mission of the Department of Music is to offer comprehensive and exceptional degree programs for talented students who wish to pursue careers in music. The department serves the general student body and the surrounding community by providing diverse opportunities for musical education and enrichment. Lastly, we foster an awareness of the global musical community by combining University musical experiences with those at the national and international levels.

The following programs of study reflect this mission:

**Bachelor of Music in Music Education with Indiana Teacher Certification (142 hours)**

- 107.5 hours of music core, music methods, and education
- 34.5 additional General Education core requirements

Total Hours: 142

**Bachelor of Music in Performance (127 hours)**

- 86.5 hours of music core and performance in the Vocal track
- 80.5 hours of music core and music performance coursework in the Instrumental track
- 46.5 hours of additional General Education core work for instrumental, 38.5 hours for vocal

Total Hours: 127

**Bachelor of Science in Music Therapy (122 hours)**

- 87.5 hours of music core and music therapy related courses
- 34.5 additional General Education core requirements

Total Hours: 122

**Bachelor of Arts/Science in Music, a liberal arts degree (85–97 hours total)**

- 53.5 hours of required music core coursework
- 46.5 hours of additional General Education core hours for the Bachelor of Science

**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 Pre-College and Adult Music Programs—including private lessons, Vocal Arts Institute, Chamber Music Institute, etc. and (2) cultural enrichment and entertainment through the Faculty Artist Series and the Student Ensemble Series (all free to the public), as well as concerts by such ensembles in residence as the Indianapolis Baroque Orchestra and the New Century String Quartet. The department also provides other University-sponsored concerts for which there is a ticket cost.

Core Requirements for All Music Degrees

- MUS-100 ............... Music Fundamentals (or proficiency)
- MUS-105 ............... Foundations for the Collegiate Musician
- MUS-106 ............... Freshman Seminar in Music
- MUS-121 ............... Elementary Theory
- MUS-131 ............... Music History Survey I*
- MUS-132 ............... Music Theory I
- MUS-133 ............... Aural Skills I
- MUS-150 ............... Performance Disciplines
- MUS-150 ............... Upper Divisional
- MUS-220 ............... Intermediate Theory
- MUS-221 ............... Aural Skills II
- MUS-222 ............... Music Theory II
- MUS-223 ............... Advanced Theory
- MUS-224 ............... Aural Skills III
- MUS-225 ............... Music Theory III
- MUS-232 ............... Music History and Survey II*
- MUS-233 ............... Music History and Survey III*
- MUS-234 ............... Form and Analysis
- MUS-257 ............... Basic Conducting
- MUS-322 ............... Tonal Forms
- MUS-323 ............... 20th-Century Masters**
- MUS-332 ............... Music History and Survey IV*

* Prerequisite: MUS-100 Music Fundamentals

**Strongly encouraged, but not required for the Bachelor of Music in Music Education degree

Private Applied Major
Private Applied Minor
All students must have at least one year of piano.
Ensembles: 4.5 hours/8 semesters: Major ensemble each semester of full-time enrollment with one semester of a jazz ensemble or Jazz Improvisation I for all instrumental majors or Jazz Keyboard for all pianists or Jazz Pedagogy for Instrumental Music Education majors. Majors not defined. 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: 84 total concerts in varying categories (see Department of Music Student Handbook for details).

Applied Lesson: Each Music Major will be required to register for a minimum of one hour of applied lesson and one hour of an area-specific Performance Discipline class in each semester of required enrollment. Music Performance majors will register for additional applied lesson hours as prescribed by the major. Secondary lessons will not require the Performance Disciplines corequisite.

Upper Divisional: All students must register for Upper Divisional in the second semester of the sophomore year, or, in the case of the transfer student, as determined at the time of acceptance by the Music Department chair. This evaluation is pass/fail. If the student is unable to pass the evaluation at the first attempt, permission to register for 300- or 400-level coursework in the music major will not be given. In addition, the student will be given an IN for the evaluation and receive the requisite six months to meet evaluation competency. If the student is not able to meet competency within six months, the IN will automatically revert to a failing grade and the student will be advised out of the major and into another degree with the potential for the music minor. In certain instances, the student may petition the full-time faculty for special permission to register for upper-level courses before the Upper Divisional is completed. Admission will be granted on a case-by-case basis.

Academic Standing: Any student wishing to move through the music theory sequence must first complete MUS-100 Music Fundamentals with a minimum grade of B- or may determine a starting point for theory by taking a theory placement exam. Scholarship students are required to maintain a B average in all music classes in order to retain scholarships. A minimum grade of C for all music courses must be achieved in order to credit a music course toward any music degree program.

Additional Requirements for Specific Degrees

Bachelor of Science in Music

Core requirements listed above
Private Applied major:
    Applied Lessons: minimum of 6 hours
    Performance Disciplines: minimum of 6 hours
        (each with a minimum of 3 hours at the 300 level)
    Music Electives: Four hours; may be additional hours of ensembles and applied study as well as music coursework.
**Bachelor of Science in Music with a Concentration in Jazz Studies**

**Core requirements listed above**

**Private Applied major:**
- Applied Lessons: minimum of 6 hours
- Performance Disciplines: minimum of 6 hours
  (each with a minimum of 3 hours at the 300 level)

**Private Applied Minor: 2 hours**
- MUS-207 ................... Jazz Keyboard
- MUS-208 ................... Jazz Improvisation I
- MUS-209 ................... Jazz Improvisation II
- MUS-307 ................... Jazz History
- MUS-308 ................... Jazz Pedagogy
- MUS-309 ................... Jazz Arranging
- MUS-409 ................... Jazz Styles

Ensembles: Jazz Ensemble (6 semesters); Jazz Combo (4 semesters);
Symphonic Wind Ensemble (2 semesters)

Each Jazz Concentration major will complete first a half junior recital with repertoire
of the classical style. After the Junior recital is successfully completed and after a
year of study with a qualified professional jazz performer, the student will present a
full senior recital with repertoire in the style of jazz as a culminating experience for
the concentration.

**Bachelor of Science in Music with a Concentration in Music Technology & Recording**

**Core requirements listed above**

**Private Applied major:**
- Applied Lessons: minimum of 6 hours
- Performance Disciplines: minimum of 6 hours
  (each with a minimum of 3 hours at the 300 level)

**Private Applied Minor: 2 hours**
- MUS-226 ................... Electronic Music Media I
- MUS-227 ................... Audio Recording I
- MUS-326 ................... Electronic Music Media II
- MUS-327 ................... Audio Recording II
- MUS-428 ................... Music Technology Capstone Project
  or MUS-429 ........... Internship (optional)

**Bachelor of Science in Music with a Concentration in Theory/Composition**

**Core requirements listed above**

**Concentration Core**
- MUS-135 ................... Introduction to Compositional Techniques
- MUS-146 ................... 2 hours (1 hour Composition each semester of Sophomore
  year)
- MUS-324 ................... 18th Century 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-135 ............. Introduction to Compositional Techniques
MUS-146 ............. Applied Composition (4 hours Comp. Emphasis; 1 hour Theory Emphasis)
MUS-323 ............. 20th-Century Masters
MUS-324 ............. 18th Century Counterpoint
MUS-346 ............. Applied Composition (4 hours Comp. Emphasis; 1 hour Theory 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)

MUS-456 ............. Orchestration

Half-hour recital of original compositions

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)

MUS-456 ............. Orchestration

Half-hour recital of original music

Required for Theory Emphasis:

MUS-423 ............. Issues and Analysis
MUS-435HON ......... Beethoven/Schubert Seminar
MUS-455 ............. Instr/Choral Arranging
MUS-346 ............. 4 hours (1 hour Composition each semester of the Junior/Senior year) may be replaced with 1 or 2 semesters of Independent Study with an analytical focus, and/or one or two theory courses drawn from the following:

MUS-208 ............. Jazz Improv I
MUS-325 ............. Compositional Studies in Electronic Music
MUS-424 ............. Contemporary Techniques
MUS-455 ............. Instr/ Choral Arranging

Half-hour Theoretical lecture, recital

Bachelor of Science in Music with a Concentration in Church Music

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours
Performance Disciplines: minimum of 6 hours (each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-113 ............. Class Voice
MUS-172 ............. Baroque Ensemble*
MUS-176 ............. Beginning Handbell Ensemble*
MUS-140 ............. Basic Service Organ playing
MUS-340 ............. Advanced Service Organ Playing
MUS-363 ............. Advanced Choral Conducting I
MUS-365 ............. Advanced Choral Conducting II
MUS-402 ............. Church Music Administration and Special Topics
MUS-434 ............. Survey of Church Music Literature and Hymnody
MUS-429 ............. Church Music Internship

*may be used as small ensemble credit

Ensembles: Baroque Ensemble required as small ensemble for two semesters. Handbell Ensemble required as small ensemble for two semesters.
Bachelor of Science in Music with a Concentration in Music Business

Core requirements listed above

Survey Course (3 hours):
  BADM-110 .......... Introduction to Business (3)

Foundations Courses (9 hours):
  ACCT-210 .......... Financial Accounting (3)
  MKTG-290 .......... Marketing (3)
  FIN-210 .......... Finance (3)

Application Courses (10 hours):
  ENTR-280 .......... Small Business Venture (3)
  MUS-380 .......... Professional Development Workshop (1)
  MUS-429 .......... Music Internship (3)
  MUS-460 .......... Senior Seminar (3)

Bachelor of Music in Music Performance

Core requirements listed on previous page

Private Applied Major:

Vocal Track:
  Applied Lessons: 4 semesters at 100 level/8 hours at the 300 level
  Performance Disciplines: 8 semesters

Instrumental Track:
  Applied Lessons: 16 hours/8 semesters
  Performance Disciplines: 8 hours/8 semesters

Required for Voice Majors:
  MUS-213 .......... Diction I
  MUS-214 .......... Diction II
  MUS-250 .......... Voice Techniques
  MUS-370 .......... Junior Recital
  MUS-431 .......... Song Literature
  MUS-470 .......... Senior Recital

Voice majors will select four credit hours from the menu of courses below.
Voice majors also are required to complete French 101,102 and German 101, 102.

Required for Instrumental Majors:
  MUS-370 .......... Junior Recital
  MUS-430 .......... Piano Literature and Pedagogy
    or MUS-433 .......... Instrumental Literature and Pedagogy
  MUS-470 .......... Senior Recital

Instrumental majors will select 16 credit hours from the menu of electives below.

Elective Courses for the Performance Major:
  MUS-146 .......... Applied Composition
  MUS-207 .......... Jazz Keyboard (this course may replace the required 1 semester of jazz ensemble)
  MUS-208 .......... Jazz Improvisation I (this course may replace the required 1 semester of jazz ensemble)
  MUS-209 .......... Jazz Improvisation II
  MUS-215 .......... Introduction to Compositional Techniques
  MUS-226 .......... Electronic Music Media I
  MUS-260 .......... Species Counterpoint
  MUS-307 .......... Jazz History
Music

MUS-308 ................ Jazz Pedagogy
MUS-315 ................ Composition I
MUS-324 ................ 18th Century Counterpoint
MUS-334 ................ 16th Century 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-420 ................ ST: Interrelationships in the Arts
MUS-420 ................ ST: Seminar: Why Should I Listen
MUS-420 ................ ST: Theory Seminar
MUS-423 ................ Issues and Analysis and Criticism
MUS-424 ................ Contemporary Techniques
MUS-435 ................ Beethoven/Schubert Honors Seminar
MUS-455 ................ Instrumental/Choral Arranging

Bachelor of Music in Music Education

Applied major:
Applied Lessons: 7 hours/7 semesters
Performance Disciplines: 7 hours/7 semesters
(each with a minimum of 3 hours at the 300/400 level)

Applied Minor: 4 hours/4 semesters

or

MUS-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)
Bachelor of Science in Music Therapy

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

Core Courses for Music Therapy Majors
MUS-114 .............. Guitar Class I
or MUS-126 .......... Ukulele Class I
MUS-128 .............. Introduction to Music Therapy
MUS-135 .............. Introduction to Compositional Techniques
MUS-174 .............. African Drum Ensemble
MUS-228 .............. Observation and Measurement
MUS-250 .............. Vocal Techniques
MUS-252 .............. Percussion Techniques
MUS-289 .............. Therapy Activities/Children
MUS-290 .............. Therapy Activities/Adult
MUS-420 .............. ST: Research/Psychology of Music
MUS-420 .............. ST: Psychology of Music
MUS-472 .............. Clinical Practicum in Therapy I
MUS-473 .............. Clinical Practicum in Therapy II
MUS-474 .............. Clinical Practicum in Therapy III
MUS-475 .............. Clinical Practicum in Therapy IV
MUS-476 .............. Therapy Methods/Materials
MUS-479 .............. Influence of Music on Behavior
MUS-481 .............. Music Therapy Internship (Capstone)

Non-music supplemental required courses:
BIOL-104 .............. Principles of Human Physiology (General Core)
PSY-120 .............. Introduction to Psychology
EDUC-203 .............. Psych of Dev, Learning, and Inst. (General Core)
EDUC-204 .............. Field Experience
PSY-230 .............. Brain and Behavior
EDUC-290 .............. Teaching in a Diverse Society (General Core)
EDUC-371 .............. Special Needs in the Secondary Classroom

Music Minor

The Music Minor requires a minimum of 20 credits. An audition is required for acceptance into the music minor.

Required courses include:
MUS-110 .............. Intro to Music (2)
MUS-118 .............. Keyboard Skills I (1)
MUS-121 .............. Elementary Theory (3)
MUS-233 .............. Music History Survey III (2)
MUS-257 .............. Basic Conducting (2)
MUS-140 .............. Private Applied Music: 4 semesters at 1 credit (half-hour lesson) (4)
MUS ..................... Large ensemble (4 semesters at .5 credit) (2)
Concert Attendance (4 semesters at no credit)
Select two courses from the following list:

- MUS-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. (See Department of Music Student Handbook for further details.)

**Music Ensembles**

Membership is open to all University students. Students may choose to enroll for .5 or one credit depending on their course load.

All music majors with voice, winds, strings, and percussion as the primary area are required to participate in a large ensemble for eight semesters (each semester in residence) and are encouraged to participate in other ensembles of various sizes and nature. Majors with piano or guitar as the primary area are expected to participate in a large ensemble for two years and a small ensemble for the other two years. Minors are to participate for a total of four semesters. Instrumental majors are expected to enroll in Symphonic Wind Ensemble or Campus Band (Jazz Band for concentrations) or Chamber Orchestra; voice majors are expected to enroll in Concert Choir or Women’s Chorus. Keyboard majors may make a choice. All University students must be enrolled for credit in the ensemble in order to participate, except by special
permission. Scholarship students are required to participate in at least two ensembles each semester. (See Department of Music Student Handbook.)

Recitals
A music major is expected to perform in a departmental recital each semester in the major applied music area after the first semester of the freshman year. All students majoring in Music Education present a half-hour recital in their junior and senior year for no credit. All Jazz concentration majors will present a half junior recital of classical repertoire followed by a full recital of jazz repertoire in the senior year after one year of study with a jazz performer for no credit. Performance majors give an hour-long recital in both the junior and senior year for no credit. It is expected for all students to be currently registered in applied lessons in the semester in which they submit a recital proposal and the semester in which they perform a recital.

Students with a music minor are presented in student recitals at the discretion of their instructors. (See Department of Music Student Handbook.)

Recital Attendance
A major part of the educational experience of music students is the attendance at performances of both professional musicians and their student peers. Music majors are required to attend 84 concerts in four years. 42 concerts of recital attendance must be completed as part of the Upper Divisional requirement. Music minors must attend 24 total concerts. (See the Department of Music Student Handbook for delineation of categories of concerts required.)

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

Associate Professor Jonathan R. Evans, Chair; Associate Professor Michael G. Cartwright, Professor Gregory S. Clapper, Instructor Kevin J. Corn, Assistant Professor Jeremiah Gibbs, Associate Professor Perry V. Kea, Assistant Professor Alida Liberman, Professor Peter J. 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
   or PHIL-130 Honors 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-220 Medical Ethics
   PHIL-240 Social and Political Philosophy
   PHIL-250 Law, Philosophy, & Punishment
   PHIL-260 Asian Philosophy
   PHIL-299 Issues in Philosophy (as relevant to ethics)
   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.

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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, Ancient Greek, and Ethics. Non-majors are allowed to do the concentrations in Christian Formation, Ancient Greek, and Ethics. 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.

Requirements for the Religion Major
Take the following:
- REL-100 ............. Christianity
- REL-110 ............. World Religions
- REL-270 ............. Judaism
- 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
- REL-230 ............. Sociology of Religion
- 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 Christian Formation Concentration

Take one Religion course (3 credit hours)
- 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: 12 hours

Requirements for the Ancient Greek Concentration

- GRK-101 ............... Ancient Greek I
- GRK-102 ............... Ancient Greek II
- GRK-201 ............... Ancient Greek III
- GRK-201 ............... Ancient Greek IV

Total: 12 hours

Additional information about the courses listed above can be found in the section entitled Course Descriptions.
Physics and Earth-Space Sciences

Associate Professor Stephen J. Spicklemire Chair; Assistant Professor Leah Courtland; Associate Professor Timothy Duman; Instructor Stacy McCormack; Associate Professor Christopher R. Moore, Assistant Professor Brian A. Vermillion.

The department of Physics and Earth-Space Sciences supports active programs in which a student may major in earth-space sciences, environmental science, physics, physics with a concentration in laboratory instrumentation and physics with a concentration in scientific computing. There are also three dual degree physics/engineering majors: biomedical engineering, computer engineering, and electrical engineering. Students enrolled in the dual degree engineering program may also choose to major in chemistry, mathematics or computer science depending on their engineering discipline. Students majoring in subject areas offered by other departments can minor in earth-space sciences, physics, or environmental science. Earth science teaching and physics teaching, as well as other science teaching licensure programs, are available.

Earth-Space Sciences

The curricula in earth-space sciences are structured to develop student understanding and appreciation of the scientific method and the world in which we live (geology, meteorology, oceanography, and astronomy). Coursework can lead to Bachelor of Arts or Bachelor of Science degree with majors in earth-space sciences or environmental science. Opportunities exist for undergraduate students to build an educational foundation leading to natural science and environmental positions of responsibility in government, business, industry, and education. Moreover, students interested in graduate studies in the earth sciences or environmental sciences can build a framework for success. Certain careers and graduate work require a minimum of a full year each of chemistry, biology, physics, and mathematics through calculus or other courses. Students are encouraged to consider career and graduate school requirements when choosing courses. Students wishing to pursue postgraduate interests in meteorology or astronomy are encouraged to major in physics.

No course in which the student earns a grade lower than a C- in an ESCI course will be counted toward an earth-space or environmental science major or minor.

Requirements for Majors and Minors

Earth-Space Sciences Major

ESCI-150.................Physical Geology
ESCI-206.................Time, Trilobites, and Tyrannosaurus Rex
ESCI-207.................Astronomy
ESCI-211.................Meteorology: Weather and Climate
ESCI-230.................Introduction to Geographic Information Systems (GIS)
ESCI electives (six credit hours at the 300 or 400 level)
One computer programming course
MATH-180.................College Algebra and Trigonometry
or MATH-190 ......Calculus and Analytic Geometry I
MATH-220.................Elementary Statistics
or MATH-245 ......Statistics for the Sciences
CHEM-150/151 ........General Chemistry and Lab I
PHYS-150 ...............General Physics I
or PHYS-153 ...........General Physics I, Calculus-Based
Physics and Earth-Space Sciences

Applied experience; choose one from the following five options:
- ESCI-320 . . . . . . . . . . . . Practicum
- ESCI-365 . . . . . . . . . . . . Field Studies in Earth-Space Sciences
- ESCI-399 . . . . . . . . . . . . Independent Studies
- ESCI-490 . . . . . . . . . . . . Senior Research

Approved work experience in cooperative education, Student Conservation Association, fellowships, internships, or summer job.

Earth-Space Science Teaching Major
Includes all coursework for an Earth-Space Science major plus required courses in Education. See updated material from the Registrar’s Office or Office of Admissions.

Earth-Space Science Minor
ESCI-150 or ESCI-206, ESCI-207, ESCI-211, ESCI-230, and six hours of ESCI electives at 300 or 400 level.

Environmental Science Minor
ESCI-150, ESCI-211 or 410, BIOL-265, CHEM-210 or CHEM-230, ANTH 200, and two to four hours of electives in suggested environmental science designated courses. Mathematics proficiency at the level of MATH-150 or above. Requires a minimum of 18 hours outside of the student’s major department (not teaching minor).

Geology Minor
ESCI-150, ESCI-206, ESCI-230, ESCI-425, and two of the following: ESCI-320, ESCI-382, ESCI-401, ESCI-403, ESCI-410, ESCI-430. Requires a minimum of 18 hours.

Physics
Physics is the study of the basic laws that govern the behavior of matter and energy. Physicists do this by discovering and studying the fundamental forces of nature and the laws that predict the motion that results from these basic interactions. Physics is the most fundamental science because all other fields, from microbiology to cosmology and from chemistry to geology, depend on these few basic physical principles. In addition to a bachelor of science degree in physics, the department offers a dual degree 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 biomedical, electrical, or computer engineering from Indiana University-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.

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-230 ................. Laboratory Instrumentation I (3)
   PHYS-250 ................. Modern Physics (5)
   PHYS-280 ................. Scientific Computing I (3)
   PHYS-360 ................. Dynamics (3)
   PHYS-390 ................. Electricity and Magnetism (3)
   PHYS-415 ................. 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-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-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-310 .......... Scientific Computing II (3)
- PHYS-400 .......... Laboratory Instrumentation II (2)
- PHYS-420 .......... Physical Measurements II (2)
- MATH 450 .......... Probability and Statistics I (3)
- CSCI-156 .......... C/C++ Object-Oriented Programming (4)
- Electives .......... Minimum of 3 credit hours at 300-level or higher of physics, biology, chemistry, computer science or mathematics (*be aware of prerequisites*)

*This concentration earns a student a minor in Mathematics

**Concentration by Design**
We would like to encourage students interested in physics to take advantage of a concentration by design. In addition to the “physics core” we expect students to complete a minimum of 15 hours of approved technical electives at a level of 200 and above. One physics course and one additional course must be at a 300 level or above. The fundamental idea of a concentration is to provide a coherent exploration of some related field of study. While all proposals will be considered, it is necessary to consult with the department before you develop a proposal to be certain it has a reasonable chance of being approved by the faculty.
Here are some possible examples for the concentration by design:

**Concentration by Design in International Geosciences**
- ESCI-150 ................... Physical Geology (3)
- ESCI-206 ................... Historical Geology (3)
- ESCI-211 ................... Meteorology: Weather and Climate (3)
- ESCI-230 ................... Introduction to Geographic Information Systems (GIS) (2)
- SPAN-201 ................... Spanish and Culture III (4)
- PHYS-310 ................... Scientific Computing II (3)
Total = 17 hours

**Concentration by Design in Engineering Physics**
- PHYS-310 ................... Scientific Computing II (3)
- ME-270 .................... Basic Mechanics I* (3)
- ME-310 .................... Fluid Mechanics* (4)
- ME-314 .................... Heat and Mass Transfer* (4)
Total = 18 hours

**Concentration by Design in Biomedical**
- PHYS-310 ................... Scientific Computing II (3)
- KINS-410 .................. Biomechanics (3)
- MATH-245 .................. Statistics for the Sciences (4)
- BIOL-305 .................. Human Functional Anatomy (4)
- BIOL-330 .................. Mammalian Physiology (4)
Total = 18 hours

*These courses are taught on the campus of Indiana University-Purdue University at Indianapolis. A student at the University of Indianapolis is allowed to take one course per semester at IUPUI under the Consortium for Urban Education, Indianapolis.

**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.

**Physics Teaching Major**
See the School of Education section of the catalog for additional education requirements.

*Additional information about the courses listed above can be found in the section of the catalog entitled Course Descriptions.*
R.B. Annis School of Engineering

Associate Professor José Sánchez, Director of Undergraduate Programs; Assistant Professor Usef Faghihi, Associate Professor Octavian Nicolio, Assistant Professor David Olawale, Assistant Professor Rashedul Sarker, Associate Professor Stephen Spicklemire, Assistant Professor Paul Talaga.

The R.B. Annis School of Engineering was established in the Spring of 2017 on a foundation of an interdisciplinary, project-oriented curriculum. At the time of its inception the school was comprised of four programs: Computer Science, Industrial and Systems Engineering, Mechanical Engineering (starting Fall 2017) and Software Engineering. In addition to a strong technical curriculum in each of the core disciplines, the R.B. Annis School of Engineering provides a shared engineering “Design Spine” experience that joins students from the school’s engineering programs together in “hands on” projects. In each of the four years of the engineering programs, students work in small interdisciplinary groups to create designed solutions to authentic “real world” problems with external and internal stakeholders. Many schools have a “senior design” capstone, but at UIndy the design experience begins with the first engineering course students take as incoming freshmen.

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 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 Engineering disciplines represented in the school focus on three core aspects of many practical engineering problems: (a) the design of workflows, layouts and complex processes of today’s highly interconnected systems (Industrial and Systems Engineering), (b) the design, testing and production of mechanical systems from automobiles to spacecraft using a variety of materials, prototyping and fabrication technologies (Mechanical Engineering), (c) the design of complex software systems including issues of scalability, performance, quality, reliability and security (Software Engineering). All of these disciplines blend together through Design Spine projects to give our students experience working on interdisciplinary teams to solve authentic "real world" problems throughout their undergraduate career.

Dual Degree Programs
The school also offers a dual degree 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 Chemistry, Computer Science, Mathematics or Physics from the University of Indianapolis and the other is a bachelor of science in biomedical, electrical 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.
Accreditation
As a new school offering new engineering programs, we are applying for accreditation through the Accreditation Board for Engineering and Technology (ABET) at the earliest allowable time which will be immediately following the graduation of our first class. The accreditation will then apply retroactively to all the students who graduate in the first cohort.

Engineering programs have both program educational objectives (PEOs) and student outcomes (SOs). Program educational objectives are “are consistent with the mission of the institution, the needs of the program’s various constituencies” and ABET criteria. The R. B. Annis School of Engineering program educational outcomes are:
1. Engage in professional practice or graduate studies and service for the profession and the community.
2. Function effectively in multidisciplinary teams inside and outside the engineering discipline.
3. Employ effective communication, management, and organizational skills to drive business success.

The ABET engineering student outcomes are:
a) an ability to apply knowledge of mathematics, science, and engineering
b) an ability to design and conduct experiments, as well as to analyze and interpret data
c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
d) an ability to function on multidisciplinary teams
e) an ability to identify, formulate, and solve engineering problems
f) an understanding of professional and ethical responsibility
g) an ability to communicate effectively
h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
i) a recognition of the need for, and an ability to engage in life-long learning
j) a knowledge of contemporary issues
k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Requirements for Majors and Minors

Computer Science
The computer science major consists of ten required courses in computer science (CSCI) and two CSCI electives. These courses are four semester hours each and comprise 48 hours of the 120 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
Shaheen College of Arts & Sciences
R.B. Annis School of Engineering

CSCI-310 .......... Graphical User Interfaces
CSCI-350 .......... Programming Languages
CSCI-370 .......... Database Systems
CSCI-420 .......... Computer Networks and Distributed Computing
CSCI-421 .......... Data Encryption and Network Security
CSCI-491 .......... Computer Science Capstone

Two courses from among the following electives:
CSCI-340 .......... Computer Algorithms
CSCI-365 .......... Game Programming
CSCI-380 .......... Scientific Computing
CSCI-390 .......... Internet Programming
CSCI-400 .......... Topics in Computer Science
CSCI-430 .......... Software Engineering
CSCI-450 .......... Computer Graphics
CSCI-492 .......... Research in Computer Science

Required mathematics and physical science courses:
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 300-level.

Industrial and Systems Engineering Major
ENGR-196 .......... Introduction to Engineering (Design I)
ENGR-198 .......... Engineering Design II
ENGR-296 .......... Engineering Design III
ENGR-298 .......... Engineering Design IV
ENGR-396 .......... Engineering Design V
ENGR-398 .......... Engineering Design VI
ENGR-496 .......... Engineering Design VII
ENGR-498 .......... Engineering Design VIII
ENGR-210 .......... Engineering Economics
ENGR-230 .......... Introduction to Entrepreneurial Thinking
ISEN-210 .......... Introduction to Industrial Engineering
ISEN-220 .......... Process Modeling and Simulation
ISEN-300 .......... Human Factors Engineering and Ergonomics
ISEN-310 .......... Operations Research II
ISEN-320 .......... Facilities Planning
ISEN-430 .......... Analysis of Networks and Strategies
ISEN-420 .......... Statistical Quality Control
ISEN-410 .......... Introduction to Systems Engineering and Design
ISEN-450 .......... Engineering Lean Methods and Processes
ISEN-460 .......... Introduction to System Architecture and Design
ISEN-440 .......... Engineering Logistics and Supply Chain Management
CHEM-150 .......... General Chemistry I
CHEM-151 .......... General Chemistry Laboratory I
CIS-351 Information Systems Management and Unstructured Data
CSCI-155 Introduction to Programming
MATH-190 Calculus I
MATH-191 Calculus II
MATH-270 Calculus III
MATH-330 Differential Equations
MATH-280 Linear Algebra
MATH-335 Introduction to Operations Research
MATH-350 Prob and Stat I
MATH-351 Prob and Stat II
PHYS-153 Physics I, Calculus Based
PHYS-163 Physics II, Calculus Based

**Mechanical Engineering Major**
ENGR-196 Introduction to Engineering (Design I)
ENGR-198 Engineering Design II
ENGR-296 Engineering Design II
ENGR-298 Engineering Design IV
ENGR-396 Engineering Design V
ENGR-398 Engineering Design VI
ENGR-496 Engineering Design VII
ENGR-498 Engineering Design VIII
ENGR-210 Engineering Economics
ENGR-230 Introduction to Entrepreneurial Thinking
MENG-120 Engineering Graphics
MENG-210 Statics
MENG-220 Thermodynamics I
MENG-300 Mechanics of Solids
MENG-310 Thermodynamics II
MENG-320 Materials Processing
MENG-330 Design of Machine Components
MENG-340 Mechanical Modeling and Simulation
MENG-350 Heat Transfer
MENG-360 Fluid Mechanics
MENG-410 Machine Dynamics and Mechanisms
MENG-420 Control Systems
MENG-430 Manufacturing Processes and Systems
MENG-440 Mechatronics
CHEM-150 General Chemistry I
CHEM-151 General Chemistry Laboratory I
CSCI-155 Introduction to Programming
MATH-190 Calculus I
MATH-191 Calculus II
MATH-270 Calculus III
MATH-330 Differential Equations
MATH-280 Linear Algebra
PHYS-153 Physics I, Calculus Based
PHYS-163 Physics II, Calculus Based
PHYS-230 Laboratory Instrumentation
PHYS-360 Dynamics
### Software Engineering Major

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENGR-196</td>
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<td>Engineering Design II</td>
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<td>ENGR-296</td>
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<td>ENGR-210</td>
<td>Engineering Economics</td>
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<td>SWEN-200</td>
<td>Intro to Software Engineering</td>
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<td>SWEN-230</td>
<td>Advanced C Programming</td>
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<td>SWEN-310</td>
<td>Operating Systems</td>
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<td>SWEN-320</td>
<td>Software validation and testing</td>
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<td>SWEN-330</td>
<td>Software Architecture 10-wk</td>
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<td>SWEN-400</td>
<td>Software Project Management</td>
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<td>CSCI-155</td>
<td>Introduction to Programming</td>
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<td>CSCI-156</td>
<td>Object Oriented Programming</td>
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<td>CSCI-240</td>
<td>Data Structures and Algorithms</td>
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<td>CSCI-370</td>
<td>Database Systems</td>
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<td>CSCI-350</td>
<td>Programming Languages</td>
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<td>CSCI-420</td>
<td>Networks and Distributed Computing</td>
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<td>CHEM-150</td>
<td>General Chemistry I</td>
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<td>MATH-350</td>
<td>Prob &amp; Stats I</td>
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*Additional information about the courses listed above can be found in the section entitled Course Descriptions*
Sociology

Associate Professor Amanda Miller, Chair, Professor Phylis Lan Lin, Professor Timothy W. Maher, Professor Mary C. Moore, Professor James R. Pennell.

Sociology is the study of societies and social groups and how we relate to one another. It uses scientific methods to identify and understand social problems and their solutions. UIndy's sociology program prepares students for careers in a variety of fields, and many of our alumni now work as community leaders and for non-profits. Our program also helps you develop strong research and evaluation skills, which are valuable in a wide range of careers. Many of our students also pursue graduate studies after completing their bachelor's degree. University of Indianapolis Sociology students develop strong research skills and theoretical grounding to study and rectify inequality in local, national, and global communities.

Sociology majors also may elect to pursue concentrations in Community Organizing and/or Social Research. These elective concentrations give 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 working with community groups. The Social Research concentration helps students develop skills needed for entry into many graduate programs and that are highly desired by data-driven businesses, non-profits, and public agencies. The Social Research concentration may also be taken as part of a Sociology minor by non-majors, offering additional instruction and experiences in research beyond what is typically offered in other majors at the University. A concentration fulfills all elective requirements for Sociology majors and may fulfill some requirements or electives in other areas (see descriptions below). Sociology minors may also take the Social Research concentration.

The department also offers a minor in Child & Youth Programs that are open to students with any University major. The Child & Youth Programs 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.

**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 9 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................. Cities and Communities
SOC-321................. Social Psychology
Shaheen College of Arts & Sciences

Sociology

SOC-331 ............... Quantitative Data Analysis
SOC-332 ............... Qualitative Methods of Research and Evaluation
SOC-350 ............... Practicum in Sociology
SOC-360 ............... Advanced Practicum in Sociology
SOC-425 ............... Law and Society
SOC-430 ............... Topical Seminar
SOCS-225 ............. Community: Learning and Serving
SOCS-300 ............. Service Learning in the Social Sciences
SOCS-401 ............. Community Project

Sociology Minor
SOC-101 or 103 and 15 hours of sociology courses (may also count 101 or 103, whichever was not taken).

Sociology Minor with Social Research Concentration
SOC-101 or 103, MATH-220, SOC-330, 331, 332, 350, and one additional sociology course.

Elective Concentrations
The following concentrations may be taken by any sociology major.

Community Organization Concentration
SOC-225 ............... Community: Learning and Service
SOC-240 ............... Conflict Resolution
SOC-315 ............... Urban and Community Sociology
Select one of the following (minimum of 3 hours required):
CRIM-350 ............... Internship in Criminal Justice
CRIM-355 ............... Internship in Corrections
SOWK-350 ............. Junior Practicum in Social Work
SOCS-300 ............. Service Learning in the Social Sciences
SOC-350 ............... Practicum in Sociology
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

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

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

Associate Professor Brad Wright, Chair; Assistant Professor James Leagre, 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
- THE-350 ............... Junior Seminar
- THE-450 ............... Senior Capstone Experience

Take one of the following beginning-level design courses*:

- THE-221 ............... Scene Design I
- THE-222 ............... Lighting Design I
- 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*

Take the three following upper-level design courses:

- THE-321 ............... Scene Design II
- THE-322 ............... Lighting Design II
- THE-323 ............... Costume Design II

Theatre Major with a concentration in Musical Theatre

- THE-120 ............... Stagecraft
- THE-121 ............... Introduction to Theatre Design
- THE-124 ............... Theatrical Makeup
- THE-131 ............... Acting I
THE-132.................. Speech for Stage
THE-133.................. Movement for Stage
THE-231.................. Directing I
THE-241.................. Play Analysis
THE-250.................. Sophomore Seminar
THE-330.................. Acting II
THE-340.................. Theatre History I
THE-341.................. Theatre History II
THE-350.................. Junior Seminar
THE-431.................. Acting III
THE-450.................. Senior Capstone Experience
ENGL-330............. Drama I
ENGL-331............. Drama II

Take one of the following beginning-level design courses*:
THE-221.................. Scene Design I
THE-222.................. Lighting Design I
THE-223.................. Costume Design

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**
THE-120............. Stagecraft
THE-121............. Introduction to Theatre Design
THE-124............. Theatrical Makeup
THE-131............. Acting I
THE-132............. Speech for Stage
THE-221............. Scene Design I
THE-222............. Lighting Design I
THE-223............. Costume Design
THE-231............. Directing I
THE-241............. Play Analysis
THE-330............. Acting II
THE-331............. Directing II
THE-340............. Theatre History I
THE-341............. Theatre History II
ENGL-330............. Drama I
ENGL-331............. Drama II

*The required education courses for this degree are listed in the School of Education’s Teacher Education section of this catalog.
Theatre Minor

THE-120, 121, 131, 231, 241, 340, and 341. 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.
Graduate Programs

The University offers the graduate programs listed below. For detailed information on a specific program, contact the appropriate unit.

Master’s Degree Programs

College of Applied Behavioral Sciences
  Psychology (MA)
  Mental Health Counseling (MA)
  Master of Social Work (MSW)

College of Health Sciences
  Athletic Training (MSAT)
  Gerontology (MS)
  Healthcare Management (MS)
  Master of Public Health (MPH)
  Sport Management (MS)

School of Occupational Therapy
  Entry-Level Master of Occupational Therapy (MOT)

Certificate Program available in:
  Aging Studies
  Health Professions Education

School for Adult Learning
  Strategic Leadership & Design (MS)

Certificate Program available in:
  Health Care Consumer Advocacy

School of Business
  Master of Business Administration (MBA)
  Master of Business Administration in Educational Leadership (MBA)
  Full-time One-Year Master of Business Administration (MBA)
  Evening Master of Business Administration (MBA)
  Saturday Master of Business Administration (MBA)
  Corporate Master of Business Administration (MBA)
  Human Resource Development & Administration (MPS)
  Real Estate Development (MPS)
  Master of Science in Management (MSM)

Certificate Programs available in:
  Applied Analytics
  Finance
  Global Supply Chain Management
  Marketing Management
  Organizational Leadership

School of Education
  Master of Arts in Teaching (MAT)
  Master of Arts in Curriculum & Instruction (MA)
  Master of Business Administration in Educational Leadership (MBA)
  Educational Leadership - iLEAD (MA)
  Teach (STEM)³ (MAT)
  Teacher License Renewal (MAT)

Certificate Programs available in:
  Mild Intervention Certificate License
  Technology
School of Nursing
   - Primary Care Adult/Gerontological Nurse Practitioner (MSN)
   - Primary Care Family Nurse Practitioner (MSN)
   - Neonatal Nurse Practitioner (MSN)
   - Nursing Educator (MSN) - online
   - Nursing and Health Systems Leadership (MSN) - online

Certificate Programs available in:
   - Nurse Educator
   - Nurse Leader

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

Shaheen College of Arts and Sciences
   - Anatomical Sciences (MS)
   - Anthropology (MS)
   - Applied Sociology (MA)
   - English (MA)
   - History (MA)
   - Human Biology (MS)
   - International Relations (MA)
   - Life Sciences (MS)
   - Social Practice Art (MA)
   - Studio Art (MA)

Certificate Programs available in:
   - Biomedical Sciences
   - English Dual-Credit Teaching
   - Life Sciences Dual-Credit Teaching
   - U.S. History Dual-Credit Teaching

Doctoral Degree Programs
College of Applied Behavioral Sciences
   - Clinical Psychology (PsyD)

College of Health Sciences
   - Postprofessional Doctor of Health Science (DHS)

School of Occupational Therapy
   - Doctor of Occupational Therapy (OTD)

Krannert School of Physical Therapy
   - Professional Doctor of Physical Therapy (DPT)

School of Nursing
   - Doctor of Nursing Practice (DNP)
Enrollment and Application Information for University of Indianapolis Graduate Programs

For more information and to apply online, go to: uindy.edu/graduate-admissions/apply

College of Applied Behavioral Sciences

Graduate Programs in Psychology

**Clinical Psychology Doctorate (PsyD)**  
**Master of Arts in Psychology with Forensics, Program development & evaluation, and Research tracks (MA)**  
**Master of Arts in Mental Health Counseling (MA) with Art Therapy concentration**

Assistant Dean: Neil Perdue  
College of Applied Behavioral Sciences, Health Pavilion  
(317) 788-3380 | 1-800-232-8634 | (317) 788-2120 (Fax) | perduen@uindy.edu | uindy.edu/applied-behavioral-sciences

Cassia Gass, Graduate Admissions Counselor and Advisor  
College of Applied Behavioral Sciences, Health Pavilion  
(317) 788-8031 | gassc@uindy.edu

**Admissions Requirements**

- Complete the online application
- Nonrefundable $55 application fee, paid during the application submission process.
- Transcripts from all colleges/universities attended
- Bachelor's degree with a minimum GPA of 3.0/4.0 preferred
- 3 recommendation letters  
  - Three references who you will identify as part of the online application process must complete the online "recommendation for admission"
  - Each reference writer will receive an email from the online application system explaining how to access the online system and will be asked to upload a letter of recommendation providing additional information about your strengths and weaknesses. They will be asked to upload the letter when they complete the final section of the online "recommendation for admission" (Part II Letter of Evaluation).
  - Preferably, your letters should be from faculty members who know you from multiple classes, your experience as a research assistant and/or your volunteer or work activities. Other letters may be from professionals who can write knowledgeably about your potential within the graduate program.
- Personal statement (Statement of Purpose)
- GRE verbal, quantitative and analytical writing is required, subject GRE is strongly recommended (minimum of 50th percentile rank on each section is preferred) **Recommended, but not required, for MA in Psychology application.**
- A minimum of 18 hours in undergraduate or graduate psychology courses (statistics can be "counted" as a psychology course, even if it is taken in a
Additional requirements for international students

- Send results of any standardized examinations that are given in the country of origin (e.g., General Certification of Education (GCE), University of Cambridge Higher School Certification, Senior High School Leaving Certificate, etc.)
- Submit a course-by-course evaluation of foreign educational credentials from any recognized service, such as World Education Services, Inc., International Consultants of Delaware, Inc., or Education Credential Evaluators, Inc. Because universities around the world differ, we require this evaluation as an assurance that you have completed the US equivalent of a bachelor's degree and have taken all appropriate prerequisite courses. Photocopies are not acceptable.
- Test of English as a Foreign Language (TOEFL) minimum scores of at least IBT 100, CBT/TWE 250/5.0 or paper-based 603.

Master of Arts in Mental Health Counseling: Art Therapy Concentration

Admission Requirements
The program has prerequisites for admission based on the American Art Therapy Association requirements. Candidates need to have 18 credit hours of art and 12 credit hours of psychology.

Pre-art therapy majors – Non-UIndy students may be admitted by passing a portfolio review showcasing their artwork and talents, as well as demonstrating an understanding of materials and basic techniques.

Non pre-art therapy majors – Non pre-art therapy majors may complete 18 hours of art prerequisite coursework before beginning the program.

UIndy Entering Freshmen Pre-Art therapy majors
Entering Freshman enrolled in UIndy’s Pre-Art Therapy program may be eligible for direct admittance to the MA in Art Therapy program under the following stipulations:
- High school GPA of 3.0 / SAT score of 1100
- Maintain a 3.0 GPA in Art & Design and Psych
- Pass their Sophomore portfolio review

Current UIndy Pre-art therapy majors
UIndy Pre-Art Therapy majors could also be eligible for Early Assurance with:
- Maintain a 3.0 GPA in Art & Design and Psych
- Pass Sophomore portfolio review

** Please note that if applicants do not meet prerequisites, there may be options to completing them prior to starting the program.

Application Deadline
Psy.D.: December 30 to be guaranteed consideration for admission into the program.
M.A.: March 15 to be guaranteed consideration for admission into the program.
(Check website as dates may change from year to year.)
Graduate Program in Social Work

Master in Social Work (MSW) with Two-Year and One-Year
Advanced Standing programs

Program Director: Sally Brocksen
College of Applied Behavioral Sciences, Phylis Lan Lin Department of Social
Work, Health Pavilion
brocksens@uindy.edu

Admissions Contacts:
Cecilia van Wijk, Administrative Assistant
College of Applied Behavioral Sciences, Phylis Lan Lin Department of Social
Work, Health Pavilion
(317) 788-5007 | vanwijkc@uindy.edu

Cassia Dean, Graduate Admissions Counselor and Advisor
College of Applied Behavioral Sciences, Health Pavilion
(317) 788-8031 | gassc@uindy.edu

Admissions Requirements

2-year program
- Completed online application
- $30 application fee
- Resume
- Official transcripts from all colleges/universities attended
- Bachelor's Degree other than a BSW or a BSW that was earned more than five
  years ago
- A minimum GPA of 2.8. A GPA of 3.0 or higher for the student's last 60
  credits is preferred. Students below the minimum GPA can petition the MSW
  Admission Committee for an exemption from the GPA criteria if they believe
  they have special circumstances.
- 18 undergraduate or graduate credits in social and behavioral courses (e.g.
  Psychology, Sociology, Criminal Justice, Political Science, Anthropology,
  Economics) and a course in Statistics (if not taken as an undergraduate, must
  be taken no later than the first semester of foundation year).
- Two essay responses:
  - Statement of Personal Interest
  - Social Justice Experience
- Three letters of reference
- No GRE required

1-year Advanced Standing program
- Completed online application
- $30 application fee
- Resume
- Official transcripts from all colleges/universities attended
- Bachelor's Degree in Social Work from a program accredited by the Council of
  Social Work Education (CSWE) within the past 5 years
- A cumulative GPA of 2.8 in all courses and a minimum GPA of 3.25 in all
  social work courses. Students below the minimum GPA can petition the MSW
Admission Committee for an exemption from the GPA criteria if they believe they have special circumstances.

- A course in Statistics (it is highly recommended that statistics is taken before entering the program; under special circumstances, it can be taken no later than the first semester of the program).

- Two essay responses:
  - Statement of Personal Interest
  - Practicum Experience

- Three letters of reference

- No GRE required

(Application Deadline - Applications due April 1.

College of Health Sciences
Graduate Programs in Aging Studies

Master of Science in Gerontology (MS)
Graduate Certificate in Aging Studies

Program Director: Tamara Wolske
Location: Center for Aging & Community, UIIndy Health Pavilion
(317) 791-5938 | wolsketl@uindy.edu | http://uindy.edu/cac

Admissions for Master of Science in Gerontology
Kim McCain, Admissions Counselor
(317) 788-3495 | cac@uindy.edu | http://uindy.edu/cac

Admissions for Graduate Certificate in Aging Studies
Kim McCain, Admissions Counselor
(317) 788-3495 | cac@uindy.edu | http://uindy.edu/cac

Admission Requirements
- Completed online application
- $50.00 Application fee. (UIIndy alumni are eligible for an application fee waiver. Please contact the Center for Aging & Community for more information.)
- Bachelor's degree or higher (any discipline) from an accredited college or university
- Original transcripts from each college or university previously attended
- Cumulative GPA of 3.0 or higher out of 4.0
- Resume or curriculum vitae
- Three letters of recommendation (academic and/or professional)
- An essay explaining your interest in aging studies and how you plan to use the degree or certificate in your future work (1,000-1,500 words)

Admission Criteria for International Students
The online format of our program means there is no residency requirement for international students. Our programs do not qualify for or distribute I-20 visas.

Students for whom English is their second language must submit TOEFL scores with a minimum of 100 on the internet-based TOEFL. Students whose undergraduate
degrees are from a non-U.S. institution must also submit TOEFL scores. TOEFL scores should be sent to institution code R1321 and school code R2207.

If your undergraduate degree is from a non-U.S. institution, we require a degree evaluation as an assurance that you have completed the U.S. equivalent of a bachelor's degree. Photocopies are not acceptable for this portion of your application material.

*Admission Deadline:* Applications are accepted year-round.

**Graduate Programs in Athletic Training**

**Master of Science in Athletic Training (MSAT)**

Program Director: Christine Lauber  
College of Health Sciences, Department of Athletic Training, UIndy Health Pavilion  
(317) 788-2516 | clauber@uindy.edu

Mikka Jackson, Director of Admissions  
College of Health Sciences  
(317) 788-4909 | mikljackson@uindy.edu | uindy.edu/health-sciences/athletic-training

**Admissions Requirements**  
Bachelor’s degree with any undergraduate major, although having a health-related major such as exercise science, public health education, health and physical education teaching, biology, psychology or pre-OT/PT is strongly encouraged as they fulfill the necessary prerequisites for admission into the master's program. (Some University of Indianapolis undergraduates are eligible for early admission after the completion of three years of undergraduate work at the University of Indianapolis. There is also an early assurance program designed for incoming freshmen who have declared pre-athletic training as a concentration in conjunction with any undergraduate major. This option will inform course selections throughout the undergraduate career. With acceptance into the Early Assurance program and fulfillment of all program criteria, students you will be guaranteed admission into the master’s degree program in athletic training.)

- Complete a program application (available sometime in June of each year)
- Have a cumulative undergraduate GPA of 3.0 or higher
- Have a minimum grade of "C" in prerequisite courses
- Take the Graduate Record Examination (GRE) and submit your scores
- Submit three recommendation letters, including one from a certified athletic trainer
- Complete an interview with the athletic training faculty/staff
- Complete a minimum of 50 observation hours with a certified athletic trainer
- Submit a writing sample
- Receive and submit a physical examination by a healthcare provider
- Submit your immunization record
- Submit TOEFL scores (international applicants only)
- Read and sign program technical standards which meet the requirements outlined by the Americans with Disabilities Act.
Completion of the following prerequisite courses prior to entrance in the program:
Human Anatomy with Lab, Human Physiology with Lab, Exercise Physiology with Lab, Nutrition, Biomechanics or Kinesiology, Psychology or Sociology (3 credit hours), Chemistry with Lab (one semester), Physics with Lab (one semester), Statistics

Application Deadline
Applications are due by October 1. Applications must be submitted through ATCAS.

Graduate Programs in Health Sciences

Master of Science in Healthcare Management (MS)
Kim McCain, Admissions Counselor
(317) 788-3495 | mccaink@uindy.edu | www.uindy.edu/health-sciences/master-of-science-in-healthcare-management

Admissions Requirements
- A bachelor's degree from a regionally accredited institution
- An official transcript for all colleges/universities attended, demonstrating a 3.0 GPA or higher
- GRE test scores if your undergraduate GRE is below 3.0
- Resume or curriculum vitae
- Two letters of recommendation
- A statement of purpose detailing your interest in the program and your career goals related to long-term or home- and community-based care
- $35 application fee

Application Deadline
Preferred deadline is July 1

Graduate Programs in Kinesiology

Master of Public Health (MPH)
Director: Dr. Heidi Rauch
College of Health Sciences, Kinesiology Department, UIndy Health Pavilion
(317) 788-2054 | rauchh@uindy.edu | uindy.edu/health-sciences/mph

Mikka Jackson, Director of Admissions
College of Health Sciences, School of Occupational Therapy
(317) 788-4909 | mikljackson@uindy.edu | uindy.edu/health-sciences/mph

Admissions Requirements
- Bachelor’s degree from an accredited college or university
- Official transcripts from post-secondary education
- 3.0 GPA or higher or completion of Graduate Record Exam (GRE) for applicants with GPA below 3.0
- 2 letters of reference
- College-level statistics course with a B or better within the last five years
- Resume or CV
- 2-3 page personal statement describing interest in the field of public health and health disparities
- Preferred qualifications for applicants for the Master of Public Health:
  - Public health or health-related experience (can be during undergraduate or post-graduate)

**Master of Science in Sport Management (MS)**

Director: Michael Diacin, Ph.D.
College of Health Sciences, Kinesiology Dept., UIndy Health Pavilion
(317) 791-5703 | (317) 788-3472 | diacinm@uindy.edu

Amber Clarke, Admission Counselor
College of Health Sciences, Health Pavilion
(317) 788-3457

**Admissions Requirements**

UIndy online application (by March 15 for priority consideration)
- $25 application fee
- Official transcripts from each undergraduate institution attended (sent directly from each institution's registrar's office)
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) scores. Either standardized test must have been taken within the last five years.
- Two letters of recommendation
- Recommendation letters may be written by your supervisors, colleagues, peers or former college professors. Individuals providing recommendations must be outside of your immediate family. At least one recommendation should be written by an individual who is familiar with your academic accomplishments as an undergraduate and/or graduate student. You will receive instructions on how to submit your letter electronically after your application has been submitted.
- A writing sample, which includes synthesis of existing information/data and analytical/critical content. A sample can be a:
  - Past term paper
  - Research project manuscript
  - Document written in your occupational setting
  - A three-page personal statement highlighting your educational and career goals.
  - Resume

**If the GMAT is taken, these standards must be met:**
- A minimum score of 1000, determined by calculating undergraduate grade point average and the GMAT verbal and quantitative section scores. Formula: GPAx200+GMAT score=1000
- A minimum of 3.0 in the analytical writing section of the GMAT.

**If the GRE is taken, these standards must be met:**
- A minimum score of 887, determined by calculating undergraduate grade point average and the GRE verbal and quantitative section scores. Formula: GPAx200+GRE score=887
- A minimum of 3.0 in the analytical writing section of the GRE
Prerequisites are required for students who have an undergraduate degree in fields outside of sport management or business administration. Although no specific degree is required for admittance into the program, degrees in sport management or business administration provide the foundation that prepares students for this curriculum. Entering students will be expected to have successful (C grade or equivalent) completion of a minimum of one semester or quarter (within the past five years) in each of the following areas:

- Public speaking/interpersonal communication
- Marketing
- Microcomputer applications
- Accounting

**Additional requirements for international students**

- International students whose undergraduate coursework was not completed at an English-speaking institution must submit an official report of their TOEFL scores. A minimum score of 230 on the computer-based test or 550 on the paper test is required.
- Provide a course-by-course credential evaluation to show that you have completed the U.S. equivalent of a bachelor's degree. To view a list of agencies that offer this service, see the international student admissions page.

**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 and Doctoral Programs in the School of Occupational Therapy

**Entry-Level Doctor of Occupational Therapy (OTD)**

**Entry-Level Master of Occupational Therapy (MOT) Degree Programs**

**Early Assurance/Early Entry Admission Option**

Chair: Kate E. DeCleene Huber, O.T.R., M.S., O.T.D.
College of Health Sciences, School of Occupational Therapy, UIIndy Health Pavilion
(317) 788-4908 | ot@uindy.edu | ot.uindy.edu

**Admission for Entry-Level Doctor of Occupational Therapy Program**

Mikka Jackson, Director of Admissions
College of Health Sciences, School of Occupational Therapy
(317) 788-4909 | ot@uindy.edu | ot.uindy.edu

**Admissions Requirements**

**Completed Bachelor’s Degree Option**

- Have a bachelor’s degree in a discipline other than occupational therapy or receive a bachelor’s degree in a discipline other than occupational therapy by enrollment.
- Complete all prerequisite coursework by enrollment.
- Submit a completed application (http://ot.uindy.edu) and participate in an interview upon invitation.
Top candidates who have completed the process will be offered a position in the class. Note: There are additional requirements for international applicants.

**Early Entry Admission Option**
This option (formerly called the 4-1.5 program) allows you to be granted permission to start occupational therapy coursework in your 4th year after the completion of all undergraduate major and core requirements. Students are not officially accepted to the OTD program until they have received their bachelor’s degree. To qualify for this option, you must:

- Be enrolled in the University of Indianapolis undergraduate programs.
- Declare a major with a concentration in Pre-OT.
- Submit a letter from your undergraduate advisor approving that all designated university core, major, and occupational therapy prerequisite courses will be completed prior to your fourth year of college.
- Apply during your junior year, requesting permission to take courses in the occupational therapy department.

Following the completion of your undergraduate degree and two semesters of OT coursework, students then receive official acceptance to the OT program.

**Early Assurance Admission Option**
To be considered for the Early Assurance Admission Program, candidates must be admitted into any undergraduate degree program by the University of Indianapolis and meet the following:

- High school minimum GPA of 3.5 on a 4.0 scale
- Proficiency in high school math and science courses
- Qualified standardized test scores
- Declare pre-occupational therapy as a concentration by February 1

Students will be reviewed for early assurance to the OTD three times per year in December, January, and February. Students will be notified by mail if they are awarded an early assurance offer and will need to return the intent form by the date noted in the letter in order to secure the early assurance offer.

Once admitted to the Early Assurance Admission program, students must maintain specific academic standards to keep their guaranteed status into the graduate program. These standards include:

- If following the Early Entry Option (formerly called 4-1.5), all undergraduate major requirements must be met before entering the graduate program, or if following the bachelor's degree option, the bachelor's degree must be completed before entering the graduate program.
- Students must complete and maintain a 3.5 GPA in all occupational therapy prerequisite courses before entering the graduate program. (GPAs are checked each semester)
- A grade of "C" or higher is required in all occupational therapy prerequisite course work. *NOTE: Advanced Placement (AP) credits are not accepted as prerequisites for the occupational therapy graduate program.*
- Maintain a cumulative and prerequisite GPA of 3.5 or higher. (GPAs are checked each semester).
- Attend a yearly, scheduled advising session with an assigned occupational therapy advisor and provide required documentation.
- Participate in an interview for the program. After this interview, the program director will review results and the student will be alerted if there are additional
requirements before being granted admission status (i.e. additional observation hours).

Application Deadline
Apply during the undergraduate application process.

Master of Occupational Therapy
Admission Requirements
Completed Bachelor’s Degree Option

- In order to be considered an eligible applicant, you must provide evidence that you will complete a bachelor’s degree in any field at any regionally accredited college or university by the time you enter the program.
- Your cumulative GPA must be at least 3.0.
- In addition, you must provide evidence that you will have completed prerequisite courses by the time you enter the program with a GPA of at least 3.0 and no grade lower than a C in any of the prerequisites.

Selection of applicants to be interviewed for the MOT program is based on application materials, which include the following:

- Prerequisite documentation, confirmed by official transcripts
- Cumulative grade point average of 3.0 or better on a 4.0 scale required, confirmed by official transcripts
- Prerequisite grade point average of 3.0 or better on a 4.0 scale required with no course grade lower than a C, confirmed by official transcripts
- Professional recommendations
- Communication skills, professional goals, related experiences, knowledge of occupational therapy, and professionalism
- Submit a completed application (http://ot.uindy.edu) by October 1 for the following fall and participate in an interview upon invitation.

Top candidates who have completed the process will be offered a position in the class. **Note:** There are additional requirements for international applicants.

Prerequisite Course Requirements for OTD and MOT Programs

**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
- Lifespan Psychology (must include entire lifespan, birth to death)

**Written or Verbal Communication (5 credits, must include each of the following courses)**

- English Composition
- Literature
- Speech

**Physics (3 credits minimum)**

**Chemistry (3 credits minimum)**

**Statistics (3 credits minimum-course must be taken through a math dept.)**

Medical Terminology
Application Deadlines
Please check with the School of Occupational Therapy for application deadlines. Deadlines are in the fall for both the OTD and MOT programs. There is a nonrefundable application fee.

Postprofessional Degree Programs

Doctor of Health Science (DHSc)

Graduate Certificates

Director: Laura Santurri, Ph.D., MPH, CPH
School of Occupational Therapy, UIndy Health Pavilion
(317) 788-3513 | uindy.edu/health-sciences/postprofessional

Postprofessional Admissions Contact
Kim McCain, Admissions Counselor
(317) 788-3495 | mccaink@uindy.edu | uindy.edu/health-sciences/graduate/dhs

Doctor of Health Science

Admissions Requirements
- Complete online application
- Application fee of $50.00 (paid online)
- Official transcripts for all degrees earned. Transcripts should document achievement of a master's or doctorate degree from a regionally accredited institution with a cumulative GPA of 3.0 (on a 4.0 scale)
- At least two years of recent experience working in a health-related field and hold a current license (if one is required to practice in the student's discipline)
  - Professional experience can be documented through a resume or a curriculum vitae
  - Proof of license can be provided via official documentation from state licensing board
- 2 professional letters of recommendation
- Personal statement, which should be no more than three pages (double-spaced), highlighting your background/experience, educational and career goals, and your specific interest in the DHSc Program at the University of Indianapolis
- Resume or curriculum vitae
- Additional requirements for international applicants

Application Deadline - July 1 for fall start date

Graduate Certificates

Health Professions Education

Admissions Requirements
- Complete online application
- Application fee of $50.00 (paid online)
- Official transcripts for all degrees earned. Transcripts should document achievement of a master's or doctorate degree from a regionally accredited institution with a cumulative GPA of 3.0 (on a 4.0 scale)
- At least two years of recent experience working in a health-related field and hold a current license (if one is required to practice in the student's discipline)
Professional experience can be documented through a resume or a curriculum vitae.

Proof of license can be provided via official documentation from state licensing board.

Personal statement, which should be no more than three pages (double-spaced), highlighting your background/experience, educational and career goals, and your specific interest in the Graduate Certificate in Health Professions Education Program at the University of Indianapolis.

Resume or curriculum vitae.

Physical Therapy Graduate Programs

Entry-Level Doctor of Physical Therapy (DPT)

Program Chair: Sara Scholtes, PT, DPT, PhD
College of Health Sciences, Krannert School of Physical Therapy, UIndy Health Pavilion
(317) 788-2117 | pt@uindy.edu | http://pt.uindy.edu

Amber Clarke, Admission Counselor
College of Health Sciences, School of Occupational Therapy, Health Pavilion
(317) 788-3457 | pt@uindy.edu | 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 three letters of recommendation)
- 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)
- Biological Sciences (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. Applications must be submitted through PTCAS.
Graduate Programs

School of Business

Graduate Business Programs

Master of Business Administration (MBA)
Master of Professional Studies (MPS) Programs
Master of Science Management (MSM)

Director, Stephen Tokar
School of Business, Esch Hall
(317) 788-3340 | (317) 788-3586 (Fax) | tokars@uindy.edu | mba.uindy.edu

Admission Deadline
Applications for the Full Time/One-Year MBA: May 15 for August admissions. Applications accepted year-round for all other MBA programs (Saturday, Evening, applicants; fall, spring, summer term enrollment periods.

Master of Business Administration
Devon Pulliam, Director of MBA Recruitment
School of Business, Esch Hall
(317) 788-6206 | pulliamd@uindy.edu

Admissions Requirements
▬ Baccalaureate degree from an accredited institution
▬ Online application with application fee
▬ Graduate Management Aptitude Test (GMAT) scores; GRE accepted
▬ Two letters of recommendation
▬ Official transcripts from postsecondary institutions attended
▬ An application fee
▬ Current résumé
▬ Personal statement
▬ An interview may be required

Additional Requirements for International Student Admission
▬ TOEFL score of 100 on the Internet-based test or a Band score of 7 on the IELTS
▬ Four years of post-secondary education verified by a transcript evaluation service such as WES

Master of Professional Studies programs
Human Resource Development and Administration
Real Estate Development

Whitnie Shay, Assistant Director of Graduate Enrollment
Graduate and School for Adult Learning, Esch Hall
(317) 788-2004 | shayw@uindy.edu

Admissions Requirements
▬ Completed online application
▬ Non-refundable $50 application fee (UIIndy alumni are eligible for an application fee waiver. If you are eligible, please contact Whitnie Shay, assistant director of
Graduate Programs

Graduate and SAL Enrollment, at 317-788-2004 of shayw@uindy.edu for more information.

- Bachelor's degree or higher (any discipline) from an accredited college or university
- Cumulative GPA of 3.0 or higher
- Original transcripts from each college or university previously attended
- Three letters of recommendation, two of which must be academic and/or professional recommendations
- An essay explaining your interest in your specific area of professional studies and how you plan to use the degree in your future work (1,000-1,500 words)

**Master of Science in Management**

**Admissions Requirements**

- Online application
- Resume
- Non-refundable $50 application fee (UIndy alumni are eligible for an application fee waiver. Contact us for more information.)
- Bachelor's degree or higher (any discipline) from an accredited college or university
- Original transcripts from each college or university previously attended
- Two letters of recommendation
- A Statement of Purpose (essay)
*GRE or GMAT not required. No prerequisite courses are required.

School of Education

Graduate Education Programs

**Master of Arts in Curriculum and Instruction (MA)**

**Master of Arts in Educational Leadership (iLEAD (MA))**

**Master of Arts in Teaching (MAT) Program**

**Teach (STEM)³ (MAT)**

School of Education, Esch Hall 244
(317) 788-6098 | (317) 788-2130 (Fax) | jsomers@uindy.edu | education.uindy.edu

**Master of Arts in Curriculum and Instruction**

Director of Graduate Programs: John Somers, Ed.D.
(317) 788-4918 | jsomers@uindy.edu

Whitnie Shay, Assistant Director of Graduate Enrollment
(317) 788-2004 | shayw@uindy.edu

**Admissions Requirements**

- Hold a valid Indiana instructional license
- Complete an UIndy online application
- Send us your official transcripts for all previous undergraduate and graduate coursework
- Send us a photocopy of your most recent Indiana state teaching license(s)
- Have three letters of recommendation
Provide a personal statement that outlines your career goals and reasons for applying to the program

Submit a writing sample (maximum of 10 pages) of a research essay or portfolio of professional and/or creative work (optional)

Submit an application fee of $30

Submit a $100 TK20 administration fee (to be paid during the first semester matriculated in the program)

Application Deadline
Rolling admissions for entry into all semesters.

Master of Arts in Educational Leadership (iLEAD)
Director of Graduate Programs: John Somers, Ed.D.
(317) 788-4918 | jsomers@uindy.edu

Whitnie Shay, Assistant Director of Graduate Enrollment
(317) 788-2004 | shayw@uindy.edu

This program seeks candidates who aspire to the principalship, demonstrate leadership potential, and are passionate about leading school transformation.

Admissions Requirements

UIndy graduate admission online application

A bachelor's degree in education and an instructional teaching license from a regionally or nationally accredited institution

Official transcripts (undergraduate and/or graduate) with a preferred minimum cumulative GPA of 3.0 on a 4.0 scale

Three letters of recommendation from current and/or past principals/supervisors

Current resume

A recent copy of your teaching license

Agreement from your school corporation to support required field experiences

Typed personal statement summarizing your career goals and purpose for applying to the program

Candidates must demonstrate through the application process that they are willing to serve as a school leader in diverse school settings and are dedicated to raising student academic achievement.

Interview with UIndy iLEAD faculty

Application Deadline
See the UIndy website for semester-specific deadlines.

Master of Arts in Teaching Program
Two options are available to earn a Master of Arts in Teaching degree.

The Evening MAT program
Director of Secondary Education: Angelia J. Ridgway, Ph.D.

Master of Arts in Teaching Program, Esch Hall Room 230
(317) 788-4903 | (317) 788-2130 (Fax) | aridgway@uindy.edu | education.uindy.edu
**Admission Requirements**

- Submit an official transcript indicating a bachelor’s degree from an accredited institution and have a cumulative grade point average of 2.5 or better (on a 4-point scale).
- Be within nine credit hours of completing licensure requirements for the selected content area.
- Submit a completed application form with payment of a $50 application fee.
- Submit a Statement of Purpose with requested application packet.
- Submit three letters of recommendation.
- Submit passing scores on required basic skills exams or equivalent (ACT/SAT, GRE with minimum score).
- Complete a written exercise (on site) that is reviewed by an Interview Committee.
- Complete an interview with the Interview Committee.
- Criminal history check.

**Application Deadline**

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.

**Teach (STEM)**

Director: Deb Sachs  
Esch Hall Room 244N  
(317) 791-5704 | dsachs@uindy.edu education.uindy.edu/teachingfellowship/

**Admission Requirements**

The Fellowship is open to college seniors, graduates, and career changers who:

- Completed application form.
- Two 500 word or less personal essays on characteristics you possess that would make you a good teacher and why you are interested in enrolling in a clinical residency teacher preparation program.
- Three letters of recommendation.
- Passing scores on:
  - ACT/SAT or
  - GRE with minimum score or
  - CASA basic skills exam (more information on CASA requirements below) and Pearson CORE Content Assessment in your content areas (more information about Licensure Assessments)
- An earned undergraduate degree with a STEM major from a regionally accredited college or university*
- Official academic transcripts with a minimum cumulative GPA of 2.75 with STEM major/minimum 3.0 GPA for STEM content.
- Resume.
- Criminal history check.
- In-person interview.

*The Fellowship does not require previous coursework in the field of education nor does it require prior teaching experience.*
Application Deadline

The program begins in June of each year. Applications are received on a rolling basis throughout the year.

School of Nursing

Graduate Programs in Nursing

Master of Science in Nursing (MSN)
Doctor of Nursing Practice (DNP) (DNP Post-Masters)

School of Nursing, UIndy Health Pavilion
(317) 788-3206 | (317) 788-6208 (Fax) | nursing@uindy.edu | 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.), Neonatal Nurse Practitioner (M.S.N.), Women’s Health Nurse Practitioner (M.S.N.).

Graduate Program Director: Norma Hall
Contact: Jane Kress, Academic Advisor
School of Nursing, UIndy Health Pavilion
(317) 788-2128 or 1-800-232-8634 | (317) 788-6208 (Fax) | jkress@uindy.edu

Admissions Requirements

- Completed online graduate nursing application
- Official transcripts of all previous college work. A bachelor's degree in nursing (BSN) from an NLN or CCNE accredited program with at least a 3.0 on a 4.0 scale is required. Must demonstrate evidence of completed coursework in undergraduate statistics and research. For applicants who have not had this coursework, provisional admission will be considered and the coursework must be successfully completed within the first two semesters of graduate study.
- One recommendation from supervisor, MSN preferred, addressing clinical ability, work experience, professional nursing contributions, and potential for success in graduate school.
- Current resume.
- Valid Professional Nursing license.
- A non-refundable application fee of $60
- Interview

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: Norma Hall
School of Nursing, UIndy Health Pavilion
Contact: Jane Kress, Academic Advisor
School of Nursing, UIndy Health Pavilion
(317) 788-2128 or 1-800-232-8634
(317) 788-6208 (Fax)
kress@uindy.edu | nursing@uindy.edu | nursing.uindy.edu/dnp

Admissions Requirements

- Completed online graduate nursing application.
- Official transcripts of all previous college work. Must have a master’s degree in nursing (MSN) from an NLNAC, ACEN or CCNE accredited program with a cumulative minimum 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 the last five years with a grade of B or better. If the course is older than 5 years, you must successfully complete the online statistics module prior to the start of coursework.
- Advanced practice registered nurses must successfully complete graduate courses in advanced pharmacotherapeutics, advanced pathophysiology, and advanced health assessment prior to admission.
- Current resume.
- An essay of 500 words or less addressing your career goals related to the DNP, as well as a topic area for the evidence-based scholarly project.
- Three recommendation letters specifying your ability to be successful in doctoral coursework. Recommenders may be supervisors, academic professors, work colleagues or others who have worked with you in a professional setting. They must have a minimum of a master’s degree, although a doctoral degree is preferred.
- A non-refundable application fee of $60 payable to the University of Indianapolis.
- Personal interview with the faculty

Application Deadlines
New cohorts are admitted once each fall. Applications are due in the spring.

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.
School for Adult Learning

Graduate Programs in the School for Adult Learning
School for Adult Learning, Esch Hall
(317) 788-3393 | (317) 788-6140 (Fax) | sal@uindy.edu www.uindy.edu/school-for-adult-learning

Master of Science in Strategic Leadership and Design (MS)
Director of Academic Initiatives: Dr. Lashun Aron
School for Adult Learning, Esch Hall
(317) 788-3442 | (317) 788-6140 (Fax) | sal@uindy.edu
|www.uindy.edu/sal/strategic-leadership

Whitnie Shay, Assistant Director of Graduate Enrollment
(317) 788-2004 | shayw@uindy.edu

Admissions Requirements

- GPA—3.0 or higher for admission; must maintain a 3.0 or higher to remain in the program
- If your GPA falls below a 3.0, you may be admitted conditionally.
- 3 recommendation letters—at least two must be from professional or academic references
- Professional resume or curriculum vitae
- Writing sample—a belief statement regarding what you will bring to the Master’s program (at least 3 pages in length)
- Official bachelor's degree transcript—must be from a regionally accredited college or university
- $35 application fee
Shaheen College of Arts & Sciences

Graduate Arts and Sciences Programs

*Anatomical Sciences (MS)*
*Anthropology (MS)*
*Applied Sociology (MA)*
*English (MA)*
*History (MA)*
*Human Biology (MS)*
*International Relations (MA)*
*Social Practice Art (MA)*
*Studio Art (MA)*

Graduate Certificate Programs

*Biomedical Sciences*
*Post-Baccalaureate Certificate*
*Dual Credit Teaching Certificate Programs in U.S. History, English and Life Sciences*

Dr. Ted Frantz, Interim Associate Dean, Shaheen 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

Anatomical Sciences, Applied Sociology, English, History, International Relations, Studio Art, Dual Credit Certificate in History, English or Life Sciences, Social Practice Art: Applications are accepted year-round.

Anthropology: Rolling admissions for August start only. January 15 priority deadline.

Human Biology: Rolling admissions for August start only. January 15 priority deadline.

Admissions Requirements

- Online graduate application
- Letter of intent
- Three letters of recommendation
- $30 application fee
- All transcripts for undergraduate work and any previous graduate study
- TOEFL score (international students only)
- A bachelor's degree from a regionally accredited college or university in the United States, or the equivalent of a bachelor's degree for students applying from outside the United States
- A 3.0 overall undergraduate GPA (scale of 4.0)
- A minimum TOEFL score of 550 for international students

Please consult the UIndy website for additional program specific admission requirement details.