

Academic Calendar 2011–12

SEMESTER I

Wed.–Wed.	Aug. 24–31	Welcome Week
Tues.	Aug. 23	All Staff Meeting
Thu.	Aug. 25	All Faculty Meeting
Mon.	Aug. 29	Semester I Classes Begin
Mon.	Sep. 5	Labor Day (No Classes)
Sat.	Oct. 15	Mid-Semester Grading Period Ends
Mon.–Tues.	Oct. 17–18	Fall Break (No Classes)
Wed.–Sun.	Nov. 23–27	Thanksgiving Vacation (No Classes)
Mon.	Nov. 28	Classes Resume
Fri.	Dec. 9	Withdrawal/Change to Audit Deadline
Mon.	Dec. 12	Final Examinations Begin
Sat.	Dec. 17	Semester I Ends

SEMESTER II

Mon.	Jan. 16	Semester II Classes Begin
Mon.	Jan. 16	Martin Luther King Jr. Celebration (Special Class Schedule)
Sat.	Mar. 3	Mid-Semester Grading Period Ends
Mon.–Sun.	Mar. 12–18	Spring Break (No Classes)
Mon.	Mar. 19	Classes Resume
Fri.	Apr. 6	Good Friday (No Classes)
Fri.	Apr. 27	Withdrawal/Change to Audit Deadline
Mon.	Apr. 30	Final Examinations Begin
Fri.	May 4	Semester II Ends
Fri.	May 4	Graduate Programs Commencement
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 Observance (No Classes)
Fri.	Aug. 17	Second 7-Week Session Ends

The University reserves the right to make calendar changes.

Academic Calendar 2012–13

SEMESTER I

Wed.–Wed. Aug. 22-29 Welcome Week
 Tues. Aug. 21 All Staff Meeting
 Thu. Aug. 23 Faculty Institute
 Mon. Aug. 27 Semester I Classes Begin
 Mon. Sept. 3 Labor Day (No Classes)
 Sat. Oct. 13 Mid–Semester Grading Period Ends
 Mon.–Tues. Oct. 15-16 Fall Break (No Classes)
 Wed.–Sun. Nov. 21-25 Thanksgiving Vacation (No Classes)
 Mon. Nov. 26 Classes Resume
 Fri. Dec. 7 Withdrawal/Change to Audit Deadline
 Mon. Dec. 10 Final Examinations Begin
 Sat. Dec. 15 Semester I Ends

SEMESTER II..

Mon. Jan. 14 Semester II Classes Begin
 Mon. Jan. 21 Martin Luther King, Jr. Celebration (Special Class Schedule)
 Sat. Mar. 2 Mid–Semester Grading Period Ends
 Mon.–Sun. Mar 4-10 Spring Break (No Classes)
 Mon. Mar. 11 Classes Resume
 Fri. Mar. 29 Good Friday (No Classes)
 Fri. Apr. 26 Withdrawal/Change to Audit Deadline
 Mon. Apr. 29 Final Examinations Begin
 Fri. May 3 Semester II Ends
 Fri. May 3 Graduate Programs' Commencement
 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
 Thurs. July 4 Independence Day Observance (No Classes)
 Fri. Aug. 16 Second 7-Week Session Ends

The University reserves the right to make calendar changes.

Academic Calendar 2013–14

SEMESTER I

Wed.–Wed. Aug. 21-28 Welcome Week
 Tues. Aug. 20 All Staff Meeting
 Thu. Aug. 22 Faculty Institute
 Mon. Aug. 26 Semester I Classes Begin
 Mon. Sept. 2 Labor Day (No Classes)
 Sat. Oct. 12 Mid–Semester Grading Period Ends
 Mon.–Tues. Oct. 14-15 Fall Break (No Classes)
 Wed.–Sun. Nov. 27- Dec. 1 Thanksgiving Vacation (No Classes)
 Mon. Dec. 2 Classes Resume
 Fri. Dec. 6 Withdrawal/Change to Audit Deadline
 Mon. Dec. 9 Final Examinations Begin
 Sat. Dec. 14 Semester I Ends

SEMESTER II

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

SPRING TERM

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

SUMMER

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

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The University

Vision

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

Motto

“Education for Service.”

Identity Statement

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

Mission Statement

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

Values

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

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

University Learning Goals

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

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

History

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

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

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

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

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

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

The University of Indianapolis offers associate, baccalaureate, and master's degree programs at its accredited campus in Athens, Greece, and at two other accredited international sites. All degree programs offered at the Athens campus and the other international sites are closely patterned after those offered in Indianapolis and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Students enrolled primarily in Indianapolis are encouraged to participate in study-abroad programs at international sites. (See Study-Abroad Opportunities.)

The University's Campus in Athens, Greece

The University of Indianapolis owns and operates a full-fledged campus in Athens, Greece, along with a center in Tripolis, Greece. The University of Indianapolis-Athens offers a number of undergraduate programs in the arts, sciences, and business. Graduate programs in Applied Sociology, Applied Sociology/Human Resource Management, Business Administration, Clinical Psychology, Mental Health Counseling, English Literature and Language, International Relations, Media and Communication, and Computer Science also are offered. The campus also sponsors Odyssey in Athens, a study-abroad program designed to provide students with a rich cultural experience in the birthplace of Western civilization while earning college credit from the University of Indianapolis.

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.

Extension Site in Belize

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

Accreditations and Affiliations

The University of Indianapolis is accredited by:

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

Selected programs of the University are accredited by:

- Accreditation Council for Business Schools and Programs
- Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association / 4720 Montgomery Lane, PO Box 31220 / Bethesda, MD 20824-1220 / (301) 652-2682
- American College of Nurse-Midwives
- American Psychological Association
- Collegiate Commission on Nursing Education
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
- Council on Social Work Education
- Indiana Professional Standards Advisory Board
- Indiana State Board of Nursing
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education
- National League for Nursing Accrediting Commission

Membership is held by the University in:

- American Council on Education
- Association of American Colleges
- Association of Colleges for Higher Education
- 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
- College Consortium for International Studies

Membership is held by academic units in:

- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Occupational Therapy Association
- Association for Education in Journalism and Mass Communications
- Association for Gerontology in Higher Education
- Association of Independent Liberal Arts Colleges of Teacher Education
- Association to Advance Collegiate Schools of Business
- Broadcast Education Association
- Campus Community Partnerships for Health
- Council of Graduate Departments of Psychology
- Indiana Occupational Therapy Association
- National Communication Association
- National Council of Schools and Programs of Professional Psychology
- National Forensics Association
- National League for Nursing
- Nursing 2000
- American College of Nurse-Midwives
- Pi Kappa Delta
- Speech Communication Association

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

United Methodist Affiliation

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

Athletic Affiliations

The University of Indianapolis maintains national affiliation for its athletics programs through membership in the National Collegiate Athletic Association (NCAA) Division II. The institution is a fully participating member of two outstanding athletics conferences. The Great Lakes Valley Conference conducts championships in all sports sponsored by the University, except football, wrestling, and swimming. Through an associate membership, football and men's and women's swimming and diving programs enjoy championship competition opportunities via the Great Lakes Intercollegiate Athletic Conference. Beginning in 2012, football will become

a Great Lakes Valley Conference sponsored sport. The University's wrestling program is quite competitive as well; however, at this time, no NCAA Division II conference within the University's range of affiliation has enough such teams participating to conduct championships in the sport.

Service Members Opportunity Colleges Membership

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

Affiliations with Other Colleges and Universities

International Affiliations

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

Articulation Agreements

University of Nicosia, Cyprus

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

Sister Institutions in Asia

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

- **Amity University.** Block E2, Amity University Campus, Sector-125, Noida - 201 301 (UP), India [www.amity.edu]. Sister school since October 2008.
- **Anhui Normal University.** Anhui Province, Wuhu, Renmin Lu 1 Hao, People's Republic of China [www.ahnu.edu.cn]. Sister school since April 1999.
- **Chinese Culture University.** 55 Hwa Kang Road, Yangmingshan, Taipei, R.O.C. [www.pccu.edu.tw]. Sister school since November 1996.
- **Ningbo Institute of Technology, Zheijiang University.** District of Higher Education, Ningbo, Zhejiang 315100, PRC. Sister school since December 2002.
- **Shanghai Normal University.** Shanghai, People's Republic of China [www.shnu.edu.cn]. Sister school since October 2006.
- **Shandong Institute of Physical Education and Sports.** Shandong Providence, People's Republic of China. Wenhua Xilu 10, Jinan, Shandong, China 250063. Sister school since September 2006.
- **Tunghai University.** 181, Tai Chung Kang Road, Section 3, Taichung 407, Taiwan, R.O.C. [www.thu.edu.tw]. Sister school since November 1990.

- **Zhejiang Medical College.** Zhejiang, People's Republic of China. Xiangshan, Hangzhou, Zhejiang Province, China. Sister school since October 2006.
- **Zhejiang Yuexiu University of Foreign Languages.** Zhejiang, People's Republic of China. No. 428 Kuaiji Road, Yuecheng District, Shaoxing, Zhejiang, China.[<http://www.yxc.cn>]. Sister school since October 2009.

Consortium for Urban Education

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

Cooperative Degree Programs

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

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

ROTC Program

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

Outreach Programs

University of Indianapolis Alumni Association

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

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

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

- encouraging prospective students to consider the University of Indianapolis.
- reading *Portico*, the University magazine, and *1400*, the University's annual report magazine.

- connecting online through the Alumni Association's group pages on Facebook, Twitter, and LinkedIn, as well as Alumni Central, the alumni online community at <http://alumni.uindy.edu>.
- participating in alumni events.
- serving campus as alumni volunteers.
- achieving their goals and sharing the good news with the Alumni Association.

Alumni Education Program

The University provides its graduates free enrollment in undergraduate courses through its Alumni Education Program. Alumni who have earned a baccalaureate, master's, or doctoral degree at the University may attend, without charge, most undergraduate classes, *except art studio classes, computer classes, private applied music lessons, and workshops, under the following guidelines:* (1) the instructor must grant approval, and (2) space in the class must be available. No credit will be awarded nor attendance recorded for alumni participating in this program.

Interested alumni must contact the Office of the Registrar at (317) 788-3219 or at registrar@uindy.edu at least two weeks prior to the beginning of the semester. A nonrefundable \$25 administrative fee is assessed for each course registration.

Community Music Center

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

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

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

Noncredit Programs

The Institute for Leadership and Professional Development

For almost 60 years, the University of Indianapolis has been serving Indiana small businesses, large corporations, nonprofit organizations, and private individuals by providing a variety of continuing education programs and training experiences. Under the framework of the Institute for Leadership and Professional Development, the University, in the Supervisory Institute, offers new and experienced supervisors opportunities for leadership skill development and enhancement. The SI has current and relevant content, facilitated discussions, and the use of case studies and their application in workplace situations. Topics are presented by University faculty and private sector practitioners and include effective communication, coaching, connecting generations, the use

of DISK and MBTI assessments, performance and motivation, conflict management, team building, ethics, strategic planning, management styles, trust, quality management, and change management. In addition, the ILPD offers a one-day Coaching Clinic, a series of one-day Leadership Seminars, access to more than 200 online fee-based, noncredit courses, and a Customized Training and Consulting Program for interested clients.

English Language Study Center

The English Language Study Center (Internexus), which is located near campus but is not owned or controlled by the University, offers a high-quality, intensive English language program for those who want to learn or improve their English skills. The center offers instruction in all the language skill areas: grammar, writing, reading/vocabulary, and listening/speaking. Class size does not exceed 15 students, so students receive individual attention. The intensive program allows students to progress quickly in acquiring proficiency in English.

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

Senior Citizens Program

The tuition-free Senior Citizens Program is available to persons over 65 and retired, who are invited to register for one regular undergraduate course at the University per semester. Enrollment is based on space availability. Persons participating in this program are required to pay only the \$20 nonrefundable application fee and any special course or laboratory fees. (Independent study, internships, practica, computer courses, and private music and art instruction are not included in the program; senior citizens wishing to enroll in these special courses must pay all tuition and fees for these courses.)

Cultural and Educational Opportunities

International Division

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

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

Study-Abroad Opportunities

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

Odyssey in Athens, International Branch Campus in Athens

The University of Indianapolis-Athens (Greece) offers many of the same courses delivered on the main campus, as well as a selection of specialized study-abroad courses, including Greek language and culture courses. Credits

earned are indicated as direct University of Indianapolis credit on student transcripts, and some financial aid for eligible students may apply to this program. All courses are taught in English.

International Partnership Sites

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

Spring Term Travel Opportunities

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

College Consortium for International Studies

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

Irish-American Scholarship Program

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

External Programs

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

Indianapolis Metropolitan Area

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

Ballet Theatre, the Indianapolis Opera Company, Dance Kaleidoscope, the Indiana Repertory Theatre, Civic Theatre, and many other special concerts, programs, and lectures.

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

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

The Campus

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

Administrative and Classroom Buildings

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

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

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

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

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

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

Martin Hall, a classroom building dedicated to the health sciences, houses the administrative and faculty offices for the College of Health Sciences, Krannert School of Physical Therapy, the School of Nursing, and the School of Occupational Therapy. The building includes state-of-the-art classrooms and health science laboratories equipped with the latest computer technology. Martin Hall was designed to complement Lilly Science Hall, to which it is connected by way of a second-floor passageway.

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

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

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

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

The **Fountain Square Center**, at 901 South Shelby Street, is the result of a collaboration between the University of Indianapolis, Southeast Health Center of HealthNet Inc., and Southeast Community Services. UIndy's Community Programs Center, in conjunction with the University's Center for Aging and Community, coordinates the dynamic, long-term partnership between Southeast Community Services, Southeast Health Center, and the University to enhance the social and health services provided by the agencies to the residents of the Southeast Neighborhoods of Indianapolis. Together, the partners provide comprehensive services to residents while providing valuable service learning and professional practice opportunities to University of Indianapolis students, staff, and faculty. Participating academic disciplines include Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work, and Applied Sociology.

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

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

Residence Life System

The University residence life system is composed of six 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 New 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 96 women and 140 men on three floors. Parts of the building are accessible. Separate elevators serve the female and male wings.

Cravens Hall, located on the south side of Hanna Avenue, has the capacity to house 164 students on three floors. The BUILD program, operated by the Academic Success Center, is located on the lower level of the building. Cravens Hall is not equipped with an elevator; therefore, access to the hall is limited.

East Hall, located on the north side of campus to the east of New 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.

New Hall, a coeducational facility located on the north side of the campus, has a housing capacity of 54 women and 100 men on three floors. A special feature is the quad arrangement, in which four rooms share a common living area. The hall has an elevator that serves the living areas and is accessible to the physically challenged.

Warren Hall, a coeducational facility located on the southeast side of campus, has a housing capacity of 144 females and 108 males on five floors. Separate elevators serve the female and male wings. The building is not accessible to the physically challenged.

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

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

Computing Facilities

Information Systems maintains all computing labs on the UIndy campus, including seven teaching labs, two open labs, and various departmental labs. Teaching labs are available for student use when classes are not in session. Open labs are dedicated for student use; no classes are scheduled in these facilities. Most campus locations are equipped to provide wireless network access. Through its Client Services department, Information Systems maintains a computing help desk in room 103 of the Sease Wing of Krannert Memorial Library. You may contact the Help Desk at (317) 788-6145 or help@uindy.edu.

Admission to the University: 2011–12

Admission Procedures

How to Apply

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

When to Apply

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

Personal Interviews

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

Closing Dates

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

Reply/Deposit Date

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

Housing Application and Deposit Requirements

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

Housing contracts will be provided to each student who submits the housing deposit. Residence hall and roommate preferences are honored whenever possible, with consideration given to the order in which deposits and contracts are received. Campus housing normally is available only to full-time students, although requests from day students taking as few as nine hours may be considered on an individual basis when space is available. Students dropping below prescribed courseload limits for resident students may be allowed to continue residence hall living depending on their academic and social conduct records.

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

Student Health Record

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

Admission to Specific Programs

Students seeking admission to certain programs or majors (e.g., undergraduate nursing, health sciences, honors college, music, education, physical therapist assistant, athletic training, and graduate occupational therapy and physical therapy) may be required to complete designated prerequisites or auditions (e.g., music) to secure admission approval from the school or department offering the program, in addition to meeting general University requirements. For additional specific 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 2011–12 academic year and are subject to change based on admission committee review. You can find the most up-to-date admission policies at <http://registrar.uindy.edu/catalog/>.

Recommendations for Full-Time Admission

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

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

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

Admission into selected programs may require specific academic courses. Students should check with academic areas of interest for specific requirements for admission to each department or school. Other factors considered for full-time admission include, but are not limited to, high school class rank, cumulative grade point aver-

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

Categories of Admission

Freshman Full-Time Admission with Distinction

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

Freshman Full-Time Admission

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

Freshman Full-Time—Advised Admission

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

Enrollment for students admitted advised is limited. Deposits from students admitted advised will be accepted until the established limit is reached. Once the limit is reached, an enrollment waiting list is

established. Selection from the enrollment wait list will be based upon a variety of criteria including academic achievement, grade trends, and leadership potential.

Freshman Full-Time—Contingent Admission

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

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

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

Transfer Full-Time Admission

Full-time transfer admission is generally reserved for students:

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

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

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

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

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

Transfer Full-Time—Advised Admission

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

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

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

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

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

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

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

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

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

Transient (Guest) Students

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

Concurrent University and High School Enrollment

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

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

A concurrently enrolled student may enroll for a maximum of two courses (six or seven credit hours) in any single semester or term. Full credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. The University of Indianapolis retains the final right of approval for all aspects of the concurrent enrollment program. Should the student enroll following high school graduation, the grade earned in concurrent classes at the University of Indianapolis will be applied to his or her University grade point average.

Audit Enrollment

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

Early Enrollment

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

International Student Admission

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

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

In addition, international students are required to submit proof of English proficiency. Students may demonstrate English proficiency by passing the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or another approved examination. A TOEFL score of 500 paper-based (or 61 iBT) or higher is a minimal guideline for English proficiency. This examination requirement

may be waived for students who have successfully completed substantial coursework in English-medium high schools or universities or for students who have satisfactorily completed approved English language programs such as Internexus or ELS Centers. For more information regarding English proficiency requirements at the University of Indianapolis, please contact the Office of Admissions.

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

Tuition and Fees

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

Full-time tuition costs cover enrollment in 12 to 18 hours during the two regular semesters and one required Spring Term. Full-time students living in University housing are charged additional fees for housing and food services for that same period. The current tuition and fee schedule is available from the Accounting Office. An additional fee is charged for all hours in excess of 18 each semester. Students who attend only part-time are required to pay tuition and room and board if they take 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 \$1,050 per year; personal expenses vary depending on the student's needs.

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

Special Fees

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

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

Payment of Charges

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

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

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

All new day students are required to pay \$100 of the Semester I tuition by May 1, and resident students also must pay a \$50 housing deposit. Students whose applications are approved after May 1 shall be required to pay the deposits within 15 days of admission. A full refund of tuition and housing deposits is given through May 1. These deposits are 50 percent refundable through June 30. After June 30 these deposits are not refundable and must be used during the first semester for the respective uses intended.

Returning students are required to pay \$100 of the Semester I tuition and \$50 of the residence hall charges no later than May 15 each year. A full refund of tuition and housing deposits is given through May 15. These deposits are 50 percent refundable through June 30. After June 30, tuition and housing deposits are not refundable and must be used during the first semester for the respective uses intended. Space in residence hall rooms will be held only for those new or returning students who have made the prepayments by the appropriate dates. Students whose deposits are not made by the appropriate dates will be dropped from classes for which they have preregistered.

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

Tuition Refunds

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

Total Withdrawal

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

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

A student's withdrawal date is considered to be:

- the date the student began the University's withdrawal process (that is, completed the withdrawal form in the Registrar's Office), OR
- 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 at a documented by faculty for academically related activity, or the midpoint of the semester, whichever is later. If a student fails to withdraw officially, a grade of F is placed on the student's record.

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

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

The University of Indianapolis' refund policy treats all students the same, whether or not Title IV Federal Aid is involved or not. The University's refund policy has been established to be consistent with the federal Return of Funds policy 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 withdraw by the end of the first week of the semester.

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

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

Nonrefundable Charges

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

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

Institutional Charges vs. Noninstitutional Charges

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

Returning Financial Aid to Accounts

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

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

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

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

The University's responsibilities include:

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

The student's responsibilities include:

- returning to the Title IV programs any funds that were disbursed directly to the student and that the student was determined to be ineligible for via the Return of Title IV funds calculation;

- cooperating with the University in establishing satisfactory repayment arrangements if it is determined that a repayment is due for a Pell Grant because of the withdrawal;
- returning his/her share of unearned aid attributable to a loan under the terms and conditions of the promissory note;
- making payment to the University for any student account balance that results from the adjustments to the account.

Students Who Drop Courses

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

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

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

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

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

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

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

SSACI Part-Time Grant

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

Procedure to Secure Refunds

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

Refund Payment Options

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

Students Who Change to Commuter Status

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

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

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

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

Financial Aid

Purposes

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

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

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

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

Student Eligibility

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

With few exceptions, students who wish to be considered for financial aid are required to submit the online Free Application for Federal Student Aid, or FAFSA, and the University of Indianapolis Application for Financial Aid. 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 financial aid programs available to students at the University of Indianapolis.

Endowed Scholarships

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

- Elizabeth Abell Scholarship
- Frank W. and Gertrude Anna Abke Scholarship
- Dr. Mary Keller Ade And Dr. Charles Hamilton Ade Scholarship
- Advanced Physical Therapy Scholarship
- James F. and Dorothy D. Anglin Scholarship
- Miriam F. Annis Scholarship
- Louis B. Astbury Endowed Scholarship
- Paul "Pete" Bailey Scholarship
- Reverend Gale and Eleanor Barkalow Scholarship
- Colonel Robert B. Barnett and M. Louise Dragoo Barnett Scholarship
- Jean Barnett Scholarship
- James W. and Virginia A. Bear Scholarship
- Helen G. Beeman Scholarship
- Marjorie K. Begeman Scholarship
- Georgia B. Blackwell Scholarships
- Esther Haag Bowen Scholarship
- Robert M. Brooker Science Scholarship
- Brown Ministerial Scholarship
- Brooker Chemistry Scholarship
- LeAlice Briggs Nursing Scholarship
- Helen York Brown Endowed Scholarship
- Walter and Barbara Brown Scholarship
- Mark S. Fritz Endowed Scholarship
- Donald F. Carmony Award for Excellence in History and Political Science
- Edith B. (Hagelskamp) Carmony Award for Excellence in English
- Mary Hiatt Carmony Editorship
- Herbert W. Cassel Philosophy Scholarship
- Chambers Scholarship
- Class of 1948 Scholarship
- Class of 1949 Scholarship
- Class of 1950 Scholarship
- Class of 1953 and 1954 Scholarship
- William G. and Vee L. Clayton 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
- Dr. Mary Keller Ade and Dr. Charles Hamilton Ade Scholarship
- Terry M. and Judith McBride Cole Endowed Scholarship
- Carol Sue Miller Scholarship
- Martha L. Dean Scholarship
- Ralph F. Dragoo Scholarship
- I. Lynd Esch Scholarship
- Fifty Years Club Scholarship Fund
- Gordon A. and Madelyn France Family Scholarship
- Kirby Carey Fulton Nursing Scholarship
- Dr. William R. Gommel Endowed Scholarship
- I. J. Good Scholarship
- Effie Topping Gott English Scholarship
- Nellie A. Hanna Scholarship
- Hanni Family Scholarship
- Maxine Heitger Scholarship
- Marvin and Sylvia Henricks Scholarship
- Herbert and Elnora Hiatt Scholarship
- Linden E. and Violet T. Hiatt Scholarship
- Lloyd E. and Treva I. Hiatt Elementary Education Scholarship
- Luther and Elnora Hiatt Family Scholarship
- Paul F. and Jean Hirst Scholarship
- Hottell Family Scholarship
- Raymond Houk Scholarship
- Dr. George L. Humbarger Scholarship
- Robert C. and LaVern Hunt Scholarship
- Sally Hyde and Pat Humbles Scholarship
- Lester and Lucy Irons Scholarship
- Julius C. Shrigley and Winifred Irene (Shrigley) Jones Scholarship
- Kiesel Memorial Scholarship
- Mary Helen Kraft Keim Scholarship
- Kathryn R. and Robert W. Koenig Family Scholarship
- Dr. Robert and Milly Cassidy Kopecky Endowed Scholarship
- Krannert School of Physical Therapy Scholarship
- James P. Lamberson Memorial Scholarship
- Wilmer and Hope Lawrence Endowed Scholarship
- Phylis Lan Lin Scholarship in Social Work
- Helen J. and J. Louis Martens Scholarship
- Dr. Robert and Mrs. Luella McBride Endowed Scholarship
- Terry M. and Judith McBride Cole Endowed Scholarship
- Orvall G. and Dorothy McCleary Scholarship
- Frank M. McHale Scholarship
- Bishop and Mrs. Paul W. Milhouse Scholarship
- Andrew and Joan Miller Endowed Scholarship
- Carol Sue Miller Scholarship

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

University Awards

The Office of Admissions, academic departments, or the Office of Financial Aid select recipients of the awards listed below. In some instances, the combining or “stacking” of awards is not possible; in such cases, a student who qualifies for multiple awards will receive only the highest award. Other awards may be “stacked” up to a

maximum amount established by the University. In no instance will the amount of these awards in combination with outside scholarships exceed the full cost of tuition plus book allowance (commuters), or tuition standard double occupancy room (not to include increased charges for certain residence halls), board and a standard book allowance (resident students).

Academic Transfer Scholarships. Several \$5,000 scholarships are available to transfer students who complete 15 or more transferable hours of credit while maintaining a 2.5 grade point average. This award is renewable for two additional years of undergraduate study working toward a baccalaureate degree with a 2.5 grade point average and completion of at least 20 credit hours per academic year.

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

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

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

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

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

Dean's Scholarships. Awards of \$10,500 to \$15,500 are offered to incoming students who have earned a very high GPA in a college preparatory curriculum, have a combined verbal and math score of 1,200 or higher on the SAT or a composite score of 27 or higher on the ACT, and show leadership potential. Preference is given to valedictorians and salutatorians. Students with a GPA equivalent to an A- may receive a Distinguished Dean's Scholarship. To renew this scholarship, recipients must maintain at least a 3.0 cumulative grade point average and continue full-time undergraduate enrollment completing at least 20 credit hours per year. The award may be received for four years.

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

International Student Grants. 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. International scholarships are based on a student's performance at the secondary and/or postsecondary level. 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. Provided that all conditions stated above are met, ordained deacons in the United Methodist Church will have the same eligibility as ordained elders for purposes of this award. 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 \$5,500 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. Applications must be completed and submitted to the admissions office by January 1.

Resident Assistants. Several students are chosen each year to serve as resident assistants in residence halls and receive full remission of residence hall room and board charges. Students interested in this peer counsel-

ing position can apply by completing the application available in the Office of Residence Life. Selection is made on the basis of this application, recommendations from faculty and staff, and interviews conducted by a staff committee.

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

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

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

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

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

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

U.S. Senator Richard G. Lugar Academic Recognition Award. Awarded to incoming freshmen, recipients of this award are selected based on several factors, including GPA and college preparatory curriculum completed during high school. Awards range from \$5,000 to \$9,000. Qualified students may receive the award for up to four years of full-time undergraduate enrollment. Students must maintain a grade point average of 2.7 and complete a minimum of 20 credit hours per academic year for renewal.

Federal Assistance Programs

Federal Pell Grants. The Pell Grant is the largest need-based federal grant program and is available only to undergraduate students pursuing a first bachelors degree. These grants ranged from \$555 to \$5,550 for the 2010–2011 academic year, depending on the need of the applicant. Regularly enrolled students who are U.S. citizens, permanent residents, or eligible noncitizens who have demonstrated financial need and who have complied with Selective Service registration requirements are eligible to apply for a Pell Grant. Pell Grant is

an entitlement program, meaning all students who are eligible will receive awards. While the award is actually paid to the student through the school, the student's eligibility and award amount are determined by the Department of Education. A student will be considered automatically for a Pell Grant when the Free Application for Federal Student Aid is submitted each year.

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

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

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

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

Federal Direct Stafford Student Loans. The Direct Stafford Student Loan Program makes low-interest loans available to students who are enrolled at least half-time (6 hours per semester for undergraduate students, 4.5 hours for graduate students). To be eligible for the federally subsidized loan, the student must show financial need unmet by other sources. This loan provides a fixed interest rate of 6.8 percent or less. Repayment begins six months after the student ceases half-time enrollment, and no interest accrues until that time. Unsubsidized Federal Stafford Loans also are available to students without regard to financial need. Loan limits are the same as those in the subsidized program. This interest rate for unsubsidized loans is 6.8 percent for undergraduate and graduate students. Repayment of the principal begins six months after the student ceases half-time enrollment, but interest begins to accrue immediately. The combined subsidized and unsubsidized loan is \$3,500 for the freshman year, \$4,500 for the sophomore year, and \$5,500 per year for three additional years. Undergraduate students may be eligible for an additional \$2,000 in unsubsidized loans each year. Graduate students may receive \$8,500 per 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 an additional \$12,000 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 Department of Education, parents of dependent students and graduate students may borrow up to the cost of education minus other aid. Federal Plus loans are subject to a fixed interest rate of 7.9 percent. Repayment begins within 60 days of the final disbursement each year. A deferment on principle while the student is enrolled at least half-time can be requested by the parent of a dependent student on the application itself. Graduate students may defer repayment of the Federal Plus Loan until after graduation or nonenrollment. You may access an online application at <http://financialaid.uindy.edu>. 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

Indiana Higher Education Awards. These awards are made by the State Student Assistance Commission of Indiana 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 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.

21st-Century Scholars Program. This program, funded by the state and administered by the State Student Assistance Commission of Indiana, is available to Indiana students who, during their sixth, 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 a public state school. Eligibility for the Higher Education and Freedom of Choice Awards may reduce the award amount. This tuition-only award is available to full-time undergraduate students for eight semesters.

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

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

Nursing Scholarships. This state program provides funds for Indiana nursing students who demonstrate financial need. These students must maintain a grade point average of 2.7 and agree to work as a nurse in any type of health care facility in Indiana for at least two years following graduation. Scholarship amounts vary depending on financial need and state appropriations. The University makes the initial and renewal decisions. Students must be in the clinical phase of the nursing program to be considered for this scholarship. Applications can be obtained online at <http://www.in.gov/ssaci>. The deadline for application is May 1 preceding the academic year of attendance.

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

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

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://financialaid.uindy.edu/private_loan.php.

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 in the Office of Financial Aid.

Named and Memorial Awards

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

- Leila W. Anderson Award for Christian Service
- Dorlis Gott Armentrout Award
- Elisa Bowen Bell Award for Excellence in Radio & TV
- Gerald G. Boyce Scholarship
- Mary L. Cannon Scholarship
- Clare Chrysler Scholarship
- Wayne Patrick Comer Scholarship
- Cooper Memorial Physical Therapy Scholarship
- Roy V. Davis Geography Award
- Roy V. and Olive Davis Memorial Scholarship
- John Deever Memorial Scholarship
- Dr. Charles Dill Memorial Scholarship
- Douglas Dorland Memorial Scholarship
- Kathryn Carty Eads Award
- Eugene Eads Memorial Scholarship
- Anna E. Gott Award
- Garland and Jennette Gott Earth Science Award
- Mary Gott Art Award
- Earl Harris Business Award
- Ralph and Priscilla Hay Scholarship
- Robert L. Kent Memorial Scholarship
- Dr. Marga Meier Scholarship
- Esta B. and Clifford McKee Scholarship
- William P. Morgan Scholarship
- Roland T. Nelson Scholarship
- Marwan Izzedeen Shawa Scholarship

- Deb Shay Award
- Dwight L. Smith Award
- Kermit R. Todd Scholarship
- Underwood Earth-Space Science Award
- Richard F. Veazy Scholarship
- Samuel and Harriet Woods Scholarship

Church-Named Scholarships

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

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

Further Information

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

Student Affairs

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

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

Academic Advising

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

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

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

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

Student Affairs

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

Student Government, Campus Program Board, and the other student organizations receive funding from the Student Activity Fee as allocated by the Student Leadership Council. Student Affairs works with the SLC to monitor the funds and expenditures to ensure a variety of activities throughout the year. More than 40 organizations are advised by Student Affairs, providing a resource for those who have questions about getting involved or what is happening on campus. The Student Affairs staff provides guidance to all campus organizations with respect to program coordination, campus governance, student needs and interest, program evaluation, and leadership development.

Personal and Spiritual Counseling

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

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

Residence Life

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

Student Health Services

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

Counseling Center

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

Student Health Center

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

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

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

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

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

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

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

University Police Department

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

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

Academic Support Services

Academic Success Center

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

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

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

The BUILD Program

Baccalaureate for University of Indianapolis Learning Disabled is an intensive support program for students classified or classifiable as learning disabled. BUILD offers such help as individualized tutoring, appropriate testing accommodations, and assistance with scheduling, papers, and assignments. Word processors are available, as are taped textbooks, speech-compressed tape recorders and players, computers, and various adaptive technology. Students are required to attend a minimum of two hours per week in tutoring sessions but additional tutoring is available on request. The fee for all services in the program is available in the Accounting Office. This fee qualifies as auxiliary in most cases. The goal of the BUILD program is to help students reach their potential and to earn a baccalaureate or associate degree. Contact the program director at (317) 788-3536 for further information or visit <http://build.uindy.edu>.

Career Services

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

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

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

Information Systems Division

The Information Systems Division provides leadership, development, and support for Administrative Computing, Client Services, Library Services, Media Services, Network and Systems Administration, Web Services, and Telecommunications at the University of Indianapolis. Information Systems furnishes the campus with effective and efficient information technology through collaborative partnerships with the campus community and the educational community. The division of Information Systems is committed to facilitating the appropriate use of information systems and technology in learning and enterprise environments through personal and professional means.

Information System Departments

Administrative Computing Services provides software services and support for core administrative and business processes: recruiting, admissions, registration, records, grading, financial aid, billing, financial accounting, human resources/payroll alumni/development, scheduling, and reporting. Web access is available for students to view their schedules, grades, and billing summary information, make online tuition payments, and more. Web access is also available for faculty to view class lists, enter grades, and advise students. In addition, our alumni online community, Alumni Central, provides many services for alumni.

Client Services is the division of Information Systems that is responsible for desktop computer support and end-user support for the University community. The services offered by Client Services can be broken down into six categories: Help Desk, residential networking, learning environments, acquisitions, communications, and special projects. All faculty, staff, teaching lab, departmental lab and classroom computers, printers, and other peripherals owned by the University are supported centrally by the Help Desk. Software support and Web-based academic services, including the learning management system, are supported by the Help Desk in collaboration with other IS departments. Client Services assists students in obtaining a connection to the campus network through our residential networking program. Wired and wireless connections are supported; however, personal wireless access points are prohibited. Client Services manages the University program offering discounted Microsoft and virus scanning software to all students. Limited support is provided for student-owned hardware and software.

Krannert Memorial Library is the University's information resources and research center and is evolving into a learning commons with inviting spaces for classroom work or social interactions and scholar workstations for individual and group computer research and projects. It holds more than 155,000 books, 30,000 bound periodicals, and 94,000 media items. The library provides access to many electronic databases as well as numerous print and media materials. Old and rare books are housed in the Fouts Rare Books Room. The library's electronic catalog is accessible online, lists all print and nonprint materials available, and provides direct access to electronic books. Efficient circulation of materials is accomplished by University identification cards. Librarians are available to assist students with information and research needs and to provide instruction in the use of either printed or electronic resources. The library's Information Literacy Outreach Team provides training and support on a variety of topics in an effort to enhance the University experience for students, faculty, and staff. The Frederick D. Hill Archives, located in the library, holds historical materials related to the University and other collections.

Media Services is a resource for instructional technology support on campus. Located in the Krannert Memorial Library, the facility serves the media needs of the students, faculty, and staff. The department manages and circulates an inventory of more than 1,000 pieces of audiovisual and computer hardware for use in classroom instruction and presentation. Media Services oversees the University's technology-equipped iClassrooms, distance learning facilities, satellite downlink services, and campus-wide video distribution hub. In-house facilities are provided for the development of electronic media materials at computer-based Creation Stations. A fully equipped Learning Support Center is provided for on-site materials usage.

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

Telecom Services supports the telephone and voicemail needs of the University. It oversees the Information Center and staffs the campus switchboard. The office coordinates the installation, relocation, and maintenance of phone lines in faculty and staff offices and in residential living environments.

Web Services is responsible for the oversight, development, and maintenance of the University of Indianapolis enterprise website. Their staff maintains and supports the Luminis Content Management System for easy Web publishing by University departments. Web Services also presents a dynamic and professional website through the campus portal, MyUIndy. Web Services creates and supports online solutions for more efficient and effective University business and enhancing relationships with students, employees, prospects, alumni, friends, and the community.

Students with Disabilities

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

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

Writing Lab

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

Student Activities and Cocurricular Programs

Community Programs Center

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

Intercollegiate Athletics

The University supports intercollegiate athletic competition in 21 varsity sports involving more than 450 athletes. Proud of the tradition of competitive success of its athletic teams, the institution particularly values its commitment to equity, diversity, and integrity among its sports teams and staff. The personal and academic welfare of individual athletes is of utmost importance. In addition to the numerous forms of support and assistance within each sports program, the department maintains a Student-Athlete Advisory Committee as

a general means of promoting communication among student-athletes and athletics-related administration. The student-athlete representatives selected from each sport by their peers are assisted by faculty and athletics administrators acting in an advisory capacity. Further information regarding sponsored sports and the intercollegiate athletics program may be obtained from the Athletic Office.

Student Organizations

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

Student Publications

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

Washington Internships

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

Academic Information and Policies

The University of Indianapolis has two regular semesters of 15 weeks each, with a final examination period incorporated into each semester. A spring term and two summer sessions follow the regular semesters. Calendars for the 2011–12, 2012–13, and 2013–14 academic years are printed on pages 1–3.

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

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

Student Responsibilities and Privileges

Academic Integrity

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

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

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

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

Student Academic Responsibility

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

Class Attendance Policies

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

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

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

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

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

Withdrawal Policies

University of Indianapolis withdrawal policies are as follows.

1. The student has the responsibility of initiating official withdrawal from a course or from the University by completing the necessary forms. Discontinuing class attendance is not considered official withdrawal.
2. Official withdrawal must be made in person in the Office of the Registrar or in a letter addressed to the registrar. The deadlines for official withdrawal are as follows.
Semester I or II: Withdrawal permitted up to and including Friday of the week prior to the last week of the semester. No withdrawals are permitted during finals week.
Spring Term: Withdrawal permitted up to and including Monday of the second week of Spring Term.
Summer sessions, workshops, accelerated terms, and accelerated classes within regular semesters: Withdrawal permitted up to and including Friday of the week prior to the last week of the session.
3. Changes from credit to audit must be done within the time periods listed above. They must be done in person in the Office of the Registrar.
4. Day students who withdraw from all classes during Semester I or II or Spring Term must initiate a complete withdrawal in the Office of the Registrar.
5. Withdrawal from a music ensemble or music organization requires written permission from the chair of the Music Department. Failure to obtain written permission to withdraw from an ensemble or music organization will result in failure in the course.
6. The University reserves the right to withdraw a student administratively for excessive absences, or misconduct of any kind. A grade of WN (withdrawn administratively) will appear on the transcript.

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

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

Student Petitioning Process

University of Indianapolis students have the privilege of submitting petitions requesting special permission for exceptions to regulations and policies. These petitions are considered by the Academic Petitions Committee, a standing faculty committee that meets once each month, usually on the first Tuesday. All student petitions are considered on an individual basis, with attention being given to the student's academic record and the reason for the request. Student petition forms, available in the Office of the Registrar, must be submitted to the receptionist in that office by the 25th of the month for review the following month. *Please note: Students submitting petitions are responsible for obtaining all necessary signatures on the form before submitting it to the Office of the Registrar.*

Students who have been declared academically ineligible have the privilege of submitting petitions requesting permission to return to the University after an absence of one regular semester (Semester I or II). These petitions for readmission must be submitted to the Academic Petitions Committee. Petitions for readmission are available in the Office of the Registrar and should be submitted to the receptionist in that office by the 25th of the month for review the following month.

Registration Information

Regular Full-Time Semester Load

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

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

Credit hours above 18 in a given semester are considered overload. An additional fee is charged for all hours above 18 (not including half-credit-hour classes).

Student Classification and Status

Undergraduate students are classified in one of eight categories.

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

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

Semester I or II Enrollment in 12 or more hours.

Spring Term Enrollment in 3 or more hours.
Summer Session Enrollment in a total of 12 hours.

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

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

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

Curriculum Guides

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

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

Computerized Academic Progress/Degree Audit Program

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

Students can have access to the CAPP degree audit program in the Office of the Registrar and in any open lab on campus. Degree audits also are available on the University intranet site in Student Self-Service on MyUIndy.

Registration Procedures

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

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

Each semester after the first enrollment, registration for the next semester's classes is completed with the help of a faculty advisor, departmental advisor, or key advisor who assists each student in selecting courses that fulfill University requirements. Students receive complete registration instructions with the schedule of classes, available each semester on MyUIndy. The schedule of classes typically is available to students by the first week of March for Semester I and by the first week of October for Semester II. Although the University provides advising assistance through faculty and key advisors, it is important for each student to understand

University policies and specific degree and major requirements outlined in the *Academic Catalog* and on the curriculum guides (described above). Students are encouraged to monitor their own academic progress by accessing the degree audit feature on the intranet, Self-Service.

Advising

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

Proficiency/Placement Examinations

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

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

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

Modern Language Proficiency Examinations. Proficiency examinations in French, German, or Spanish are administered on summer registration days, during Welcome Week (orientation), and twice during the semester. 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 three or four credit hours in the modern language. (The chair of the Modern Languages Department should be consulted for more information about these exams.)

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

Special Course Registrations

Repeating a Class

Students may repeat classes under the following guidelines.

1. When repeating a course, only the second grade is computed into the grade point average. The grade and the hours for the first class are no longer calculated into the person's academic record, and the first class cannot be used to fulfill any requirements, even in those cases in which the grade in the first class is higher than the second.
2. A course must be repeated prior to taking a sequential course in order for the first grade to be taken out of the grade point average calculation.
3. Students can earn credit only once for a course; they cannot earn duplicate credit for repeated courses. (Exceptions to this policy are noted in course descriptions, such as those for special topics courses.)
4. All courses taken and all grades earned are recorded on the student's permanent record with appropriate notations.

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

Auditing a Class

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

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

Taking a Class Pass/Fail

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

1. A pass/fail course cannot fulfill a required general education core course.
2. A pass/fail course cannot be a part of the student's major, minor, or concentration.
3. The instructor of the course must allow enrollments on a pass/fail basis.

4. The course cannot be used as a repeat of a class previously taken.
5. The total number of pass/fail courses taken must not exceed four.

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

Registering for Independent Study

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

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

Registering for Internships, Practica, or Supervised Teaching

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

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

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

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

Academic Credit

Credit Hours

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

Other variations of the term "credit hours" are:

- **Attempted hours.** Hours for which a student initially registers.

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

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

Transfer Credit

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

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

Transfer Credit—International Students

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

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

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

Correspondence Courses

Students are permitted to transfer correspondence credit from other regionally accredited institutions. A student planning to take a correspondence course must have the course approved by her or his faculty or key advisor in advance. Transfer approval forms, also used for correspondence credit approval, are available in the offices of the key advisors and the registrar.

Military Service Credit

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

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

Credit by Examination

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

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

General guidelines for the granting of credit through these programs:

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

5. The registrar awards credit based on the guidelines established for the individual testing program by the deans and chairs.

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

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

Self-Acquired Competency

It is possible to earn college credit for learning gained from life experience, work experience, business or industrial employee training programs, or volunteer experience. Such credit may be earned by the submission of a portfolio of the learning achieved outside of formal college courses. Credit is given for college-level learning that has come from the experience, not the experience itself. In compiling evidence and documentation of learning in a Self-Acquired Competency Portfolio, the student must demonstrate a balance between theory and practice. Students pay for the number of credit hours requested. Payment for the credit will equal half the prevailing Extended Programs tuition rate. Please note that three basic University rules govern students' documenting self-acquired competency in a portfolio and submitting it for evaluation.

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

More detailed information is available on the School for Adult Learning website (<http://sal.uindy.edu>) or by contacting the School for Adult Learning.

Academic Record

Grading Scale

Academic progress is evaluated on the following 4.0 grading scale:

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

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

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

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

- AU Audit; no credit
- MP Mathematics proficiency demonstrated
- MN Mathematics proficiency not demonstrated

- NC No credit awarded for credit/no-credit course
- U Unsatisfactory progress in designated courses
- W Withdrawal; no credit awarded
- WN Withdrawn administratively; no credit awarded

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

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

* A DE (deferred) grade is submitted in courses having requirements that normally extend beyond the semester's end (e.g., research/thesis projects and some internships, practica, or student teaching assignments).

** An IN (incomplete) grade may be submitted when a student has not completed all work required for a course. The remaining work must be completed within six months of the time the incomplete grade was submitted or within a time frame established by the instructor. If the work is not completed in the prescribed time, the registrar will record a grade of F for the course.

Grade Point Average

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

Example of student enrolled in 16 hours:

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

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

■ Example: $46.9 \div 16 = 2.93$

■ The student has a 2.93 grade point average for the semester.

■ The student's cumulative grade point average is calculated by dividing the total number of quality points for all semesters by the total number of quality hours for all semesters.

Academic Record and Transcripts

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

former students are photocopies of the originals on file or combinations of photocopy and computer copy, depending on the periods of attendance.

A fee of \$5 is charged for each transcript. Transcripts can be sent by fax on request; the cost of a transcript sent in this manner is \$7. (A transcript sent in this manner is not affixed with the University seal and is not considered official.) All transcript requests must be authorized in person or in writing and must include full name, including maiden or former name, Social Security number or student identification number, date of birth, dates of attendance at the University, the complete name and address of the office or person to receive the transcript, and the signed authorization to release the transcript. (To ensure prompt and accurate delivery of a transcript, persons requesting that a transcript be sent to a large university should always include the name of the individual or office that should receive the transcript. *Incomplete addresses often delay or prevent the delivery of transcripts.*) The Transcript Request Form is available at <http://registrar.uindy.edu/>.

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

Retention of Records Policy

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

Confidentiality of Student Records

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

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

The University shall provide directory information only to legitimate agencies (such as student loan agencies and governmental agencies), to individuals, organizations, or corporations with whom the University has a relationship with respect to the conduct of its educational program, or in accordance with applicable

law. No information about a student, even directory information, shall be given without authorization by the student except to persons presenting current and proper credentials from organizations as described above.

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

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

Academic Action

Academic Probation and Ineligibility

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

Scholarship probation is determined twice a year, at the conclusion of Semester I and at the conclusion of Summer Term. Students placed on academic probation are restricted to 12 to 13 hours per regular semester and are not eligible for active participation in any organization that represents the institution officially.

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

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

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

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

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

Academic Recovery

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

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

Academic Honors

University Honor Societies

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

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

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

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

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

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

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

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

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

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

School and Department Honor Societies

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

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

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

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

Mu Phi Epsilon is an international professional music fraternity, having as its purpose the advancement of music throughout the world, the promotion of musicianship and scholarship, loyalty to the alma mater,

and the development of friendship. The fraternity comprises collegiate chapters, alumni chapters, and allied members. Election to membership is based on scholarship (minimum of 3.0 in music classes), musicianship, and character. Members are eligible for local and national scholarships and awards based on outstanding performance, scholarship, musicological research, composition, and service to the profession. Eligible students are invited each year to join the University's Beta Psi Chapter.

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

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

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

Psi Chi is the national honor society in psychology. The purpose of Psi Chi is "to encourage, stimulate, and maintain excellence in scholarship of individual members . . . in psychology and to advance the science of psychology." Requirements are completion of at least nine credits in psychology with a 3.0 GPA or better, an overall GPA within the top 35 percent of the University, and active participation in Psychology Club.

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

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

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

Annual and Semester Honors

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

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

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

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

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

Graduation Honors

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

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

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

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

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

Academic Degrees

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

Undergraduate Degrees

Baccalaureate Degrees

Degree Requirements. The University offers seven 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 Nursing, and the Bachelor of Social Work.

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

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

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

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

Associate Degrees

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

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

Additional Degrees

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

Associate degree. At least one year must elapse between the granting of the degrees, and the student must complete a minimum of 15 additional semester hours and the specific degree requirements, 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 semester hours and the specific degree requirements, 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 only if there are 30 discrete hours in each academic discipline. Hours used to fulfill general education or total hour requirements may be duplicated.

Commencement Ceremony and Graduation Dates

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

The University does award degrees on three official graduation dates.

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

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

Application for Graduation

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

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

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

Office of Ecumenical and Interfaith Programs

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

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

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

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

This office also oversees the development of short-term and long-term ecumenical and interfaith partnerships in the city of Indianapolis and beyond.

This office 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. For example, in recent years the chaplains have participated in the Central Indiana Interfaith Coordinating Council, which works in collaboration with Indiana Campus Compact and the Interfaith Youth Core. From year to year, UIndy hosts a gathering of United Methodist leaders from the Indiana Conference of the United Methodist Church, who meet with University leaders to explore common concerns and evaluate collaborative programs developed by the University in response to the needs of churches throughout Indiana and the Midwest region.

The dean works with the colleges and various schools of the University to provide opportunities for orientation of new faculty in relation to the University's motto, "Education for Service." Similar vocation exploration and formation opportunities are available for the staff of the University.

Curriculum

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

University Learning Goals

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

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

General Education Core

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

It is the mission of the University to help students "to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the teachings of the Christian faith and an appreciation and respect for other religions; to cultivate rationality and tolerance for ambiguity; and to use the intellect in the process of discovery and the synthesis of knowledge." Eight learning goals have been defined: critical thinking, historical consciousness, scientific method for the natural sciences, arts appreciation, cross-cultural understanding and global awareness, numerical literacy, social inquiry, and values orientation.

Core Requirements for Baccalaureate Degree Students

Critical Thinking

Critical thinking involves the process of questioning, reflecting, analyzing, and synthesizing. The skills associated with critical thinking emphasize the roles of speaker and audience in using rational means to influence others through written and oral modes of communication. Subjects oriented toward the development of critical thinking include but are not limited to courses in English, speech, communications, and philosophy.

Students seeking a baccalaureate degree will satisfy this component of the core by completing the following courses in English, communication, and philosophy:

- ENGL-101 English Composition (*with a grade of C or above*)
- One of the following communication courses (to be determined by the school or college):
 - COMM-100 Public Speaking
 - COMM-200 Business and Professional Communication
 - COMM-201 Classroom Communication
- A philosophy course (*to be determined by the school or college*)

Historical Consciousness

Historical consciousness encompasses an awareness of the significance of the past as a fundamental component of human understanding. It is built on a concrete knowledge of the ideas, events, and institutions that have provided the context for all human behavior and have shaped both our past and our present.

Students seeking a baccalaureate degree will satisfy the historical consciousness component of the core through HIST-102/202 World History Since 1700 (*HIST-102 sections are limited to freshmen*).

Scientific Method for the Natural Sciences

Scientific method for the natural sciences includes the principles and processes pertaining to systematized knowledge derived from observation, study, and experimentation in order to determine the nature and principles of the physical world.

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

Biology:

- BIOL-100 Elements of Biology
- BIOL-101 Nutrition
- BIOL-103 Principles of Human Anatomy
- BIOL-104 Principles of Human Physiology
- BIOL-112 Biology for Elementary Education
- BIOL-130 Monkeys, Apes, and Humans
- BIOL-131 Explorations in Biology
- BIOL-155 General Biology I: Diversity of Life
- BIOL-210 Human Biological Variation
- BIOL-245 Ornithology

Chemistry:

- CHEM-100 Elements of Chemistry and Physics
- CHEM-103 Introduction to Chemistry
- CHEM-104 Introduction to General Organic and Biological Chemistry
- CHEM-150/151 General Chemistry & Lab I
- CHEM-210 Environmental Problems

Earth-Space Sciences:

- ESCI-100 Elements of Earth-Space Sciences
- ESCI-150 Physical Geology
- ESCI-202 Physical Geography
- ESCI-206 Time, Trilobites, and Tyrannosaurus Rex
- ESCI-207 Astronomy
- ESCI-210 Environmental Problems

- ESCI-211 Meteorology: Weather and Climate
- ENSC-101 Environmental Science: Humans & Sustainability

Physics:

- PHYS-100 Elements of Chemistry and Physics
- PHYS-103 Introduction to Physics
- PHYS-150/155 General Physics I and Lab (algebra-based)
- PHYS-153/155 General Physics I and Lab (calculus-based)
- PHYS-207 Astronomy

Interdisciplinary Science:

- SCI-210 Science of Nutrition

Arts Appreciation

Arts appreciation implies sufficient critical judgment to see the value and to enjoy the expressiveness of creative work, which uniquely conveys universal human feelings. Expressions of art include but are not limited to painting, sculpture, architecture, music, literature, drama, dance, and performance.

Students seeking a baccalaureate degree should satisfy the arts appreciation component of the core through study in the following areas:

- ENGL-102 Western World Literature and Composition
- Fine arts: Among art, music, theatre, choose one lecture/theory class and one applied course

Lecture/theory courses:

- ART-110 Art Appreciation
- ART-281 History of Western Art I
- ART-282 History of Western Art II
- MUS-100 Music Fundamentals
- MUS-101 Introduction to Music Theory
- MUS-110 Introduction to Music
- MUS-112 Introduction to Jazz
- MUS-121 Elementary Theory
- MUS-420 Special Topics in Music
- THE-110 Introduction to Theatre
- THE-241 Play Analysis
- THE-340 Theatre History I

Applied courses:

- ART-100 Art Experience
- ART-120 Fundamentals of Two-Dimensional Design
- ART-130 Beginning Drawing
- ART-210 Intaglio Printmaking
- ART-220 Ceramics—Hand Building
- ART-230 Ceramics—The Potter's Wheel
- ART-261 Digital Photography I
- ART-335 Jewelry and Metalwork
- MUS-113 Voice Class
- MUS-114 Guitar Class I
- MUS-116 Piano Class I
- MUS-162 Pep Band
- MUS-166 Women's Chorus

MUS-174.....	African Drum Ensemble
MUS-176.....	Beginning Handbell Ensemble
MUS-279.....	Campus Band
THE-120.....	Stagecraft
THE-131.....	Acting I
THE-134.....	Theatrical Makeup
THE-135.....	Creative Drama
THE-150.....	Theatre Production

The following music courses requiring auditions also fulfill the applied fine arts requirement: private music lessons, MUS-160 Concert Choir, MUS-161 Concert Band, MUS-162 Pep Band, MUS-163 “Jazz Hounds” Big Band, MUS-164 Concert Orchestra, MUS-165 Crimson Express, and MUS-167 Musical/Opera Production.

Other art, music, and theatre courses may fulfill the fine arts applied requirement. Consult the appropriate department for details.

Cross-Cultural Understanding/Global Awareness

Cross-cultural understanding implies the ability to appreciate another culture in its own right and in multiple dimensions of its complexity, including social organization, social and political expression, individual behavior, values, religion, aesthetics, language and communication, physical environment, economy, material culture, history, dynamics of change, and extent of participation in the global community. Global awareness represents the knowledge of physical, political, and cultural geography; cross-cultural understanding refers more specifically to the structure and dynamics of cultures and to the interactions among them.

Students seeking a baccalaureate degree will satisfy this component of the core through:

- competency in a modern foreign language (*refer to curriculum guides for level of competency required*) or a semester in residence outside the United States (fulfills one semester of the modern foreign language requirement)
- a cross-cultural course from:

ANTH-100.....	Cultural Anthropology
ANTH-200.....	Global Problems
ANTH-210.....	The Eskimo World
ANTH-290.....	Images of “Indians”*
EDUC-290.....	Diverse Learner/Multicultural Education
HIST-331.....	History of Latin America
HIST-353.....	The African Experience
HIST-419.....	Legacies of Modern Colonialism
HIST-438.....	Modern South Asia
HIST-442.....	Modern East Asia
HIST-463.....	History of the Middle East
IREL-100.....	World Geography
IREL-335.....	Comparative Politics
MUS-210.....	Music in World Culture
PHIL-260.....	Asian Philosophy
REL-300.....	World Religions
SOC-340.....	Chinese Culture and Society

* May fulfill Social Inquiry requirement also (one course may not be used to satisfy both requirements)

Note: Students in the College of Arts and Sciences must take one of the courses listed above; students in other schools should refer to the curriculum guides for information about recommended cross-cultural options.

Numerical Literacy

Numerical literacy is the ability to participate in abstract logical reasoning and problem-solving through the manipulation of symbolic systems.

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

- a mathematics course from:

MATH-108.....	Discovery in Mathematics
MATH-150.....	Finite Mathematics
MATH-180.....	College Algebra and Trigonometry
MATH-190.....	Calculus and Analytic Geometry I
MATH-191.....	Calculus and Analytic Geometry II
MATH-195.....	Discrete Mathematics
MATH-210.....	Elementary Teachers’ Mathematics II

 Any other mathematics course above MATH-210

Social Inquiry

Social inquiry refers to the systematic and disciplined study of contemporary society in the United States. Systematic and disciplined study includes both scientific and humanistic approaches to the investigation of individuals and groups and their interrelations in society.

Students seeking a baccalaureate degree will fulfill this requirement by taking:

- a social inquiry course from:

ANTH-290.....	Images of “Indians”*
COMM-431.....	Gender and Communication
EDUC-300.....	Social and Political Contexts of Education
EXD-101.....	Introduction to Experience Design
PSCI-101.....	American National Government
PSCI-205.....	State and Local Government
PSCI-323.....	Public Administration
PSCI-356.....	Political Theory
PSCI-444.....	Constitutional Law I: Powers of Government
PSCI-445.....	Constitutional Law II: Civil Rights and Liberties
PSY-330.....	Psychology of Gender
SCI-230.....	Gender & Ethnicity in Math & Science
SOC-101.....	Principles of Sociology
SOC-103.....	Social Problems
SOC-215.....	Social Psychology
SOCS-200.....	Honors: Exploring Human Complexity

*May fulfill Cross-Cultural Understanding requirement also (one course may not be used to satisfy both requirements)

Values Orientation and Judaic-Christian Traditions Requirement

Moral formation begins with an orientation to moral values, which involves helping students clarify and broaden their own sense of those things in the world that should be valued. Students are expected to develop, through the stimulation of the moral imagination and the recognition of moral issues, a sensitivity to values issues. Once students develop an awareness and sensitivity to values issues, they are shown ways to act responsibly on their convictions. Students in the schools of Business and Nursing take PHIL-201 Ethics as a part of their requirements. All professional practice areas address ethical issues as part of their programs.

In fulfilling its mission to help students gain a deeper understanding of the teachings of the Christian faith and the role of religion in society, the University requires all students to take one course in the Judaic-Christian traditions. This requirement also meets the learning goals of critical thinking and historical consciousness while providing opportunities for social inquiry and moral formation with respect to religious traditions and practices.

Students seeking any undergraduate degree may satisfy the Judaic-Christian traditions requirement by completing successfully:

- a Judaic-Christian religion course from:
 - REL-100 Christianity
 - REL-101 Judaism
 - 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-330 Jesus
 - REL-390 Honors Religion

Competency Requirements

Incoming students are expected to demonstrate competency in three areas: writing, mathematics, and modern foreign language. Students who do not demonstrate proficiency in any of these areas will take courses to help them reach the level of competency required for successful performance at the University level.

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

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

Writing competency may be demonstrated through one of the following:

1. Prior education experience consisting of all three (a, b, and c) of the following:
 - a. a score of 420 or higher on the verbal section of the SAT.
 - b. a “B” average or higher in junior and senior high school English courses.
 - c. an overall grade point average in high school of 2.7.
2. Placement in ENGL-101 through the placement exam.
3. Completion of ENGL-100 Basic Writing with a grade of C or higher.

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

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

The modern language requirement for the College of Arts and Sciences is proficiency through 102 for a Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work degree and through 201 for a Bachelor of Arts degree. Competency for either of these two levels can be demonstrated through the placement exam or through the appropriate course. (*See the Modern Languages section of the catalog for further information about language requirements.*)

Additional General Education Requirements

Computer Literacy

Students at the University of Indianapolis are required to take at least one of the following computer courses to demonstrate computer literacy. (*Consult curriculum guides for specific program requirements.*)

- ART-101 Introduction to Computers for Artists
- COMM-101 Computer Applications in Communication
- COMP-150 Microcomputer Applications
- COMP-160 Advanced Microcomputer Applications
- CSCI-132 Software Application for Science
- EDUC-202 Technology in Education II
- MUS-125 Microcomputer Applications in Music
- THE-122 Computer Applications in Theatre
- Any other three-hour COMP, CIS, or CSCI course

Students entering the University with a strong background in computers may be able to demonstrate computer literacy by taking one of the examinations listed in the *Credit by Examination* brochure available in the Office of the Registrar. Specific academic program requirements must still be met.

New Student Experience

The New Student Experience consists of a series of general programs to present pertinent academic and developmental information to new students at the University of Indianapolis in their first semester of enrollment. The New Student Experience is a program set up to meet student needs and help them develop skills and relationships that will serve them well as they pursue their degree and career goals. Students will meet the New Student Experience requirement by taking the freshman orientation or seminar in their respective major areas or by taking INTD-101 New Student Experience (for those students who are undecided about their majors or whose academic areas do not offer an orientation course).

Lecture/Performance Series

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

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

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

Kinesiology

All students (including Extended Programs students) are required to take KINS-101 Wellness/Fitness for a Lifetime. This one-hour course includes four dimensions: (1) Physical—fitness testing, recommended quantity of exercise, target heart rate, strength training, nutrition, eating disorders, and alcohol, drugs and tobacco; (2) Social—management of stress, sexually transmitted diseases, facts about AIDS; (3) Spiritual and emotional—wellness and spirituality as well as positive self-esteem; and (4) Health risk appraisal—cholesterol and blood pressure checks.

Spring Term

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

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

Core Requirements for Associate Degree Students

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

Sequencing Requirements of Core

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

Majors and Minors

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

A student may complete more than one major and in certain cases may even use some of the same courses for each major, as long as each major has at least 24 *discrete hours*.

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. 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. Concentrations are available in a number of areas and are described in the undergraduate catalog in the section devoted to the major or minor. A grade of C- or above is required in all courses in a concentration.

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

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

Length of Program

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

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

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

The University offers the following majors:

Baccalaureate Degree Majors

Accounting/CPA track

Accounting/non-CPA track

Actuarial Science

Anthropology

Archeology

Art

with major areas in:

Studio Art

Visual Communication Design

with programs in:

Art Education

Pre-Art Therapy

Pre-Medical Illustration

Athletic Training

Biology

with concentrations in:

Cell and Molecular

Science and Technical Writing

Business Administration

Chemistry

with concentrations in:

Biochemistry
Chemical Physics
Environmental Chemistry
Industrial Chemistry

Communication

with major areas in:

Electronic Media
Human Communication
Journalism
Public Relations
Sports Information

Community Health Education

Computer Science

Criminal Justice

with concentrations in:

Corrections
Law Enforcement

Earth-Space Sciences

Economics

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

English

Creative Writing
Literary Studies
Professional Writing

Entrepreneurship

Environmental Science

Exercise Science

Experience Design

with concentrations in:

Design
Management
Research & Development

Finance

French

German

Global Leadership

History

with concentrations in:

Modern European History
Non-Western History
Premodern History
United States History

Human Biology

Human Resources Management

Information Systems (Computer)

International Business

International Relations

Marketing

Mathematics

Medical Technology** (See Chemistry Department)

Music

with concentrations in:

Business of Music
Jazz Studies
Music Technology and Recording
Organ & Church Music
Theory/Composition

Music Performance

Nursing

Operations and Supply Chain Management

Philosophy

Physics

With a concentration in:

Laboratory Instrumentation
Physics
Scientific Computing

Political Science

Pre-Medical Illustration

Psychology

Psychology

with a concentration
Occupational Science
Clinical Psychology

Religion

With a concentration in:

Ancient Greek
Ethics
Pre-Theology
Youth Ministry Training

Respiratory Therapy

Social Work

Sociology

with concentrations in:

Community Organizing
Social Research

Spanish

Sport Management

Sports Marketing

Theatre

Baccalaureate Degree Teaching Majors

Elementary Education

Senior High/Junior High/Middle School Teaching

with majors in:

English

Earth-Space Science

French

German

Mathematics

Physics

Social Studies Teaching (History, Government, Geography)

Spanish

Theatre

All-Grade Teaching

with majors in:

Music

Physical Education/Health

Visual Arts

*Accelerated Baccalaureate Degree Majors**

Liberal Studies

Organizational Leadership

Associate Degree Majors

Business Administration

Chemistry

Information Systems (Computer)

Liberal Arts

Nursing

Physical Therapist Assistant

*Accelerated Associate Degree Major**

Life Science

Minors

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

Art History

Asian Studies

Child and Youth Programs

Civic Engagement and Community Leadership

Experience Design

Geology

Music

Reading (Teaching) add-on license

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

Writing and Publishing

Certificate Program

Aging Studies

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

Preprofessional Programs

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

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

*Preprofessional Program**Suggested Undergraduate Majors*

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

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

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

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

program may set for applicants. In order to be eligible to receive a bachelor's degree after early admission to a health professions program, the following conditions must be met:

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

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

Graduate Degree Programs

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

Master's Degree Programs

Center for Aging & Community

Gerontology (MS)

Certificate Program in Gerontological Studies

College of Arts and Sciences

Anthropology (MS)

Applied Sociology (MA)

Archeology (MS)

English (MA)

History (MA)

Human Biology (MS)

International Relations (MA)

Studio Art (MA)

College of Health Sciences

School of Occupational Therapy

Professional Program in Occupational Therapy (MOT)

Postprofessional Master of Health Science (MHS)

Krannert School of Physical Therapy

Postprofessional Master of Health Science (MHS)

School of Business

Graduate Business Programs

Master of Business Administration

Executive Master of Business Administration

Certificate Programs available in:

Finance

Global Supply Chain Management

International Business

Organizational Leadership

Technology Management

Marketing

School of Education

Curriculum and Instruction (MA)

Master of Arts in Teaching (MAT)

Educational Leadership (MA)

Woodrow Wilson (MAT)

Teacher License Renewal (MAT)

School of Nursing

Primary Care Family Nurse Practitioner (MSN)

Primary Care Adult/Gerontological Nurse Practitioner (MSN)

Women's Health Nurse Practitioner (MSN)

Nursing Education (MSN)

Nurse-Midwifery (MSN)

Nursing and Health Systems Leadership (MSN)

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

Nursing and Health Systems Leadership/Master of Business Administration (MSN/MBA—dual degree)

Certificate Programs available in:

Clinical Educator

Nurse Management

Sexual Assault Nurse Examiner (SANE)

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

School of Psychological Sciences

Clinical Psychology (MA)

Mental Health Counseling (MA)

Doctoral Degree Programs

College of Health Sciences

School of Occupational Therapy

Postprofessional Doctor of Health Science (DHS)

Krannert School of Physical Therapy

Professional Doctor of Physical Therapy (DPT)

Postprofessional Doctor of Physical Therapy (DPT)

Postprofessional Doctor of Health Science (DHS)

School of Psychological Sciences

Clinical Psychology (PsyD)

Degree Programs Offered Overseas

The University of Indianapolis offers a number of the degree programs listed above at the University of Indianapolis-Athens (Greece), through the Mar Elias Campus (Israel), at the Ningbo Institute of Technology (China), and at Galen University (Belize). In addition, the University offers a master of arts degree program exclusively at University of Indianapolis-Athens.

Academic Programs

Honors College

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

Honors Degree Requirements

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

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

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

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

Honors Courses

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

Recommended Honors Courses:

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

SOCS-200

Required Honors Courses

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

HON-490.....Honors Project (3–6 hrs.)

Additional Honors Credit

Other ways to accrue Honors College credit include the following:

- participate in Honors Service Learning
- travel abroad (approval required for credit)
- participate in National Collegiate Honors Council Honors Semester

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

For more information about the Honors College, contact the program director, Dr. Greta Pennell, at (317) 788-3365.

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

Christian Vocations Program

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

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

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

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

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

Academic Units

College, Schools, Departments

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

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English Department	116
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History and Political Science Department	123
Mathematics and Computer Science Department	127
Modern Languages Department (<i>French, German, Spanish</i>)	131
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Philosophy and Religion Department	149
Physics and Earth-Space Sciences Department	152
Social Sciences Department (<i>Criminal Justice, Social Work, Sociology</i>)	158
Theatre Department	162
School of Business	164
(<i>Accounting, Business Education, Computer Information Systems, Economics, Entrepreneurship, Finance, Global Leadership, Human Resources Management, International Business, Management and Administration, Marketing, Operations and Supply Chain Management, Sports Marketing, Accelerated BS/MBA Program</i>)	
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College of Arts and Sciences

The commitment of the College of Arts and Sciences is to fostering critical thinking and creative expression.

All University students are challenged through study in the liberal arts to understand and appreciate the human condition by addressing the central questions of our cultural heritage and our relationship to the world. The liberal arts encompass the humanities, fine arts, and sciences. All baccalaureate degree programs in the University are grounded in the liberal arts.

The College of Arts and Sciences encompasses the departments of Anthropology, Art, Biology, Chemistry, Communication, English, History and Political Science, Mathematics, Modern Languages, Music, Philosophy and Religion, Physics and Earth-Space Sciences, Social Sciences, and Theatre. Each of these departments offers one or more majors and minors, described in the sections that follow.

The College of Arts and Sciences offers one interdisciplinary degree, an Associate in Arts in Liberal Arts.

Requirements for Major and Minors

Associate in Arts in Liberal Arts

Critical Thinking:

ENGL-101 English Composition

Philosophy course

Communication course from among COMM-100, 200, or 201

Historical Consciousness:

HIST-101/201* World History to 1700

HIST-102/202* World History Since 1700

**HIST-101 and 102 sections are limited to first-year students only.*

Scientific Method for the Natural Sciences:

One course from the following natural science disciplines:

Biology:

BIOL-100 Elements of Biology

BIOL-101 Nutrition

BIOL-103 Principles of Human Anatomy

BIOL-104 Principles of Human Physiology

BIOL-112 Biology for Elementary Education

BIOL-130 Monkeys, Apes, and Humans

BIOL-131 Explorations in Biology

BIOL-155 General Biology I: Diversity of Life

BIOL-210 Human Biological Variation

BIOL-245 Ornithology

Chemistry:

CHEM-100 Elements of Chemistry and Physics

CHEM-103 Introduction to Chemistry

CHEM-104 Introduction to General Organic and Biological Chemistry

CHEM-150/151 General Chemistry and Lab I

CHEM-210 Environmental Problems

Earth-Space Sciences:

ESCI-100 Elements of Earth-Space Sciences

ESCI-150 Physical Geology

ESCI-202 Physical Geography

ESCI-206 Time, Trilobites, and Tyrannosaurus Rex

ESCI-207 Astronomy

ESCI-210 Environmental Problems

ESCI-311 Meteorology: Weather and Climate

ESCI-402 Minerals and Rocks

ENSC-101 Environmental Science: Humans & Sustainability

Physics:

PHYS-100 Elements of Chemistry and Physics

PHYS-103 Introduction to Physics

PHYS-150/155 General Physics I and Lab (algebra-based)

PHYS-153/155 General Physics I and Lab (calculus-based)

PHYS-207 Astronomy

Interdisciplinary Science:

SCI-210 The Science of Food

Arts Appreciation:

ENGL-102 Western World Literature and Composition

Fine arts Among art, music, or theatre, choose one lecture/theory class and one applied course

Cross-Cultural Understanding/Global Awareness

Modern foreign language (proficiency through 201 level):

One course from the following:

ANTH-100 Cultural Anthropology

ANTH-200 Global Problems

ANTH-210 The Eskimo World

ANTH-290 Images of "Indians"*

EDUC-290 Diverse Learner/Multicultural Education

HIST-331 History of Latin America

HIST-353 The African Experience

HIST-419 Legacies of Modern Colonialism

HIST-438 Modern South Asia

HIST-442 Modern East Asia

HIST-463 History of the Middle East

IREL-100 World Geography

IREL-335 Comparative Politics

MUS-210 Music in World Culture

PHIL-260 Asian Philosophy

REL-300 World Religions

SOC-340 Chinese Culture and Society

*May fulfill Social Inquiry requirement also (one course may not be used to satisfy both requirements)

Numerical Literacy:

Mathematics course from the following:

MATH-108.....	Discovery in Mathematics
MATH-150.....	Finite Mathematics
MATH-180.....	College Algebra and Trigonometry
MATH-190.....	Calculus and Analytic Geometry I
MATH-191.....	Calculus and Analytic Geometry II
MATH-195.....	Discrete Mathematics
MATH-210.....	Elementary Teachers' Mathematics II
Any other mathematics course above MATH-210	

Social Inquiry:

Two courses from among:

ANTH-290	Images of “Indians”*
COMM-431	Gender and Communication
EDUC-300	Social and Political Contexts of Education
EXD-101	Introduction to Experience Design
PSCI-101	American National Government
PSCI-205	State and Local Government
PSCI-323	Public Administration
PSCI-356	Political Theory
PSCI-444	Constitutional Law I: Powers of Government
PSCI-445	Constitutional Law II: Civil Rights and Liberties
PSY-330	Psychology of Gender
SCI-230	Gender & Ethnicity in Math & Science
SOC-101	Principles of Sociology
SOC-103	Social Problems
SOC-215	Social Psychology
SOCS-200.....	Honors: Exploring Human Complexity
*May fulfill the Cross-Cultural Understanding requirement also (one course may not be used to satisfy both requirements)	

Values Orientation and Judaic-Christian Traditions:

One of the following Judaic-Christian religion courses:

REL-100	Christianity
REL-101	Judaism
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-330	Jesus
REL-390	Honors Religion

Computer Literacy

Computer course

Additional requirements

KINS-101 Wellness and Fitness for a Lifetime
INTD-101 New Student Experience (full-time students only)
INTD-201-202 Lecture/Performance Series (full-time students only)
Electives to complete 62-hour degree requirement

Interdisciplinary Minors

In addition to the departmental minors offered in the College of Arts and Sciences, two interdisciplinary minors are offered: the Asian Studies minor and Civic Engagement and Community Leadership.

Civic Engagement and Community Leadership Minor

The Civic Engagement and Community Leadership minor is offered through the College of Arts and Sciences but is open to all undergraduate students at the University. It is an interdisciplinary program with required introductory and capstone courses in community service learning (CSL). The other courses in the minor are discipline-based courses utilizing a service learning approach.

Curriculum

Required:

CSL-150	Introduction to Community Service Learning (3)
CSL-450	Civic Engagement and Community Leadership (capstone experience/project) (3)

Select at least 12 hours of the following:

SOC-104	Social Problems Service Learning Experience (1)
SOC-235	Environmental Sociology (3)
SOC-236	Service Learning in Sustainability (pre- or corequisite SOC-235) (1-3)
SOCS-300.....	Service Learning in Social Sciences (3)
SOWK-111	Social Work Service Learning Lab (corequisite SOWK-110) (1)
ST-299	Spring Term: Service Learning in the City (3)
ST-299	Spring Term: International Service Learning Travel Course (3)
LANG-400.....	Modern Language Service Learning (2)
ART-104	Service Learning in the Arts (1)
CVOC-105	Service Learning in Christian Vocations (1-3)
CVOC-305	Service Learning Experience—Christian Vocations (3)
CRIM-121	Corrections Service Learning Lab (corequisite CRIM-120) (1)
CRIM-331	Corrections Service Learning Lab (corequisite CRIM-330) (1)
CSL-480	Topical Seminar in Service Learning (3)
ENGL-489.....	Writing for Nonprofits (3)

Additional service learning courses developed in other disciplines will satisfy the 12-hour elective requirement.

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

Asian Studies Minor

An Asian Studies minor consists of a minimum of 18 credit hours. Students must take three courses (nine or 10 credit hours) from a core specifically devoted to Asian history, culture, philosophy, or language, and three additional courses from the menu below.

Asian Studies Core

CHIN-101 Chinese Language and Culture I

HIST-442 Modern East Asia

SOC-340 Chinese Culture and Society

Three additional courses from at least three disciplines, including art, history, music,

modern foreign language, philosophy, sociology, and religion:

CHIN-102 Chinese Language and Culture II

CHIN-201 Chinese Language and Culture III

CHIN-202 Intermediate Mandarin Chinese

MUS-210 Music in World Culture

REL-300 World Religions

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

Anthropology

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

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

*Requirements for Majors and Minors***Anthropology Major***General courses:*

ANTH-109 Anthropology Freshman Seminar

ANTH-475 Anthropology Seminar

*Statistics/Research courses.**One of the following:*

MATH-220 Elementary Statistics

MATH-245 Statistics for the Sciences

Sociocultural Anthropology:

ANTH-100 Cultural Anthropology

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

ANTH-200 Global Problems

ANTH-210 The Eskimo World

ANTH-290 Images of "Indians"

ANTH-310 Religion and Magic

ANTH-335 Illness, Disease, and Health

ANTH-360/LANG-360 Cultural Linguistics

ANTH-410 Experiencing Other Cultures

MUS-210 Music in World Culture

REL-300 World Religions

SOC-340 Chinese Culture and Society

Biological Anthropology:

ANTH-130/BIOL-130 Monkeys, Apes, and Humans

or ANTH-345/BIOL-345 Human Evolution

Two of the following:

ANTH-205/BIOL-210 Human Biological Variation

ANTH-390 Osteoarcheology

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

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

Archeology:

Two of the following:

ANTH-110 Archeology Method and Theory
ANTH-220 North American Archeology
ANTH-251 Classical Archeology
ANTH-370 Archeology Laboratory Methods
ANTH-375 Archeology Field Methods
ANTH-380 Field Archeology
ANTH-430/REL-299 Biblical Archeology
ANTH-470 Archeology Seminar
ANTH-480 Advanced Field Archeology

Anthropology Minor

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

ANTH-130/BIOL-130 Monkeys, Apes, and Humans
ANTH-430 Special Topics
BIOL-210/ANTH-205 Human Biological Variation
BIOL-225 Introduction to Genetics
BIOL-280 Evolutionary Biology
BIOL-305 Human Functional Anatomy
BIOL-325 Advanced Genetics
BIOL-345/ANTH-345 Human Evolution
BIOL-411/ANTH-411 Human Biology and Culture
BIOL-425/ANTH-425 Dental Science
BIOL-450/ANTH-450 Human Osteology
BIOL-460 Topics in Biology (only topics involving biological anthropology)
LANG-360/ANTH-360 Cultural Linguistics

Archeology Major

General courses:

ANTH-109 Anthropology Freshman Seminar
ANTH-470 Archeology Seminar

Archeology core courses:

ANTH-100 Cultural Anthropology
ANTH-110 Archeology Method and Theory
ANTH-370 Archeology Laboratory Methods
ANTH-375 Archeology Field Methods
ANTH-380 Field Archeology
ANTH-480 Advanced Field Archeology

Geology courses:

Two of the following:

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

Biology prerequisite:

ANTH-130/BIOL-130 Monkeys, Apes, and Humans
or ANTH-205/BIOL-210 Human Biological Variation

Biological Anthropology

Two of the following:

ANTH-130/BIOL-130 Monkeys, Apes, and Humans
or ANTH-205/BIOL-210 Human Biological Variation
ANTH-345/BIOL-345 Human Evolution
ANTH-390 Osteoarcheology
ANTH-430/BIOL-460 Special Topics (only topics involving biological anthropology)
ANTH-450/BIOL-450 Human Osteology

Graphic Skills:

One of the following:

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

Geographical Areas:

One of the following:

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

Statistical Interpretation and Competence:

One of the following:

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

Archeology Minor

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

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

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

Art and Design

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

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

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

Requirements for Majors and Minors

Bachelor of Fine Arts

Studio Art

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
BIOL-131	Biology for Artists
ANTH-100	Cultural Anthropology
PHIL-110	Critical Thinking
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-200	Painting II
ART-210	Intaglio
ART-220	Ceramics—Hand Building
ART-230	Ceramics—The Potter's Wheel
ART-245	Art Practicum
ART-261	Digital Photography I
ART-281	History of Western Art I
ART-282	History of Western Art II
ART-290	Drawing II
ART-297	Sophomore Portfolio Review*
ART-311	Printmaking Media
ART-384	Art Since 1900
ART-389	Women in Art

Twelve additional hours in studio concentration: ceramics, drawing, painting, or digital photography.

Six additional hours in studio electives: ceramics, printmaking, drawing, painting, or digital photography.

ART-471 Senior Thesis

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

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

Bachelor of Fine Arts

Professional Degree Program

Visual Communication Design/Graphic Design

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-170	Introduction to Visual Communication Design
ART-250	Typography and Computer Imagery I
ART-261	Digital Photography I
ART-275	Computer Utilization for Graphic Design
ART-281	History of Western Art I
ART-282	History of Western Art II
ART-290	Drawing II
ART-296	Visual Communication Design II
ART-297	Sophomore Portfolio Review*
ART-298	Graphic Production
ART-311	Printmaking Media
ART-331	Typography and Computer Imagery II
ART-355	Visual Communication Design III
ART-371	Introduction to Web Design
ART-372	New Media Design
ART-375	Portfolio and Internship Preparation
ART-381	History of Graphic Design
ART-410	Art in Print Communication
ART-415	Visual Communication Design IV
ART-420	Internship in Visual Communication Design**
ART-431	Senior Studio in VCD

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

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

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

Bachelor of Arts or Bachelor of Science

Art

ART-101	Introduction to Computers for Artists
ART-105	Freshman Seminar for Art Majors
ART-120	Fundamentals of Two-Dimensional Design
ART-130	Beginning Drawing
ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-290	Drawing II

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

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

ART-470 Senior Portfolio

Bachelor of Arts or Bachelor of Science

Visual Communication Design/Graphic Design

Preprofessional Liberal Arts Degree

ART-101 Introduction to Computers for Artists

ART-105 Freshman Seminar for Art Majors

ART-120 Fundamentals of Two-Dimensional Design

ART-130 Beginning Drawing

ART-150 Beginning Oil Painting

ART-170 Introduction to Graphic Design

ART-250 Typography and Computer Imagery I

ART-261 Digital Photography I

ART-275 Computer Utilization for VCD

ART-296 Visual Communication Design II

ART-297 Sophomore Portfolio Review*

ART-311 Printmaking Media

ART-331 Typography and Computer Imagery II

ART-298 Graphic Production

ART-371 Introduction to Web Design

ART-372 New Media Design

ART-375 Portfolio and Internship Preparation

ART-410 Art in Print Communication

ART-420 Internship in Visual Communication Design**

ART-470 Senior Portfolio

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

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

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

Pre-Art Therapy Program*

ART-101 Introduction to Computers for Artists

ART-104 Service Learning in the Arts (3 hours)

ART-105 Freshman Seminar for Art Majors

ART-120 Fundamentals of Two-Dimensional Design

ART-130 Beginning Drawing

ART-140 Fundamentals of Three-Dimensional Design

ART-150 Beginning Oil Painting

ART-160 Introduction to Art Therapy

ART-220 Ceramics—Hand Building

ART-245 Art Practicum

ART-280 Teaching of Elementary School Art

ART-297 Sophomore Portfolio Review

Three hours from ART-282 or ART-384

Seven additional hours of studio art electives

PSY-120 Introduction to Psychology

PSY-220 Child/Adolescent Development

PSY-250 Personality & Socio-Cultural Psychology

PSY-345 Abnormal Psychology

PSY-360 Adult Development and Aging

PSY-425 Foundations of Psychotherapy

ART-470 Senior Portfolio

Twelve additional hours of Psychology or Social Work electives

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

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

Art Education (Grades K–12)

ART-101 Introduction to Computers for Artists

ART-105 Freshman Seminar for Art Majors

ART-120 Fundamentals of Two-Dimensional Design

ART-130 Beginning Drawing

ART-140 Fundamentals of Three-Dimensional Design

ART-150 Beginning Oil Painting

ART-200 Painting II

ART-210 Intaglio

or ART-311 Printmaking Media

ART-220 Ceramics—Hand Building

ART-230 Ceramics—The Potter's Wheel

ART-245 Art Practicum

ART-261 Digital Photography I

ART-280 Teaching of Elementary School Art

ART-290 Drawing II

ART-297 Sophomore Portfolio Review

ART-335 Jewelry and Metalwork

Three hours of studio art course chosen from ART-210, 250, 271, 275, 305, 311, 361, 470.

Designated education courses (see School of Education section).

Twelve hours of Art History chosen from ART-281, 282, 384, 389.

Pre-Medical Illustration

Requirements:

ART-101 Introduction to Computers for Artists

ART-105 Freshman Seminar for Art Majors

ART-120 Fundamentals of Two-Dimensional Design

ART-130 Beginning Drawing

ART-140	Fundamentals of Three-Dimensional Design
ART-150	Beginning Oil Painting
ART-170	Introduction to VCD
ART-200	Painting II
ART-220	Ceramics-Hand Building
ART-250	Typography & Computer Imagery I
ART-261	Digital Photography I
ART-271	Digital Photography II
ART-275	Computer Utilization for Graphic Design
ART-290	Drawing II
ART-297	Sophomore Portfolio Review
ART-305	Painting III
ART-320	Ceramics
ART-391	Drawing III
ART-470	Senior Portfolio
BIOL-155	General Biology I
BIOL-165	General Biology II
BIOL-230	Cell Biology
BIOL-225	Introduction to Genetics
BIOL-305	Human Functional Anatomy
BIOL-330	Mammalian Physiology
CHEM-150/151	General Chemistry and Lab I
Six hours of Art History electives choose from ART-281, 282, 384, 389	
Two to three hours of Additional Studio electives	
Four hours of Biology elective(s) from BIOL-450 or BIOL-460	

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

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

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

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

Studio Art Minor (for non-BFA Art students): Art majors in Art Education, Pre-Art Therapy, Visual Communication Design, or Pre-Medical Illustration may add a studio art minor by taking nine hours from the following courses: ART-200, 220 or 230, 210 or 311, 261, 290. Student must take an additional nine hours in a single studio concentration and one hour in ART-470. Total hours required: 18.

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

Digital Photography Minor (for non-art majors): ART-101, 261, 271, 361, 387 and 425.

Prerequisite: none.

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

Biology

Associate Professor P. Roger Sweets, Chair; Assistant Professor Sandra L. Davis, Instructor Mary Ann Gobbett, Instructor K. Molly Hill, Professor John H. Langdon, Assistant Professor Krista E. Thaham, Professor Stephen P. Nawrocki, Associate Professor Mary K. Ritke, Assistant Professor Douglas J. Stemke, Associate Professor Gerald W. Zimmerman, Adjunct Instructor Peter Bischoff, Adjunct Instructor Tammy Hunt. Adjunct Associate Professor Janice Johnson, Adjunct Instructor Michael Pratt, Adjunct Assistant Professor Linda Van Scoder.

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

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

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

Requirements for Majors and Minors

Biology Major

BIOL-155 General Biology I: Diversity of Life

BIOL-165 General Biology II: Introduction to Cell Biology

BIOL-225 Introduction to Genetics

BIOL-265 Ecology

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

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

CHEM-150/151 General Chemistry and Lab I

CHEM-160/161 General Chemistry and Lab II

CHEM-250/251 Organic Chemistry and Lab I

CHEM-260/261 Organic Chemistry and Lab II

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

Computer elective: CSCI-132 Software Application for Science recommended

Eight hours of mathematics electives: MATH-190 Calculus I, MATH-191 Calculus II, or MATH-245

Statistics for the Sciences recommended

PHYS-150/153 General Physics and Lab I or General Physics and Lab I/Calculus-Based

PHYS-160/163 General Physics and Lab II or General Physics and Lab II/Calculus-Based

Human Biology Major

BIOL-155 General Biology I: Diversity of Life

BIOL-165 General Biology II: Introduction to Cell Biology

BIOL-225 Introduction to Genetics

Required Support Courses:

ANTH-100 Cultural Anthropology

CHEM-150/151 General Chemistry and Lab I

CHEM-160/161 General Chemistry and Lab II

Computer elective: CSCI-132 Software Application for Science recommended.

MATH-220 or 245 Elementary Statistics or Statistics for the Sciences (see course descriptions for prerequisites)

PHYS-150/153 General Physics and Lab I or General Physics and Lab I/Calculus-Based

PHYS-160/163 General Physics and II or General Physics and II/Calculus-Based

Elective Courses:

At least four elective courses must include a laboratory.

Two courses in the Anatomy and Physiology Core Area

BIOL-240 Vertebrate Anatomy

BIOL-305 Human Functional Anatomy

BIOL-330 Mammalian Physiology

BIOL-450 Human Osteology

Two courses in the Human Variation and Evolution Core Area

BIOL-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-206 Time, Trilobites, and Tyrannosaurus Rex

ESCI-403 Paleontology

ANTH-430 Special Topics in Anthropology

Biology Major Cell/Molecular Concentration

BIOL-155 General Biology I: Diversity of Life

BIOL-165 General Biology II: Introduction to Cell Biology

BIOL-220 General Microbiology

BIOL-225 Introduction to Genetics

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

BIOL-230 Cell Biology

BIOL-270 Immunology

BIOL-325 Advanced Genetics

BIOL-330 Mammalian Physiology

BIOL-390 Molecular Biology

BIOL-490 Senior Research Project

Support Courses:

CHEM-150/151 General Chemistry and Lab I

CHEM-160 General Chemistry II

CHEM-250 Organic Chemistry I

CHEM-260 Organic Chemistry II

BIOL/CHEM-320 Biochemistry

Computer elective: CSCI-132 Software Application for Science recommended

Biology Major Science and Technical Writing Concentration

BIOL-155 General Biology I: Diversity of Life

BIOL-165 General Biology II: Introduction to Cell Biology

BIOL-225 Introduction to Genetics

BIOL-265 Ecology

BIOL-300 Biology Internship

BIOL-365 Medical Writing

BIOL-465 Supervised Writing

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

CHEM-150/151 General Chemistry and Lab I

CHEM-160/161 General Chemistry and Lab II

CHEM-250/251 Organic Chemistry and Lab I

CHEM-260/261 Organic Chemistry and Lab II

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

Computer elective: CSCI-132 Software Application for Science recommended

ENGL-220 Advanced Composition

ENGL-313 Technical Editing and Writing

Eight hours of mathematics electives: MATH-190 Calculus I, MATH-191 Calculus II, or

MATH-245 Statistics for the Sciences recommended

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

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

Respiratory Therapy

BIOL-103 Principles of Human Anatomy

BIOL-104 Principles of Human Physiology

BIOL-109 Freshman Seminar in Biology

BIOL-209 Clinical Microbiology

CHEM-104 Introduction to Organic and Biological Chemistry

Computer elective:

CSCI-132.....	Software Application for Science recommended
MATH-245.....	Statistics for the Sciences
PHYS-150/153	General Physics I or General Physics II/Calculus-Based
<i>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.</i>	
RESP-303	Introduction to Human Diseases for Respiratory Therapists
RESP-311	Cardiorespiratory Physiology
RESP-315	Cardiorespiratory Assessment and Patient Care
RESP-325	General Respiratory Care
RESP-326	Respiratory Care Techniques I
RESP-333	Cardiorespiratory Pharmacology I
RESP-350	Cardiorespiratory Diseases
RESP-355	Life Support
RESP-356	Respiratory Care Techniques II
RESP-371	Pulmonary Diagnostics
RESP-385	Respiratory Care Practicum I
RESP-395	Respiratory Care Practicum II
RESP-405	Neonatal-Pediatric Respiratory Care
RESP-420	Introduction to Research in Respiratory Care
RESP-430	Management and Leadership for Respiratory Care
RESP-440	Advanced Cardiac Life Support
RESP-444	Cardiorespiratory Pharmacology II
RESP-445	Seminar in Cardiorespiratory Care
RESP-451	Cardiorespiratory Monitoring and Special Techniques
RESP-456	Respiratory Care Practicum III
RESP-461	Pulmonary Rehabilitation and Geriatrics
RESP-480	Patient Education Techniques for Respiratory Therapists
RESP-485	Respiratory Care Practicum IV

Associate of Science in Biology

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

Biology Minor

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

Human Biology Minor

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

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

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

Chemistry

Associate Professor Katherine W. Stickney, Chair; Associate Professor Joe C. Burnell, Associate Professor Ann R. Cutler, Assistant Professor David J. Styers-Barnett, Assistant Professor Allyson L. Talyor, Adjunct Instructor Robert W. Burchfield, Adjunct Instructor Susan Frantsi, Adjunct Instructor S. Justin P'Pool, Adjunct Instructor John Wyeth, Laboratory Director Brian Vermillion, Medical Technology Clinical Instructor Carla Clem, Medical Technology Clinical Instructor Brian Goff, Medical Technology Clinical Instructor DeAnne Maxwell, Medical Technology Clinical Instructor Kathryn Rizzo, Medical Technology Clinical Instructor Xiaoying Wan.

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

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

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

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

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

Concentrations

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

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

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

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

Requirements for Majors and Minors

Chemistry Major—Bachelor's Degree

Core Courses (required for all concentration areas)

Required Chemistry Courses

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

Required Support Courses:

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

Bachelor of Arts option:

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

Bachelor of Science option:

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

* Requires a grade of C- or above

** Requires a grade of C or above

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

Choose One Concentration

Concentration in Chemistry

Required Courses: See core courses above.

Required Support Courses for Chemistry Concentration:

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

* Requires a grade of C- or above

** Requires a grade of C or above

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

Concentration in Biochemistry

Required Courses: See core courses on previous page.

Required Chemistry Courses for Biochemistry Concentration

CHEM-320 Biochemistry I** (3)

CHEM-380 Physical Chemistry II** (3)

Required Biology Courses for Biochemistry Concentration:

BIOL-225 Introduction to Genetics** (4)

or BIOL-390 Molecular Biology** (4)

BIOL-230 Cell Biology** (4)

BIOL-395 Biochemistry II** (3)

Required Support Courses for Biochemistry Concentration

BIOL-ELEC Biology Elective (BIOL-155 or above)* (4)

COMP-150 Microcomputer Applications* (3)

or CSCI-130 Microcomputer Applications* (3)

or CSCI-132 Software Applications for the Sciences* (2)

or CSCI-155 Introduction to Programming Using C++* (4)

ELEC-XXX Science and/or Math electives outside Chemistry (above 200 level)* (1)

*Requires a grade of C- or above

**Requires a grade of C or above

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

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

Chemical Physics Concentration

Required Courses: See core courses on previous page.

Required Chemistry Courses for Chemical Physics Concentration:

CHEM-380 Physical Chemistry II** (3)

CHEM-400 Advanced Laboratory Techniques** (4)

Required Physics Courses for Chemical Physics Concentration:

PHYS-153 General Physics I, Calculus-Based** (4)

PHYS-163 General Physics II, Calculus-Based** (4)

PHYS-230 Laboratory Instrumentation I** (2)

PHYS-250 Modern Physics** (5)

PHYS-280 Scientific Computing I** (3)

PHYS-310 Scientific Computing II** (3)

PHYS-390 Electricity and Magnetism** (3)

*Requires a grade of C- or above

**Requires a grade of C or above

Required Support Courses for Chemical Physics Concentration:

CSCI-155 Introduction to Programming Using C++* (4)

MATH-330 Differential Equations* (3)

* Requires a grade of C- or above

** Requires a grade of C or above

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

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

Environmental Chemistry Concentration

Required Courses: See core courses on page 108.

Required Chemistry Courses for Environmental Chemistry Concentration

CHEM-230 Environmental Chemistry** (4)

CHEM-400 Advanced Laboratory Techniques** (4)

Required Environmental Science Courses for Environmental Chemistry Concentration:

ANTH-200 Global Problems** (3)

BIOL-265 Ecology** (4)

ESCI-150 Physical Geology** (3)

ESCI-211 Meteorology** (3)

ESCI-410 Hydrogeology** (3)

ESCI-230 Introduction to Geographic Information Systems** (2)

Required Support Courses for Environmental Chemistry Concentration:

BIOL-155 General Biology I* (4)

COMP-150 Microcomputer Applications* (3)

or CSCI-130 Microcomputer Applications* (3)

or CSCI-132 Software Applications for the Sciences* (2)

or CSCI-155 Introduction to Programming Using C++* (4)

* Requires a grade of C- or above

** Requires a grade of C or above

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

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

Industrial Chemistry Concentration

Required Courses: See core courses on page 108.

Required Chemistry Courses for Industrial Chemistry Concentration:

CHEM-280 Intermediate Inorganic Chemistry** (4)

CHEM-380 Physical Chemistry II** (3)

CHEM-400 Advanced Laboratory Techniques** (4)

* Requires a grade of C- or above

** Requires a grade of C or above

Required Support Courses for Industrial Chemistry Concentration:

COMP-150 Microcomputer Applications* (3)

or CSCI-130 Microcomputer Applications* (3)

or CSCI-132 Software Applications for the Sciences* (2)

or CSCI-155 Introduction to Programming Using C++* (4)

MATH-245 Statistics for the Sciences* (4)

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

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

Associate of Science in Chemistry Major

Required General Education Courses:

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

Required Chemistry Courses:

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

Required Support Courses:

- BIOL-165 General Biology II* (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

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

Chemistry Minor

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

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

** Requires a grade of C or above

Medical Technology Major—Bachelor's Degree

Required Chemistry Courses for the Medical Technology 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 Technology Major

- BIOL-155 General Biology I* (4)
BIOL-165 General Biology II* (4)
BIOL-103 Principles of Human Anatomy* (4)
BIOL-104 Principles of Human Physiology* (4)

- BIOL-220 General Microbiology* (4)

- BIOL-270 Immunology* (3)

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

The Medical Technology major requires a minimum of 64 hours.

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

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

Communication

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

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

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

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

Philosophically, the department is committed to applied learning grounded in academic programs. The curriculum provides flexibility and emphasizes the need for a liberally based education. Faculty suggest minors in English, business, history and political science, economics, or the social sciences. Early in the educational process, students have applied opportunities to work on the student newspaper, a 30,000-watt-equivalent public radio station, cable television, a nationally competitive forensics team, and in a student public relations agency.

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

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

Requirements for Major and Minor

Communication Major

Core Courses (19 hours):

COMM-115 Introduction to the Electronic Media
COMM-125 Introduction to Journalism
COMM-135 Introduction to Human Communication
COMM-240 Communication Research Methods
COMM-440 Communication Law
COMM-441 Senior Project

and choose one of the following:

COMM-330 Group Communication
COMM-331 Interpersonal Communication
COMM-332 Argumentation and Debate

COMM-340 Persuasion
COMM-432 Public Address and Criticism
(an approved COMM-341 course)

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

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

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

Major areas: Choose one of the following:

Major Area in Human Communication (nine hours)

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

Major Area in Electronic Media (nine hours)

One of the following:

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

One of the following:

COMM-116 Audio Production
COMM-117 Video Production

One of the following:

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

Major Area in Journalism (nine hours)

One of the following:

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

One of the following:

COMM-221 Copy Editing
COMM-222 Publication Design
One of the following:
COMM-410 Media Sales and Marketing
COMM-420 Media Management
COMM-411 Media Genres and Criticism

Major Area in Public Relations (nine hours)

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

One of the following:

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

Recommended elective:

COMM-324 Public Relations Analysis

Major Area in Sports Information* (nine hours)

Follow the Public Relations pattern

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

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

Electives (nine hours required):

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

COMM-200 Business and Professional Communication

COMM-211 Announcing

COMM-230 Voice and Diction

COMM-223 Photojournalism

COMM-231 Introduction to Speech Pathology and Audiology

COMM-232 Oral Interpretation

COMM-310 Programming

COMM-312 Sports Media

COMM-313 Television Directing

COMM-314 Communication Technology

COMM-323 Magazine Writing and Editing

COMM-324 Public Relations Analysis

COMM-341 Topics in Communication

COMM-421 Information Gathering and Dissemination

COMM-431 Gender and Communication

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

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

Note: The Communication major requires a total of 41 hours. (Communication majors should select COMM-101 to meet the computer competency requirement and COMM-105 to meet the NSE requirement.) A grade of C- (1.7 on a 4.0 scale) or higher is required in all courses that are applied toward the Communication major.

Communication Minor (19 hours).

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

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

Community Programs

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

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

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

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

English

Professor William R. Dynes, Chair; Associate Professor Kyoko Amano, Associate Professor Jennifer Camden, Associate Professor Jennifer Drake, Associate Professor Richard M. Marshall, Assistant Professor Kevin McKelvey, Professor Mary E. McGann, Professor Toni J. Morris, Associate Professor Elizabeth Weber.

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

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

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

Requirements for Majors and Minors

English Major (36 hours)

Required Freshman Course:

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

Literature Track Core (15 hours):

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

Literature Track: Survey Requirements (9 hours):

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

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

Choose one section from the Studies in Genre list

Choose one section from the 300- or 400-level Alternative and Minority Literature Traditions list

Choose two other 400-level courses with a literature or literary criticism focus

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

English 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.

English Teaching Major (39 hours)

Required Courses: (24 hours):

ENGL-210 Introduction to Literary Criticism and Theory
ENGL-260 Language Study for Teachers
ENGL-305 Portfolio Development
ENGL-325 Poetry
ENGL-365 Issues of Literacy and Language for the English Classroom
ENGL-405 Portfolio Completion
ENGL-422 Teaching Writing: Theory and Practice
ENGL-430 Shakespeare
ENGL-435 Multicultural American Literature
ENGL-465 Teaching Writing: Theory and Practice

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

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

English Teaching Track: Elective (6 hours):

Choose two 300-level or 400-level electives

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

COMM-100 Public Speaking (2)
COMM-330 Group Communication (3)
COMM-332 Argumentation and Debate (3)
COMM-340 Persuasion (3)

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

Creative Writing Major (36 hours)

Required Freshman Course:

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

Creative Writing Track Core (24 hours):

ENGL-220 Advanced Composition: Expository Writing
ENGL-270 Introduction to Creative Writing
ENGL-305 Portfolio Development
ENGL-311 Short Story
ENGL-325 Poetry
ENGL-370 Poetry Writing Workshop

ENGL-371Fiction Writing Workshop
ENGL-405Portfolio Completion
ENGL-471Advanced Creative Writing Workshop

Creative Writing Track: Literature Electives (6 hours) Junior or Senior Year

Choose two literature, language, or literary criticism courses.
At least one must be at the 400 level.

Creative Writing Track: Career-related Electives (6 hours)

Choose any two courses from the following lists, based on your career goals and interests.
(Completion of a minor can substitute for this requirement; options include the minors in Marketing or Business Administration for non-business majors, the Professional Writing minor, or the Literary Studies minor.)

Advertising / Marketing:

MKTG-290Marketing
MKTG-295Consumer Behavior
or MKTG-393Advertising

Preparation for Graduate Study in Literature or Creative Writing:

ENGL-210Introduction to Literary Criticism
ENGL-371/372Etchings I & II
ENGL-410Literary Criticism
Any 300-level or 400-level literature course

Literary Arts Administration:

ENTR-280Small Business Venture
MGT-281Management
ENGL-371Etchings I
ENGL-372Etchings II
COMM-120Applied Journalism
COMM-321Public Relations Principles
and COMM-322 ..Public Relations Methods
or COMM-324Public Relations Analysis
COMM-430Organizational Communication

Professional Writing in English Major (30 hours)

Required Freshman Course:

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

Required General Education Course (not counted in the hours for the major):

ENGL-101English Composition
ENGL-102Western World Literature and Composition
ENGL-200Business and Professional Communication

Required Major Courses (21 hours):

ENGL-220Advanced Composition: Expository Writing
ENGL-270Introduction to Creative Writing
ENGL-310Non-Fiction Prose
ENGL-381Substantive Editing: Making Text Readable
ENGL-384Technical Writing and Editing
ENGL-415Contemporary Literature and Culture

BADM-231Business Communication
or BADM-332Research/Writing/Project Management

Focused Writing Component (9 hours):

take both of the following:

ENGL-305Portfolio Development
ENGL-405Portfolio Completion

take one of the following:

ENGL-382Basic Desktop Publishing
ENGL-383Professional Editing

take three hours from the following:

COMM-120Applied Journalism
COMM-220Introduction to Media Writing
COMM-320Writing for Print Media

Any 300- or 400-level ENGL or COMM course that includes an intensive writing component,
including any of the courses listed above.

Writing Internship Options:

A writing internship taken for credit may count toward the career-related elective requirement. Credit-bearing on-campus options include ENGL-371 Etchings I and ENGL-372 Etchings II, the Kellogg Writers Series internship, and the University of Indianapolis Summer Writers Workshop internship. Off-campus options include internships at Indiana Writers' Center, Indianapolis-Marion County Public Library, Indianapolis Children's Museum, Indianapolis Museum of Art, Indiana Historical Society, Emmis Communications, the Wheeler Arts Academy, and other Fountain Square/Southeast-side community-based organizations and schools. ENGL-101 teaching assistantships are available off-campus and on-campus on a competitive basis.

Creative Writing Minor (21 hours)

Creative Writing Minor Core Requirements (12 hours)

ENGL-270Introduction to Creative Writing (3)
ENGL-471Advanced Poetry Writing Workshop (3)
Choose one of the following pairs of courses:
ENGL-311Short Story (3)
ENGL-371Fiction Writing (3)
or ENGL-325Poetry (3)
ENGL-370Poetry Writing Workshop (3)

Creative Writing Minor: Electives (9 hours)

Choose three 300-level or 400-level literature or creative writing courses.

Professional Writing Minor (21 hours)

Professional Writing Minor: Core Requirements (6 hours)

ENGL-220Advanced Composition: Expository Writing (3)
ENGL-270Introduction to Creative Writing (3)

Professional Writing Minor: Additional Requirement (9 hours)

Choose three of the following courses:

ENGL-381Substantive Editing: Making Text Readable (3)
ENGL-382Basic Desktop Publishing: Adobe InDesign (3)
ENGL-383Professional Editing (3)
ENGL-384Technical Writing and Editing (3)

- ENGL-482..... Writing for the Web and Content Management Systems (3)
- ENGL-489..... Writing for Nonprofit Organizations (3)

Professional Writing Minor: Electives (6 hours)

Choose two of the following courses:

Any of the courses listed above and/or any from the list below.

- BADM-332..... Research/Writing/Project Management (3)
- BIOL-365 Medical Writing (3)
- COMM-120 Applied Journalism (1)
- COMM-311 Writing for Electronic Media (3)
- COMM-320 Writing for the Print Media (3)
- COMM-323 Magazine Writing and Editing (3)

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

Experience Design

Associate Professor Samantha A. Meigs, Program Director

Experience Design is an interdisciplinary field of study that focuses on the creation, development, and implementation of interactive experiences. This bachelor's degree program emphasizes research, design, and management techniques centering around multisensory experiences that both educate and entertain. Experience designers work in many different environments, both for-profit and nonprofit, such as museums, learning centers, sporting events, classrooms, theme parks, and corporate events. In learning to design and create experiences—both real and virtual—for a variety of target audiences, Experience Design students learn to utilize a wide variety of methods and interpretations drawn from such disciplines as art, theatre, communications, and business. In this program students take classes that emphasize both research and creativity, and document their skills through a capstone portfolio. In addition, students have many opportunities for gaining practical experience through internships and actual on-campus event planning. Experience Design offers a 30-hour major, with three specialized tracks in Design, Research and Development, and Management, plus an 18-hour minor and a 12-hour stand-alone concentration that can be attached to any other major.

Experience Design Major

Core Curriculum (18–19 hours):

- EXD-101 Introduction to Experience Design (3)
- EXD-250 For-Profit Experience Design (3)
- EXD-251 Nonprofit Experience Design (3)
- EXD-450 Experience Design Internship (2) or one additional EXD class (3)
- EXD-490 Senior Capstone Portfolio (1)
- ART-101 Introduction to Computer for Artists (3)

Choose one of the following:

- COMM-116 Audio Production (3)
- COMM-117 Video Production (3)
- COMM-232 Oral Interpretation (3)
- COMM-321 Public Relations Principles (3)
- COMM-322 Public Relations Methods (3) (prerequisite COMM-321)

Experience Design Concentration Areas: Design, Research & Development, and Management

In addition to the 18-hour Experience Design Core students must complete an additional 12 credit hours of coursework, choosing classes listed under one of the three concentration areas.

Design Track

- ART-121 Two-Dimensional Art (3)
- ART-140 Three-Dimensional Art (3)
- ART-170 Introduction to Visual Communication Design (3)
(prerequisite ART-101, ART-120)
- COMM-314 Communication Technology (3)
- THE-221 Scene Design (3)
or THE-222 Lighting Design (3)
- THE-223 Costume Design (3)
or THE-134 Makeup Design (3)
- EXD-450 Internship in Experience Design (3 hours may apply toward this track)
- EXD-480 Special Topics in Experience Design (3)

Research & Development Track

ANTH-100	Cultural Anthropology (3)
ANTH-370	Archeology Lab Methods (4)
or ANTH-375	Archeology Field Methods (3)
ANTH-475	Anthropology Seminar: Ethnography (3) (prerequisite ANTH-100)
BADM-332	Research/Writing/Project Management (3)
	(prerequisites ENGL-101, COMP-150)
ENGL-489	Writing for Nonprofit Organizations (3)
	(prerequisite ENGL-101, ENGL-102)
EXD-472	Experience Design Theory and Methods (3)
EXD-450	Internship in Experience Design (3 hours may apply toward this track)
EXD-480	Special Topics in Experience Design (3)

Management Track

MGT-234	Organizational Behavior (3)
BADM-332	Research/Writing/Project Management (3)
FIN-210	Finance (3)
MKTG-290	Marketing (3)
MGT-281	Management (3)
COMM-312	Sports Media (3)
COMM-420	Media Management (3)
MATH-220	Elementary Statistics (4) (prerequisite MATH-150, 180, or 190)
EXD-450	Internship in Experience Design (3 hours may apply toward this track)
EXD-480	Special Topics in Experience Design (3)

Experience Design Minor

The Interdisciplinary Minor in Experience Design consists of the 18 credit hour core curriculum.

Experience Design Core (18-19 hours)

EXD-101	Introduction to Experience Design (3)
EXD-250	For-Profit Experience Design (3)
EXD-251	Nonprofit Experience Design (3)
EXD-450	Experience Design Internship (2) or one additional EXD class (3)
EXD-490	Senior Capstone Portfolio (1)
ART-101	Introduction to Computer for Artists (3)

Choose one from the following menu:

COMM-116	Audio Production (3)
or COMM-117	Video Production (3)
COMM-232	Oral Interpretation (3)
COMM-321	Public Relations Principles (3)
COMM-322	Public Relations Methods (3) prerequisite COMM-321

Experience Design Concentration (12 hours)

This is a stand-alone concentration that can be combined with any major.

EXD-101	Introduction to Experience Design (3)
9 additional hours of courses coded EXD	

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

History and Political Science

Professor Lawrence Sondhaus, Chair; Associate Professor Edward Frantz, Associate Professor A. James Fuller, Assistant Professor Chad A. Martin, Associate Professor Samantha A. Meigs, Assistant Professor Joseph D. Prestia, Associate Professor Jyotika Saksena, Associate Professor Milind Thakar, Assistant Professor James B. Williams, Associate Professor Douglas Woodwell.

The goal of the History and Political Science Department is to assist all students in developing historical consciousness and perspective, mature judgment on current and timeless issues, and cultural literacy. The department's curriculum offers a broad range of courses on the history of the United States, Europe, Asia, Africa, and Latin America and on the theory and practice of government, politics, and international relations. The department works closely with the School of Education in preparing high school social studies teachers.

Courses numbered 300 or above are not open to freshmen.

Requirements for the Majors and Minors**History Major**

HIST-101/201	World History to 1700
HIST-102/202	World History Since 1700
HIST-217	United States History to 1865
HIST-218	United States History Since 1865
HIST-275	Transition/Outcomes Assessment I
HIST-375	Transition/Outcomes Assessment II
HIST-475	Historiography

History Electives: at least two courses from each of the following areas:

U.S. Area (8 hours) (For optional concentration in U.S. History, take 12 hours)

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

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

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

HIST-419.....	Modern Colonialism
HIST-422.....	History of the British Isles to 1714
HIST-423.....	Modern Britain
HIST-427.....	Modern Russia
HIST-481.....	Special Topics in History
HIST-482.....	Special Topics in History

History Minor

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

International Relations Major

IREL-100	World Regional Geography
IREL-101	Introduction to International Relations
HIST-102/202	World History Since 1700
IREL-345	International Relations Theory
PSCI-301	Research Design and Methods
IREL-476	Capstone Research Project

International Relations electives: 8 hours from among the following:

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

Applied International Relations: minimum 2 hours from among the following:

IREL-300	Model United Nations
IREL-302	Model European Union
IREL-450	Internship in International Relations

History elective: Four hours from among the following:

HIST-303.....	Modern Europe
HIST-331.....	History of Latin America
HIST-353.....	Modern Africa
HIST-416.....	The Third Reich: Rise, Fall, and Aftermath
HIST-419.....	Modern Colonialism
HIST-423.....	Modern Britain
HIST-427.....	Modern Russia
HIST-465.....	The United States and the World Since 1945
HIST-481/482	Special Topics in History

Foreign Language Requirement

Three hours of modern language (French, German or Spanish) at the 300 level.

No more than eight hours of IREL courses may be double-counted toward both the international relations major and the political science major.

For optional concentration in Global Experience (IRGE) please contact the department for details. Study abroad options and course approvals are typically determined/arranged during a student's sophomore (second) year for completion during the junior (third) year.

International Relations Minor

IREL-100, IREL-101, and 12 hours of IREL electives at the 300 level or above. IREL elective courses may not be double-counted toward both the international relations minor and the political science major.

Political Science Major

PSCI-101	American National Government
PSCI-205	State and Local Government
HIST-102/202	World History Since 1700
IREL-101	Introduction to International Relations
PSCI-301	Research Design and Methods
PSCI-476	Capstone Research Project

Political Science and International Relations electives: 21 hours from the following two groups:

Group I: American Government and Political Theory (12 hours minimum)

PSCI-323	Public Administration
PSCI-356	Political Theory
PSCI-410	Campaigns and Elections
PSCI-444	Constitutional Law I: Powers of Government
PSCI-445	Constitutional Law II: Civil Rights and Liberties
PSCI-450	Internship in Political Science
PSCI-480	Special Topics in Political Science

Group II: International Relations and Comparative Politics (5 hours minimum)

IREL-300	Model United Nations
IREL-302	Model European Union
IREL-309	Economic Geography and Globalization
IREL-335	Comparative Politics
IREL-336	Political Development
IREL-343	Foreign Policy Analysis
IREL-345	International Relations Theory
IREL-346	U.S. Foreign Policy: Decision-Making and Process
IREL-347	International Conflict and Conflict Resolution
IREL-348	International Organizations and Interdependence
IREL-438	Politics of South Asia
IREL-450	Internship in International Relations
IREL-480	Special Topics in International Relations

No more than eight hours of IREL courses may be double-counted toward both the international relations major and the political science major. Students with a double major in international relations and political science must complete 16 hours of advanced (300/400-level) PSCI courses, in addition to PSCI-301.

Political Science Minor

PSCI-101, 205, and 12 hours of PSCI electives at the 300 level or above. IREL courses may not be counted toward the political science minor.

Social Studies Teaching Major

For students currently entering the University, the major consists of a single track leading to secondary education certification in History, Government, and Geography. Required social studies courses are listed below. *Required education courses are listed in the Department of Teacher Education section.*

History:
Complete the requirements for the History major.

Government:
PSCI-101American National Government
PSCI-205State and Local Government
IREL-101Introduction to International Relations
One advanced Political Science elective from the following courses:
PSCI-323Public Administration
PSCI-356Political Theory
PSCI-410Campaigns and Elections
PSCI-444Constitutional Law I: Powers of Government
PSCI-445Constitutional Law II: Civil Rights and Liberties

Geography:
ESCI-202Physical Geography
ESCI-230Earth Science Laboratory
IREL-100World Regional Geography
IREL-309Economic Geography and Globalization

Other Social Studies (required):
ECON-111Macroeconomics
SOC-101Principles of Sociology
or PSY-120Introduction to Psychology

Other Social Studies (recommended):
ECON-110Macroeconomics
and ECON-111Microeconomics
SOC-101Principles of Sociology
and PSY-120Introduction to Psychology

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

Mathematics and Computer Science

Professor Jeffrey Oaks, Chair; Professor Nadjib Bouzar, Associate Adjunct Terry Boyd, Professor Leslie Gardner, Associate Professor William Higdon, Assistant Professor Livia Hummel, Associate Professor Krystina Leganza, Associate Adjunct Richard Maupin, Instructor Myra Maxwell, Associate Professor Octavian Nicolio.

A knowledge of mathematics is essential for every educated person. Students majoring in mathematics or mathematics teaching will achieve a genuine depth of understanding of the field, providing excellent preparation for future employment or further studies. The programs in mathematics are designed in compliance with guidelines from the major professional societies in this field, the MAA and the AMS; the major in Mathematics Teaching also complies with state and national guidelines for teacher preparation.

Actuarial science is the science of risk assessment and risk management. Actuarial Science majors take courses in mathematics, economics, and finance that prepare them for a career as an actuary. These courses also prepare students to achieve professional standing as an actuary, providing the background students need to pass a set of exams required by the Society of Actuaries and the Casualty Actuarial Society. Actuaries work primarily for insurance companies, financial firms, and government agencies.

Computer science is the science behind the use of computer hardware and computer software to solve problems. Students of computer science learn programming skills, technical algorithms, and how to use software development tools. In addition, they learn how to work with databases, computer networks (such as the Internet) and other technologies. People with a degree in computer science are likely to find themselves working on a team, along with other software-oriented people, and/or working with customers to determine their needs; contrary to a popular misconception, computer science people do not work alone. The employment outlook for people with degrees in computer science is excellent, and coursework in computer science may be helpful to students regardless of major. The computer science program is designed to comply with the curriculum recommendations of ACM and IEEE—the two major professional societies for computer science.

The Department of Mathematics and Computer Science offers a variety of literacy and service courses in both mathematics and computer science. These are designed to provide excellent and appropriate instruction in both of these crucial areas of knowledge and to help students attain goals in numerical literacy and computer literacy.

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

Policy statement for giving credit for previous calculus experience:

Students entering the University of Indianapolis with previous experience in calculus have the following options:

- 1. Students may enroll in MATH-191 and, upon successful completion of the course (C or better), receive credit for the MATH-191 course and MATH-190 for a total of eight credit hours.
- 2. Students may enroll in MATH-270 and, upon successful completion of the course (C or better), receive credit for the MATH-270, MATH-190, and MATH-191 courses for a total of 12 credit hours.

Requirements for Majors and Minors

Mathematics Major

MATH-185.....Orientation to the Mathematical Sciences
MATH-190.....Calculus and Analytic Geometry I
MATH-191.....Calculus and Analytic Geometry II
MATH-270.....Calculus and Analytic Geometry III
MATH-280.....Linear Algebra
MATH-300.....Foundations of Abstract Mathematics
MATH-430.....Abstract Algebra I

MATH-450 Probability and Statistics I
 MATH-480 Real Analysis I
 PHYS-153 General Physics I, Calculus-Based
Two courses from the following:
 MATH-431 Abstract Algebra II (highly recommended)
 MATH-451 Probability and Statistics II
 MATH-481 Real Analysis II (highly recommended)
 One additional mathematics course (325 or above; approved by department)
One of the following:
 CSCI-152 Pascal Programming
 CSCI-155 C/C++ Language Programming

Mathematics Teaching Major

MATH-185 Orientation to the Mathematical Sciences
 MATH-190 Calculus and Analytic Geometry I
 MATH-191 Calculus and Analytic Geometry II
 MATH-270 Calculus and Analytic Geometry III
 MATH-280 Linear Algebra
 MATH-300 Foundations of Abstract Mathematics
 MATH-380 Modern Geometries
 MATH-430 Abstract Algebra I
 MATH-450 Probability and Statistics I
 MATH-480 Real Analysis I
 PHYS-153 General Physics I, Calculus-Based
One of the following:
 MATH-431 Abstract Algebra II
 MATH-451 Probability and Statistics II
 MATH-481 Real Analysis II
One of the following:
 CSCI-152 Pascal Programming
 CSCI-155 C/C++ Language Programming

(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 Science Minor:

MATH-190, MATH-191, MATH-280. Two additional courses to be chosen from the list below; one of these courses must be at the level of MATH-270 or above: MATH-195, MATH-220, MATH-245, MATH-270, MATH-300, MATH-330, MATH-380, MATH-430, MATH-431, MATH-450, MATH-451, MATH-480, MATH-481. (Only one of MATH-220, MATH-245, or MATH-450 can be used to satisfy these requirements.)

Actuarial Science Major

MATH-185 Orientation to the Mathematical Sciences
 MATH-190 Calculus and Analytic Geometry I
 MATH-191 Calculus and Analytic Geometry II
 MATH-270 Calculus and Analytic Geometry III
 MATH-280 Linear Algebra

MATH-356 Mathematical Theory of Interest
 MATH-450 Probability and Statistics I
 MATH-451 Probability and Statistics II
 MATH-456 Actuarial Mathematics
 MATH-466 Loss Models
 ACCT-210 Financial Accounting
 ACCT-212 Managerial Accounting
 ECON-110 Microeconomics
 ECON-111 Macroeconomics
 FIN-210 Finance
 FIN-350 Investments
Two courses from the following:
 MATH-325 Special Topics in Mathematics
 MATH-330 Differential Equations
 MATH-510 Applied Statistics
 FIN-330 Risk Management & Insurance
 FIN-410 Derivative Securities
 MBA-680 Corporate Financial Theory*
 *Requires approval of the MBA Admissions Committee prior to enrolling.
One of the following:
 CSCI-255 Introduction to Programming with C++
 CIS-153 Visual Basic
 PHYS-153 General Physics I, Calculus-Based

Computer Science Major

The computer science major consists of nine required courses in computer science (CSCI) and two CSCI electives. These courses are four semester hours each and comprise 44 hours of the 124 semester hours needed for graduation. Additionally, the CSCI program requires a departmental orientation course and four supporting courses in mathematics. CSCI majors also are required to take General Physics I.

Requirements:

CSCI-155 Introduction to Programming Using C++
 CSCI-156 Introduction to Object-Oriented Programming
 CSCI-230 Computer Architecture
 CSCI-240 Data Structures and Algorithms
 CSCI-310 Graphical User Interfaces
 CSCI-350 Programming Languages
 CSCI-370 Database Systems
 CSCI-420 Computer Networks and Distributed Computing

Two courses from among the following electives:

CSCI-340 Computer Algorithms
 CSCI-380 Scientific Computing
 CSCI-390 Internet Programming
 CSCI-400 Topics in Computer Science
 CSCI-430 Software Engineering
 CSCI-450 Computer Graphics
 CSCI-460 Artificial Intelligence and Intelligent Systems

MATH-185.....	Orientation to the Mathematical Sciences
MATH-190.....	Calculus and Analytical Geometry I
MATH-191.....	Calculus and Analytical Geometry II
MATH-195.....	Discrete Mathematics
MATH-280.....	Linear Algebra
PHYS-153.....	General Physics I, Calculus-Based

Computer Science Minor

CSCI-155, CSCI-156, CSCI-240, and two additional CSCI courses at or above the 200 level. (One of these may be substituted with CSCI-100, CSCI-152 or CIS-153.)

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

Modern Languages

Assistant Professor Amy Allen Sekhar, Chair; Associate Professor Gerburg Garmann; Associate Professor Mary Beth Bagg, Associate Professor Daniel H. Briere; Instructor Maribel Campoy, Instructor José Díaz Perez, Instructor Patricia Cabrera.

The objective of the Department of Modern Languages is to teach communicative competency in modern foreign languages. Since learning a language is a dynamic and interactive process, the department emphasizes oral proficiency in the vast majority of its courses. The degree program requirements include foundation courses in French, German, and Spanish languages, literatures, and cultures as well as new courses in task-based language learning, such as business and translation courses, and courses in intercultural management, medical and technical, and legal writing and presenting. In support of developing language proficiency, the department sponsors travel/study programs to countries in which one of the department's traditionally taught languages is spoken. The department also strives to introduce students to the peoples, cultures, and artistic and literary expressions of other countries. Basic texts are supplemented by audiovisual sources and printed media. Individual interests in non-structured learning are encouraged through directed readings in the language of choice. Students in consultation with their advisors and modern language professors also may elect to spend a semester or year studying in an appropriate country to improve their skills in their language of choice.

The department offers an Applied Language & Literatures program that offers parallel courses throughout our three major languages: French, German, and Spanish. Our course offerings allow students to pursue two different tracks within the framework of the proposed program: a literature track and a business track. A major in any language requires 36 semester hours above the 102 level. A minor in any language requires 25 hours above the 102 level.

The department also offers teaching majors in French, Spanish, and German. A teaching major requires 36 hours above the 100 level. Teaching minors no longer are 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 one year of modern foreign language study in high school or have comparable language experience, and who wish to enroll in the same language at UIndy, may be placed in a beginning (101) course in the language previously studied. Students are encouraged to enter a higher level of study (102 or higher), depending on the results of the Modern Language Placement and Proficiency Test.
3. Students who have taken two or more years of modern foreign language study in high school within the past seven years or have comparable language experience, and who wish to enroll in the same language at the University of Indianapolis, will be placed in a 102 or higher-level course, depending on the Modern Language Placement and Proficiency Test results. Students may take a 101 course in the language previously studied only on a credit/no credit basis. To receive credit, however, the student must earn at least a C (2.0) in the course. Any student who has previous language experience may enroll in a different language as a beginning student.
4. Students who have taken two years of a modern foreign language in high school meet the general education language requirement (101 equivalency).
5. To meet the language requirements of the College of Arts and Sciences core (102-level equivalency) or of the Bachelor of Arts degree (201-level equivalency), students must take the Modern Language Placement

and Proficiency Test, and, based on the results of the exam, qualify for exemption from 102 and/or 201 or enroll in the appropriate course(s).

Policy statement for giving credit for previous language experience:

Students entering the University of Indianapolis with previous language experience in one or more modern languages have the following options, based on Modern Language Placement and Proficiency Test results:

1. Students who take the Modern Language Placement and Proficiency Test may be able to test out of one, two, three, or more semesters of modern language study. No credit will be given for testing out.
2. Students may enroll in a 102 course and, upon successful completion* of the 102 course, receive credit for the 102 course and the 101 course, for a total of eight hours of credit.
3. Students may enroll in a 201 course and, upon successful completion* of this course, receive credit for the 201 course and the 101 and 102 courses, a total of 12 hours of credit.
4. Students may enroll in one or more courses above 201 and, upon successful completion* of three or more hours of advanced work, receive credit for the course(s) completed and for eight additional hours of credit on the 100 and/or 200 levels.

* Successful completion as used in this statement shall mean a grade of C (2.0) or above and the course must be completed at the University of Indianapolis.

Requirements for Majors and Minors

Applied French Major

Required Classes (19 credits):

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)
FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)
FREN-345	French Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits):

FREN-310	French Conversation I (3)
FREN-311	French Conversation II (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-346	French Writing and Correspondence II (3)
TRVL/STUDY FREN	French-Speaking Country

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

Area A: Engagement in Literature: Choose at least 3 credits

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440	Directed Readings in French (3) <i>(Must be a literature topic to count in Area A)</i>
FREN-480	Selected Topics in Literature (3)

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

FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-440	Directed Readings in French (3) <i>(Must be a business topic to count in Area B)</i>

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

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied French major requires a minimum of 36 hours, excluding the 4 hours of FREN 101.

French Teaching Major

Required Classes (19 credits)

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)
FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)
FREN-345	French Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

FREN-310	French Conversation I* (3)
FREN-311	French Conversation II* (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-346	French Writing and Correspondence II (3)

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

Area A: Engagement in Literature: Choose at least 3 credits

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440	Directed Readings in French (3) <i>(Must be a literature topic to count in Area A)</i>
FREN-480	Selected Topics in Literature (3)

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

FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-440	Directed Readings in French (3) <i>(Must be a business topic to count in Area B)</i>

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

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)**
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

*Education majors must take **two conversation** courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

Note: The French Teaching Major requires a minimum of 36 hours, excluding the 4 hours of FREN-101.

Applied French Minor

Required Courses (14 credits):

FREN-102	French Language & Culture II (4)
FREN-201	French Language & Culture III (4)
FREN-321	French Translation I (French to English) (3)
FREN-322	French Translation II (English to French) (3)

Advanced Expression and Culture (Choose 3 credits):

FREN-310	French Conversation I (3)
FREN-311	French Conversation II (3)
FREN-317	French Culture & Civilization (3)
FREN-318	French Culture through Media (3)
FREN-345	French Writing/Correspondence I (3)
FREN-346	French Writing/Correspondence II (3)

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

FREN-415	Early French Literature (3)
FREN-425	Modern French Literature (3)
FREN-435	Francophone Literature (3)
FREN-440	Directed Readings in French (3-4)
FREN-461	Intro to Business French (3)
FREN-462	Emerging Topics in Business French (3)
FREN-463	Cross-Cultural Issues in the Francophone World (3)
FREN-480	Selected Topics in French Literature (2-3)

Electives:

In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits):

LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied French minor requires a minimum of 22 hours, excluding the 4 hours of FREN-101.

Applied German Major

Required Classes (19 credits)

GERM-102.....	German Language & Culture II (4)
GERM-201	German Language & Culture III (4)
GERM-321	German Translation I (German to English) (3)
GERM-322.....	German Translation II (English to German) (3)
GERM-345.....	German Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits):

GERM-310.....	German Conversation I (3)
GERM-311	German Conversation II (3)
GERM-317	German Culture & Civilization (3)
GERM-318.....	German Culture through Media (3)
GERM-346.....	German Writing and Correspondence II (3)
TRVL/STUDY GERM	German-Speaking Country

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

Area A: Engagement in Literature: Choose at least 3 credits

GERM-415	Early German Literature (3)
GERM-425.....	Modern German Literature (3)
GERM-435	Literature of the German-Speaking World (3)
GERM-440.....	Directed Readings in German (3)
(Must be a literature topic to count in Area A)	
GERM-480.....	Selected Topics in Literature (3)

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

GERM-461	Intro to Business German (3)
GERM-462.....	Emerging Topics in Business German (3)
GERM-463.....	Cross-Cultural Issues in the German-Speaking World (3)
GERM-440.....	Directed Readings in German (3)
(Must be a business topic to count in Area B)	

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

LANG-205.....	Foreign Language Diction (3)
LANG-324	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied German major requires a minimum of 36 hours, excluding the 4 hours of GERM-101.

German Teaching Major

Required Classes (19 credits):

GERM-102	German Language & Culture II (4)
GERM-201	German Language & Culture III (4)
GERM-321	German Translation I (German to English) (3)
GERM-322.....	German Translation II (English to German) (3)
GERM-345.....	German Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

GERM-310.....	German Conversation I* (3)
GERM-311	German Conversation II* (3)
GERM-317	German Culture & Civilization (3)
GERM-318.....	German Culture through Media (3)
GERM-346.....	German Writing and Correspondence II (3)

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

Area A: Engagement in Literature: Choose at least 3 credits

GERM-415.....	Early German Literature (3)
GERM-425.....	Modern German Literature (3)
GERM-435.....	Literature of the German-Speaking World (3)
GERM-440.....	Directed Readings in German (3)
<i>(Must be a literature topic to count in Area A)</i>	
GERM-480.....	Selected Topics in Literature (3)

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

GERM-461.....	Intro to Business German (3)
GERM-462.....	Emerging Topics in Business German (3)
GERM-463.....	Cross-Cultural Issues in the German-Speaking World (3)
GERM-440.....	Directed Readings in German (3)
<i>(Must be a business topic to count in Area B)</i>	

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

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)**
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

*Education majors must take two conversation courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

Note: The German Teaching Major requires a minimum of 36 hours, excluding the 4 hours of GERM-101.

Applied German Minor

Required Courses (14 credits)

GERM-102.....	German Language & Culture II (4)
GERM-201.....	German Language & Culture III (4)
GERM-321.....	German Translation I (German to English) (3)
GERM-322.....	German Translation II (English to German) (3)

Advanced Expression and Culture (Choose 3 credits)

GERM-310.....	German Conversation I (3)
GERM-311.....	German Conversation II (3)
GERM-317.....	German Culture & Civilization (3)
GERM-318.....	German Culture through Media (3)
GERM-345.....	German Writing/Correspondence I (3)
GERM-346.....	German Writing/Correspondence II (3)

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

GERM-415.....	Early German Literature (3)
GERM-425.....	Modern German Literature (3)
GERM-435.....	Literature of the German-Speaking World (3)

GERM-440.....	Directed Readings in German (3-4)
GERM-461.....	Intro to Business German (3)
GERM-462.....	Emerging Topics in Business German (3)
GERM-463.....	Cross-Cultural Issues in the German-Speaking World (3)
GERM-480.....	Selected Topics in German Literature (2-3)

Electives: In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits)

LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Applied Spanish Major

Required Classes (19 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)
SPAN-345.....	Spanish Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (2)

Advanced Expression and Culture (Choose 9 credits)

SPAN-310.....	Spanish Conversation I (3)
SPAN-311.....	Spanish Conversation II (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-346.....	Spanish Writing and Correspondence II (3)

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

Area A: Engagement in Literature: Choose at least 3 credits

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3) <i>(Must be a literature topic to count in Area A)</i>
SPAN-480.....	Selected Topics in Literature (3)
TRVL/STUDY SPAN.....	Spanish-Speaking Country

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

SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-440.....	Directed Readings in Spanish (3)
<i>(Must be a business topic to count in Area B)</i>	

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

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)

LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

Note: The Applied Spanish major requires a minimum of 36 hours, excluding the 4 hours of SPAN-101.

Spanish Teaching Major

Required Classes (19 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)
SPAN-345.....	Spanish Writing and Correspondence I (3)
LANG-485.....	Capstone Seminar in Modern Languages (3)

Advanced Expression and Culture (Choose 9 credits)

SPAN-310.....	Spanish Conversation I* (3)
SPAN-311.....	Spanish Conversation II* (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-346.....	Spanish Writing and Correspondence II (3)

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

Area A: Engagement in Literature: Choose at least 3 credits

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3)
<i>(Must be a literature topic to count in Area A)</i>	
SPAN-480.....	Selected Topics in Literature (3)

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

SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-440.....	Directed Readings in Spanish (3)
<i>(Must be a business topic to count in Area B)</i>	

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

LANG-205.....	Foreign Language Diction (3)
LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)**
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

*Education majors must take **two conversation** courses and choose the remaining 3 credits from the other courses.

**Education majors must take a Community Service course; an immersion experience is recommended.

See the School of Education section of the catalog for additional education requirements.

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

Applied Spanish Minor

Required Courses (14 credits)

SPAN-102.....	Spanish Language & Culture II (4)
SPAN-201.....	Spanish Language & Culture III (4)
SPAN-321.....	Spanish Translation I (Spanish to English) (3)
SPAN-322.....	Spanish Translation II (English to Spanish) (3)

Advanced Expression and Culture (Choose 3 credits)

SPAN-310.....	Spanish Conversation I (3)
SPAN-311.....	Spanish Conversation II (3)
SPAN-317.....	Spanish Culture & Civilization (3)
SPAN-318.....	Hispanic Culture through Media (3)
SPAN-345.....	Spanish Writing/Correspondence I (3)
SPAN-346.....	Spanish Writing/Correspondence II (3)

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

SPAN-415.....	Early Spanish Literature (3)
SPAN-425.....	Modern Spanish Literature (3)
SPAN-435.....	Hispanic Literature (3)
SPAN-440.....	Directed Readings in Spanish (3-4)
SPAN-461.....	Intro to Business Spanish (3)
SPAN-462.....	Emerging Topics in Business Spanish (3)
SPAN-463.....	Cross-Cultural Issues in the Spanish-Speaking World (3)
SPAN-480.....	Selected Topics in Spanish Literature (2-3)

Electives: In addition to any remaining 300- or 400-level courses, you may also take any of the following (at least 2 credits)

LANG-324.....	Literature in Translation (3)
LANG-398.....	Multilingual Translation/Conversation (3)
LANG-400.....	Modern Language Community Service (2)
LANG-450.....	Internships in Modern Language (2-8)
LANG-451.....	Practicum in Modern Languages (2-4)

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

Music

Associate Professor Kathleen Hacker, Chair; Associate Professor John Berners, Assistant Professor Brenda Clark, Assistant Professor Ariana Kim, Professor Paul J. Krasnovsky, Associate Professor Harry Miedema, Assistant Professor Sharon Parr, Professor Richard J. Ratliff, Associate Professor Pete Schmutte, Associate Professor Rebecca Sorley, Associate Professor James Spinazzola.

The University of Indianapolis is an accredited institutional member of the National Association of Schools of Music. Information about arts accreditation is available at <http://www.arts-accredit.org> or by e-mail at info@arts-accredit.org.

An audition before the music faculty is required before a student may declare a music major.

The University of Indianapolis requires all students, regardless of major, to encounter the arts in a combination of lecture/discussion and experiential components to ensure a citizenry that will value this heritage and whose individuals may experience a better quality of life. It is the mission of the Music Department not only to serve the general student body but also to offer undergraduate major programs for those who are musically talented and who wish to pursue a career in a music or music-related field. Finally, it is our mission to provide for the Indianapolis community the opportunity for education in music and the opportunity to hear high-quality presentations of great music.

The following programs of study reflect this mission:

Bachelor of Music in Music Education with Indiana Teacher Certification (144.5 hours)

- 80.5 hours of music coursework (10 hours are General Education equivalent)
- 39 additional EDUC requirements (12.5 hours are General Education equivalent)
- 25–27 additional General Education core requirements

Bachelor of Music in Performance (143–144 hours)

- 98 hours of music coursework and additional language study in the Vocal track (10 hours are General Education equivalent)
- 45 hours of additional General Education core work
- 102 hours of music coursework in the Instrumental track (10 hours are General Education Equivalent)
- 42 hours of additional General Education requirements

Bachelor of Arts/Science in Music, a liberal arts degree requiring (95–99 hours total)

- 57 hours of required music/music electives (10 hours are General Education equivalent)
- 38 hours of additional General Education core hours for the Bachelor of Science
- 42 hours of additional General Education core hours for the Bachelor of Arts

Jazz Concentration add:

- 13 hours required Jazz Concentration coursework

Music Technology and Recording Concentration add:

- 13 hours required Music /Technology coursework

Church Music Concentration add:

- 15 hours required Church Music coursework

Music Theory/Composition Concentration add:

- 13 hours of required Composition coursework
or 12 hours of required Theory coursework

Music Business Concentration add:

- 15 hours of selected business coursework
- 7 hours of additional Music Business coursework

The Music Department provides for the general student body opportunities for (1) class and private applied study, (2) varied ensemble experience, and (3) courses in classical music appreciation, music in world culture, jazz, theory fundamentals, etc. For the community, the Music Department provides (1) educational opportunities through the School for Adult Learning, workshops, and the varied offerings of the Community Music Center—including private lessons, the Community Jazz Band, Vocal Arts Institute, Chamber Music Institute, etc.—and (2) cultural enrichment and entertainment through the Faculty Artist Series and the Student Ensemble Series (all free to the public), as well as concerts by such ensembles in residence as the Indianapolis Baroque Orchestra and the New Century String Quartet. The department also provides other University-sponsored concerts for which there is a ticket cost.

Core Requirements for All Music Degrees

MUS-100.....	Music Fundamentals (or proficiency)
MUS-105.....	Freshman Seminar in Music
MUS-121.....	Elementary Theory
MUS-125.....	Microcomputer Applications in Music (fulfills core computer requirement)
MUS-131.....	Music History Survey I*
MUS-150.....	Performance Disciplines
MUS-150.....	Sophomore Evaluations
MUS-210.....	Music in World Culture
MUS-220.....	Intermediate Theory
MUS-223.....	Advanced Theory
MUS-232.....	Music History and Survey II*
MUS-233.....	Music History and Survey III*
MUS-257.....	Basic Conducting
MUS-322.....	Tonal Forms
MUS-323.....	20th-Century Masters**
MUS-332.....	Music History and Survey IV*
MUS-370.....	Junior Recital
MUS-470.....	Senior Recital

* *Prerequisite: MUS-100 Music Fundamentals*

***Strongly encouraged, but not required for the Bachelor of Music in Music Education degree*

Private Applied Major

Private Applied Minor

All students must have at least one year of piano.

Ensembles: 4.5 hours/8 semesters: Major ensemble each semester of full-time enrollment with one semester of a jazz ensemble or Jazz Improvisation I for all instrumental majors or Jazz Keyboard for all pianists or Jazz Pedagogy for Instrumental Music Education majors. Majors with piano or guitar as the primary area are expected to participate in a large ensemble for two years. All other majors are expected to enroll in large ensembles every semester they are enrolled in the degree program. Music Education students must register for two semesters of small ensemble. All other music majors must enroll in a minimum of one semester of small ensemble.

Recital attendance: Six semesters of 14 concerts each (see *Department of Music Student Handbook* for details).

Applied Lesson: Each Music Major will be required to register for a minimum of one hour of applied lesson and one hour of an area-specific Performance Discipline class in each semester of required enrollment. Music

Performance majors will register for additional applied lesson hours as prescribed by the major. Secondary lessons will not require the Performance Disciplines corequisite.

Sophomore Evaluation: All students must register for Sophomore Evaluation in the second semester of the sophomore year, or, in the case of the transfer student, as determined at the time of acceptance by the Music Department chair. This evaluation is pass/fail. If the student is unable to pass the evaluation at the first attempt, permission to register for 300- or 400-level coursework in the music major will not be given. In addition, the student will be given an IN for the evaluation and receive the requisite six months to meet evaluation competency. If the student is not able to meet competency within six months, the IN will automatically revert to a failing grade and the student will be advised out of the major and into another degree with the potential for the music minor. In certain instances, the student may petition the full-time faculty for special permission to register for upper-level courses before the Sophomore Evaluation is completed. Admission will be granted on a case-by-case basis.

Academic Standing: Any student wishing to move through the music theory sequence must first complete MUS-100 Music Fundamentals with a minimum grade of B- or may determine a starting point for theory by taking a theory placement exam. Scholarship students are required to maintain a B average in all music classes in order to retain scholarships. A minimum grade of C for all music courses must be achieved in order to credit a music course toward any music degree program.

Additional Requirements for Specific Degrees

Bachelor of Science in Music

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Music Electives: Four hours; may be additional hours of ensembles and applied study as well as music coursework.

Bachelor of Science in Music with a Concentration in Jazz Studies

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-207 Jazz Keyboard

MUS-208 Jazz Improvisation I

MUS-209 Jazz Improvisation II

MUS-307 Jazz History

MUS-308 Jazz Pedagogy

MUS-309 Jazz Arranging

MUS-409 Jazz Styles

Ensembles: Jazz Ensemble (6 semesters); Jazz Combo (4 semesters);

Symphonic Wind Ensemble (2 semesters)

Each Jazz Concentration major will complete first a half junior recital with repertoire of the classical style. After the Junior recital is successfully completed and after a year of study with a qualified professional jazz performer, the student will present a full senior recital with repertoire in the style of jazz as a culminating experience for the concentration.

Bachelor of Science in Music with a Concentration in Music Technology & Recording

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-226 Electronic Music Media I

MUS-227 Audio Recording I

MUS-326 Electronic Music Media II

MUS-327 Audio Recording II

MUS-428 Music Technology Capstone Project

or MUS-429 Internship (optional)

Bachelor of Science in Music with a Concentration in Theory/Composition

Core requirements listed above

Concentration Core

MUS-215 Introduction to Compositional Techniques

MUS-315 2 hours (1 hour Composition each semester of Sophomore year)

MUS-324 Counterpoint

MUS-455 Instrumental/Choral Arranging

Private Applied major:

Applied Lessons: minimum of 6 hours

Performance Disciplines: minimum of 6 hours

(each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-215 Introduction to Compositional Techniques

MUS-260 Species Counterpoint

MUS-315 Composition I (4 hours Comp. Emphasis; 1 hour Theory Emphasis)

MUS-323 20th-Century Masters

MUS-415 Composition II (4 hours Comp. Emphasis; 1 hour Theory Emphasis)

Required for Composition Emphasis:

MUS-150 2 hours (1 hour Perf. Disciplines each semester of Sophomore year)

MUS-415 4 hours (1 hour Composition each semester of the Junior/Senior year)

MUS-150 4 hours (1 hour Perf. Disciplines each semester of the Junior/Senior year)

Half-hour recital of original compositions

MUS-456 Orchestration

Half-hour recital of original music

Required for Theory Emphasis:

MUS-423 Issues and Analysis

MUS-435HON Beethoven/Schubert Seminar

MUS-455 Instr/Choral Arranging

MUS-415 4 hours (1 hour Composition each semester of the Junior/Senior year) may be replaced with 1 or 2 semesters of Independent Study with an analytical focus, and/or one or two theory courses drawn from the following:

MUS-208 Jazz Improv I
 MUS-325 Compositional Studies in Electronic Music
 MUS-424 Contemporary Techniques
 MUS-455 Instr/ Choral Arranging
 Half-hour Theoretical lecture, recital

Bachelor of Science in Music with a Concentration in Church Music

Core requirements listed above

Private Applied major:

Applied Lessons: minimum of 6 hours
 Performance Disciplines: minimum of 6 hours
 (each with a minimum of 3 hours at the 300 level)

Private Applied Minor: 2 hours

MUS-113 Class Voice
 MUS-172 Baroque Ensemble*
 MUS-176 Beginning Handbell Ensemble*
 MUS-140 Basic Service Organ playing
 MUS-340 Advanced Service Organ Playing
 MUS-363 Advanced Choral Conducting I
 MUS-365 Advanced Choral Conducting II
 MUS-402 Church Music Administration and Special Topics
 MUS-434 Survey of Church Music Literature and Hymnody
 MUS-429 Church Music Internship

*may be used as small ensemble credit

Ensembles: Baroque Ensemble required as small ensemble for two semesters.

Handbell Ensemble required as small ensemble for two semesters.

Bachelor of Science in Music with a Concentration in Music Business

Core requirements listed above

Survey Course (3 hours):

BADM-110 Introduction to Business (3)

Foundations Courses (9 hours):

ACCT-210 Financial Accounting (3)
 MKTG-290 Marketing (3)
 FIN-210 Finance (3)

Application Courses (10 hours):

ENTR-280 Small Business Venture (3)
 MUS-380 Professional Development Workshop (1)
 MUS-429 Music Internship (3)
 MUS-460 Senior Seminar (3)

Bachelor of Music in Music Performance

Core requirements listed on previous page

Private Applied Major:

Vocal Track:

Applied Lessons: 4 semesters at 100 level/8 hours at the 300 level
 Performance Disciplines: 8 semesters

Instrumental Track:

Applied Lessons: 16 hours/8 semesters
 Performance Disciplines: 8 hours/8 semesters

Required for Voice Majors:

MUS-213 Diction I (voice majors)
 MUS-214 Diction II (voice majors)
 MUS-250 Voice Techniques (voice majors)
 MUS-370 Junior Recital
 MUS-431 Song Literature (voice majors)
 MUS-470 Senior Recital

Voice majors will select four credit hours from the menu of courses below.

At least one course must be selected from MUS-324, 423, or 435.

Voice majors also are required to complete French 101, 102 and German 101, 102.

Required for Instrumental Majors:

MUS-370 Junior Recital
 MUS-430 Piano Literature and Pedagogy
 or MUS-433 Instrumental Literature and Pedagogy
 MUS-470 Senior Recital

Instrumental majors will select 16 credit hours from the menu of electives below.

At least one course must be selected from MUS-324, 423, or 435.

Elective Courses for the Performance Major:

MUS-208 Jazz Improvisation I
 MUS-209 Jazz Improvisation II
 MUS-215 Introduction to Compositional Techniques
 MUS-226 Electronic Music Media I
 MUS-258 Computer Notation
 MUS-260 Species Counterpoint
 MUS-307 Jazz History
 MUS-308 Jazz Pedagogy
 MUS-315 Composition I
 MUS-324 Counterpoint
 MUS-362 Advanced Instrumental Conducting I
 MUS-363 Advanced Choral Conducting I
 MUS-364 Advanced Instrumental Conducting II
 MUS-365 Advanced Choral Conducting II
 MUS-380 Professional Development Workshop
 MUS-415 Composition II
 MUS-423 Issues and Analysis and Criticism

MUS-424	Contemporary Techniques
MUS-435	Beethoven/Schubert Honors Seminar
MUS-455	Instrumental/Choral Arranging

Bachelor of Music in Music Education

Applied major:

Applied Lessons: 7 hours/7 semesters

Performance Disciplines: 7 hours/7 semesters

(each with a minimum of 3 hours at the 300/400 level)

Applied Minor: 4 hours/4 semesters

or

MUS-118 Keyboard Skills I, MUS-119 Keyboard Skills II, MUS-122 Keyboard Skills III,
and MUS-140 Private Piano)

MUS-104	Exploration in Music Education
MUS-213	Diction for Singers I (Choral track)
MUS-214	Diction for Singers II (Choral track)
MUS-250	Voice Techniques
MUS-251	String Techniques (Instrumental track)
MUS-252	Percussion Techniques (Instrumental track)
MUS-253	Woodwind Techniques (Instrumental track)
MUS-254	Brass Techniques (Instrumental track)
MUS-308	Jazz Pedagogy (Instrumental track)
MUS-311	Contemporary Vocal Styles (Choral track) or 2 semesters Crimson Express
MUS-362	Advanced Instrumental Conducting I (Instrumental track)
MUS-363	Advanced Choral Conducting I (Choral track)
MUS-364	Advanced Instrumental Conducting II (Instrumental track)
MUS-365	Advanced Choral Conducting II (Choral track)
MUS-390	Secondary Choral Methods (Choral track)
MUS-391	Secondary Instrumental Methods (Instrumental track)
MUS-401	Teaching Elementary School Music
MUS-454	Marching Band Techniques (Instrumental track)
MUS-455	Instrumental/Choral Arranging
Choral track must select two of four instrumental techniques classes (MUS-251, 252, 253, 254)	
Professional Education Courses: EDUC-203, 204, 290, 300, 365, 371, 495	
Junior and senior half-recital (no credit)	

Music Minor: The Music Minor requires a minimum of 20 credits. An audition is required for acceptance into the music minor.

Required courses include:

MUS-110	Intro to Music (2)
MUS-118	Keyboard Skills I (1)
MUS-121	Elementary Theory (3)
MUS-233	Music History Survey III (2)
MUS-257	Basic Conducting (2)
MUS-140	Private Applied Music: 4 semesters at 1 credit (half-hour lesson) (4)
MUS	Large ensemble (4 semesters at .5 credit) (2)
Concert Attendance (4 semesters at no credit)	

Select two courses from the following list:

MUS-110	Intro to Music (2)
MUS-210	Music in World Culture (3)
MUS-220	Intermediate Theory (3)
MUS-232	Music History Survey II (2)
MUS-332	Music History Survey IV (2)
MUS-112	Introduction to Jazz (2)
MUS-226	Electronic Music I (3)

Applied Music

Non-music majors with previous experience on an instrument may elect to take private applied study at the 100 level for one credit with the permission of the department chair. (Group instruction is available on piano, guitar, and voice for beginners.) A syllabus is prepared for each student for each semester to include assigned repertoire, technical studies, performances, and other expectations including a jury exam at the end of the semester. Students who are awarded and accept music scholarships are expected to register for Applied Lessons and the Corequisite Performance Disciplines in the major area during each semester of enrollment. Contact the Music Office in the Christel DeHaan Fine Arts Center, Room 103, for further information; the phone number is (317) 788-3255.

All music majors are required to study in a major and a minor applied area. Applied music is studied in private lessons and masterclasses. If the major area is voice or wind or string or percussion, the minor area must be a keyboard instrument. If the major area is piano, the minor may be of the student's choice, though organ study is highly recommended. All music education students must pass a piano proficiency examination for certification. Music majors with little or no keyboard experience are required to take two semesters of Keyboard Skills before enrolling in private applied piano study.

Credit in applied music is based on instruction, practice and preparation, and meeting departmental requirements. Applied lesson credit is reflected in both the applied lesson class and the Performance Disciplines class for the music major. One hour of credit represents a minimum of one hour of practice daily; two hours of credit represent a minimum of two hours of practice daily; four hours of credit (for performance majors only) represent a minimum of four hours of practice daily. All students perform an applied jury exam for a faculty committee at the end of each semester. Course numbering for applied lesson credit is as follows: MUS-140-145, freshman and sophomore majors and minors and non-majors; MUS-340-345, junior and senior majors who have passed the Upper Divisional Sophomore Evaluation. (*See Department of Music Student Handbook for further details.*)

Music Ensembles

Membership is open to all University students. Students may choose to enroll for .5 or one credit depending on their course load.

All music majors with voice, winds, strings, and percussion as the primary area are required to participate in a large ensemble for eight semesters (each semester in residence) and are encouraged to participate in other ensembles of various sizes and nature. Majors with piano or guitar as the primary area are expected to participate in a large ensemble for two years and a small ensemble for the other two years. Minors are to participate for a total of four semesters. Instrumental majors are expected to enroll in Symphonic Wind Ensemble or Campus Band (Jazz Band for concentrations) or Chamber Orchestra; voice majors are expected to enroll in Concert Choir or Women's Chorus. Keyboard majors may make a choice. All University students must be enrolled for credit in the ensemble in order to participate, except by special permission. Scholarship students are required to participate in at least two ensembles each semester. (*See Department of Music Student Handbook.*)

Recitals

A music major is expected to perform in a departmental recital each semester in the major applied music area after the first semester of the freshman year. All students majoring in Music Education present a half-hour recital in their junior and senior year for no credit. All Jazz concentration majors will present a half junior recital of classical repertoire followed by a full recital of jazz repertoire in the senior year after one year of study with a jazz performer for no credit. Performance majors give an hour-long recital in both the junior and senior year for no credit. It is expected for all students to be currently registered in applied lessons in the semester in which they submit a recital proposal and the semester in which they perform a recital.

Students with a music minor are presented in student recitals at the discretion of their instructors. (See *Department of Music Student Handbook*.)

Recital Attendance

A major part of the educational experience of music students is the attendance at performances of both professional musicians and their student peers. Music majors are required to attend 14 concerts each semester for a minimum of six semesters. Three semesters of recital attendance must be completed as part of the Sophomore Evaluation requirement. Music minors must attend seven concerts for each of three semesters. (See the *Department of Music Student Handbook* for delineation of categories of concerts required.)

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

Philosophy and Religion

Associate Professor Perry V. Kea, Chair; Associate Professor Michael G. Cartwright, Professor Gregory S. Clapper, Instructor Kevin J. Corn, Assistant Professor L. Lang Brownlee, Associate Professor Jonathan R. Evans, Instructor George Dunn, Associate Professor Peter Murphy.

The disciplines of philosophy and religion constitute an integral part of the liberal arts core. Each discipline correlates with other parts of the curriculum.

Philosophy

Courses in philosophy acquaint students with problems concerning reasoning, knowing, and valuing. Investigating these philosophical problems develops perceptive reading, rigorous thinking, and clear expression. The cycle of courses in the history of philosophy promotes an understanding of the origin and development of various philosophical positions and their role in the genesis of contemporary culture. The courses dealing with specific philosophical issues often relate directly to other disciplines. A philosophy major is an excellent preparation for a variety of career paths such as law school.

To fulfill the core requirement in critical thinking, students are advised to take PHIL-101, 110, 130, or 201.

Requirements for the Philosophy Major

PHIL-101	Introduction to Philosophy
PHIL-110	Critical Thinking
PHIL-201	Ethics
PHIL-301	Ancient and Medieval Philosophy
PHIL-302	Modern Philosophy
ENGL-220	Advanced Composition: Expository Writing
Philosophy electives: 12 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.

Religion

Courses in religion provide students the opportunity to examine their own religious heritage as well as that of others. Through this process, students not only increase their comprehension, but also enrich their understanding of life.

The Religion major provides an in-depth study of Christian tradition using the academic tools developed in the fields of history, literature, theology, and the social sciences. The major also provides for an engagement with other religious traditions. Students may choose to add one or more of the following optional concentrations: Pre-Theology, Youth Ministry, Ancient Greek, and Ethics. Non-majors are allowed to do the concentrations in Pre-Theology, Ancient Greek, and Ethics. The Youth Ministry concentration is an option for Religion majors only. The Religion major, especially when paired with a concentration, provides excellent preparation for students who wish to pursue studies at a Christian seminary or graduate program. Religion majors who opt for the Youth Ministry concentration are prepared for ministry with youth in congregational settings.

The religion requirement of the general education core may be met by taking one of the following: REL-100, 101, 130, 200, 210, 220, 250, 260, 299, 310, 330, or 390.

Requirements for the Religion Major

REL-100	Christianity
REL-101	Judaism
REL-300	World Religions
PHIL-340	Philosophy of Religion
ENGL-220	Advanced Composition: Expository Writing
<i>Group A: a minimum of four of the following courses</i>	
REL-200	Old Testament Life and Literature
REL-210	New Testament Life and Literature
REL-220	Christian Theology
REL-250	History of Christianity I: 30–1500
REL-260	History of Christianity II: 1500–present
<i>Group B: a minimum of two of the following courses</i>	
REL-299	Special Topics
REL-310	Christian Ethics
REL-320	Interpretation of the Bible
REL-330	Jesus
REL-350	Religion and Magic (crosslisted with Anthropology)
REL-230	Sociology of Religion (crosslisted with Sociology)
REL-410	Special Topics
<i>Total: 33 hours</i>	

Requirements for the Religion Minor

Two courses from REL-200, 210, 220, 230, 250, and 260; two courses from 299, 300, 310, 320, 330, 340, 350, 390 and 410, and six additional credit hours of religion electives. Total: 18 credit hours.

Requirements for the Pre-Theology Concentration

CVOC-110	Christian Exploration I
CVOC-111	Christian Exploration II
CVOC-210	Christian Formation I
CVOC-211	Christian Formation II
CVOC-406	Internship (1-15; 3 hours are required for the concentration)
<i>Total: 9 hours</i>	

Requirements for the Youth Ministry Concentration

YMTP-100	Introduction to Youth Ministry
PSY-365	Child and Adolescent Development (<i>prerequisite PSY-120</i>)
YMTP-300*	Education and Formation in the Church
CVOC-211	Christian Formation II
CVOC-406	Internship (1-15; 3 hours are required for the concentration)
<i>One elective from the following courses</i>	
YMTP-405*	Nurturing Faith Across the Lifespan
YMTP-410*	Issues in Youth Ministry
YMTP-420*	Baptism and Confirmation
YMTP-430*	Worship and Spirituality
YMTP-440*	Teaching and Spirituality

YMTP-450*	Christian Education for the Public Realm
YMTP-460*	Personality, Human Development and Christian Faith

Total: 12 hours

**YMTP courses numbered 300 and above are taught on the campus of our partner institution, Christian Theological Seminary.*

Students who wish to satisfy the Youth Ministry concentration must also complete the Pre-Theology concentration.

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
<i>Total: 9 hours</i>	

Requirements for the Ethics Concentration

Minimum of two of the following courses:

PHIL-201	Ethics
PHIL-230	Issues in Applied Ethics
PHIL-240	Social and Political Philosophy
PHIL-250	Asian Philosophy
PHIL-299	Issues in Philosophy (<i>as relevant</i>)
PHIL-335	Philosophy of Law
PHIL-350/REL-310	Christian Ethics
PHIL-410	Issues in Philosophy (<i>as relevant</i>)
PHIL-430	Advanced Ethical Theory

One or two courses from relevant non-philosophy courses. Contact the chair of the Philosophy & Religion Department for a list of courses that will count toward fulfillment of this concentration.

Total: 12 hours

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

Physics and Earth-Space Sciences

Includes joint programs in Engineering

Associate Professor Timothy Duman, Chair; Assistant Professor Christopher R. Moore, Associate Professor Stephen J. Spicklemire, Assistant Professor Brian A. Vermillion.

The department of Physics and Earth-Space Sciences supports an active program in which a student may major in earth-space sciences, environmental science, physics, physics with a concentration in laboratory instrumentation and physics with a concentration in scientific computing. There are also three joint-program engineering majors: electrical engineering, computer engineering, and mechanical engineering. Students majoring in subject areas offered by other departments can minor in earth-space sciences, physics, or environmental science. Earth science teaching and physics teaching, as well as other science teaching licensure programs, are available.

Earth-Space Sciences

The curricula in earth-space sciences are structured to develop student understanding and appreciation of the scientific method and the world in which we live (geology, meteorology, oceanography, and astronomy). Coursework can lead to Bachelor of Arts or Bachelor of Science degree 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-110 Freshman Seminar
- 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-270 Earth and Environmental Science Seminar
(sophomore, junior, and senior years)
- 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 and Lab I, Calculus-Based

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.

Environmental Science Major

- ESCI-110 Freshman Seminar
- ESCI-150 Physical Geology
- ESCI-211 Meteorology: Weather and Climate
- ESCI-230 Introduction to Geographic Information Systems (GIS)
- ESCI-265 Ecology
- ESCI-270 Earth and Environmental Science Seminar
(sophomore, junior, and senior years)

Three of the following:

- CHEM-230 Environmental Chemistry (see prerequisites)
- ESCI-320 Practicum
- ESCI-365 Field Studies in Earth-Space Sciences
- ESCI-410 Hydrogeology
- ESCI-420 Energy Resources
- ESCI-430 Topics in Earth-Space Sciences

Appropriate non-earth-space science (ESCI) courses may be substituted as electives with approval of chair.

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.

- CHEM-150/151 General Chemistry and Lab I
- MATH-190 Calculus and Analytic Geometry I
- MATH-220 Elementary Statistics
or MATH-245 Statistics for the Sciences
- BIOL-155 Diversity of Life
- BIOL-165 Introduction to Cell Biology
- One computer programming course
- PHYS-150 General Physics and Lab I
- Highly recommended: ECON-110 Microeconomics; a minor in Chemistry or Biology;
CHEM-160/161, CHEM-250/251, MATH-191

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-110, ESCI-150 or ESCI-206, ESCI-207, ESCI-211, ESCI-230, and six hours of ESCI electives at 300 or 400 level.

Environmental Science Minor

ESCI-150, ESCI-211 or 410, BIOL-265, CHEM-210 or CHEM-230, ANTH 200, and two to four hours of electives in suggested environmental science designated courses. Mathematics proficiency at the level of MATH-150 or above. Requires a minimum of 18 hours outside of the student's major department (not teaching minor).

Geology Minor

ESCI-150, ESCI-206, ESCI-230, ESCI-425, and two of the following: ESCI-320, ESCI-401, ESCI-403, ESCI-410, ESCI-430. Requires a minimum of 18 hours.

Physics

Physics is the study of the basic laws that govern the behavior of matter and energy. Physicists do this by discovering and studying the fundamental forces of nature and the laws that predict the motion that results from these basic interactions. Physics is the most fundamental science because all other fields, from microbiology to cosmology and from chemistry to geology, depend on these few basic physical principles. In addition to a bachelor of science degree in physics, the department offers a five-year joint program with Indiana University-Purdue University at Indianapolis; this dual-degree program leads to the two undergraduate degrees. One is the bachelor of science in physics from the University of Indianapolis and the other is a bachelor of science in electrical or mechanical or computer engineering from Purdue University at Indianapolis. Students interested in this program are advised to consult with department faculty members as early as possible. A student wishing to pursue postgraduate interests in meteorology or astronomy is encouraged to major in physics.

No course in which the student earns a grade lower than C- in departmental courses will be counted toward a major or minor, according to the sequence outlined by the department. To be eligible for enrollment in a course, a student must receive a minimum grade of C- in prerequisite courses. In the engineering program no course with a grade lower than a C will transfer between universities.

In addition to the above degrees, the department also offers a number of concentrations to enhance the marketability of the physics degree.

Concentrations

Traditional: Students successfully completing the courses in this concentration in addition to the physics core courses should be grounded in the traditional subject matter in preparation for graduate school.

Scientific Computing: A major application of the problem-solving skills acquired with degrees in physics is application of knowledge through use of computers. Advances in computer technology have allowed computer modeling, visualization, and simulation of physical phenomena to become widely recognized as the "third pillar of science and technology." The Scientific Computing Concentration, in addition to the physics core courses, will help the student focus in this area, which is applied in industry as well as research.

Laboratory Instrumentation: With the advancements in technology, there is an increasing need for workers who can operate, fix, and develop new tools. This concentration adds courses in electronics design and

microprocessor software development. The Laboratory Instrumentation Concentration, in addition to the physics core courses, will help prepare a student for a career as a creative scientific professional designing new experiments and technologies in an ever-changing technological environment.

Concentration by Design

Requirements for Majors and Minors

Physics Major-Bachelor of Science Degree

Core Courses (by completion, earns a Physics degree, no concentration; required of all concentrations)

PHYS-110.....	Physics/Engineering Freshman Seminar (1)
PHYS-153.....	General Physics I, Calculus-Based (4)
PHYS-163.....	General Physics II, Calculus Based (4)
PHYS-250.....	Modern Physics (5)
PHYS-270.....	Physics/Engineering Seminar (sophomore, junior, and senior years) (1.5)
PHYS-280.....	Scientific Computing I (3)
PHYS-360.....	Dynamics (3)
PHYS-390.....	Electricity and Magnetism (3)
PHYS-410.....	Physical Measurements (2)
PHYS-460.....	Quantum Mechanics (3)
PHYS-490.....	Senior Research (3)
CSCI-155.....	C/C++ Language Programming I (4)
MATH-190.....	Calculus and Analytic Geometry I (4)
MATH-191.....	Calculus and Analytic Geometry II (4)
MATH-270.....	Calculus and Analytic Geometry III (4)
MATH-280.....	Linear Algebra (4)
MATH-330.....	Differential Equations (3)

All require a grade of C- or above.

A student may choose one of the following concentrations with courses required in addition to the physics core courses:

Traditional Concentration

PHYS-230.....	Laboratory Instrumentation I (2)
PHYS-310.....	Scientific Computing II (3)
PHYS-330.....	Optics (3)
PHYS-420.....	Physical Measurements II (2)
MATH-450.....	Probability and Statistics I (3)
Electives.....	Minimum of 6 credit hours at 300 level or higher of physics, biology, chemistry, computer science, or mathematics (be aware of prerequisites).

**This concentration earns a student a minor in Mathematics*

Concentration in Scientific Computing

PHYS-230.....	Laboratory Instrumentation I (2)
PHYS-310.....	Scientific Computing II (3)
MATH-450.....	Probability and Statistics I (3)
CSCI-156.....	C/C++ Object-Oriented Programming (4)
CSCI-240.....	Data Structures and Algorithms (4)
CSCI-XXX.....	Elective, 300-level or higher CSCI course

Electives Minimum of 3 credit hours at 300-level or higher of physics, biology, chemistry, computer science, or mathematics
(be aware of prerequisites)

**This concentration earns a student a minor in Mathematics*

**This concentration is one course short of a minor in Computer Science*

Concentration in Laboratory Instrumentation

PHYS-230 Laboratory Instrumentation I (2)

PHYS-310 Scientific Computing II (3)

PHYS-400 Laboratory Instrumentation II (2)

PHYS-420 Physical Measurements II (2)

MATH 450 Probability and Statistics I (3)

CSCI-156 C/C++ Object-Oriented Programming (4)

Electives Minimum of 3 credit hours at 300-level or higher of physics, biology, chemistry, computer science or mathematics
(be aware of prerequisites)

**This concentration earns a student a minor in Mathematics*

Concentration by Design

We would like to encourage students interested in physics to take advantage of a concentration by design. In addition to the “physics core” we expect students to complete a minimum of 15 hours of approved technical electives at a level of 200 and above. One physics course and one additional course must be at a 300 level or above. The fundamental idea of a concentration is to provide a coherent exploration of some related field of study. While all proposals will be considered, it is necessary to consult with the department before you develop a proposal to be certain it has a reasonable chance of being approved by the faculty.

Here are some possible examples for the concentration by design:

Concentration by Design in International Geosciences

ESCI-150 Physical Geology (3)

ESCI-206 Historical Geology (3)

ESCI-211 Meteorology: Weather and Climate (3)

ESCI-230 Introduction to Geographic Information Systems (GIS) (2)

SPAN-201 Spanish and Culture III (4)

PHYS-310 Scientific Computing II (3)

Total = 17 hours

Concentration by Design in Engineering Physics

PHYS-310 Scientific Computing II (3)

ME-270 Basic Mechanics I* (3)

ME-310 Fluid Mechanics* (4)

ME-273 Mechanics of Materials* (4)

ME-314 Heat and Mass Transfer* (4)

Total = 18 hours

Concentration by Design in Biomedical

PHYS-310 Scientific Computing II (3)

KINS-410 Biomechanics (3)

MATH-245 Statistics for the Sciences (4)

BIOL-305 Human Functional Anatomy (4)

BIOL-330 Mammalian Physiology (4)

Total = 18 hours

**These courses are taught on the campus of Indiana University-Purdue University at Indianapolis. A student at the University of Indianapolis is allowed to take one course per semester at IUPUI under the Consortium for Urban Education, Indianapolis.*

Concentration in Chemical Physics

Physics Teaching Major

See the School of Education section of the catalog for additional education requirements.

The University of Indianapolis Dual Degree Program in Physics and Engineering

The University of Indianapolis has a joint five-year engineering program with Indiana University-Purdue University at Indianapolis. Upon completion of the program, candidates receive a bachelor's degree in physics from the University of Indianapolis and a bachelor's degree in engineering from Purdue University (IUPUI). At present, we are able to coordinate the following engineering programs: mechanical, electrical, and computer engineering. We are also developing and coordinating a new program in biomedical engineering.

In the first year, students enroll with a full load of coursework at the University of Indianapolis. During this year, the student can take foundational coursework and become acclimated to the college lifestyle. During the second and third years, the student enrolls in one class per semester on the IUPUI campus through the CUE consortium agreement. (This agreement allows students from any member campus to enroll in one course per semester on any other member campus.) During the last two years of the program, the student will take one course per semester at the University of Indianapolis and take the remaining required courses at IUPUI.

During the first three years of the program, the student will be considered a full-time University of Indianapolis student. During the last two years, the student will be considered a full-time student at IUPUI. The five-year span of the program will allow the student to complete the requirements for bachelor's degrees in both physics and engineering.

Physics Minor

PHYS-153, PHYS-163, PHYS-230, PHYS-250, PHYS-280, and one of the following: PHYS-330, 360, 370, 380, 390, or 460 (not teaching).

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

Social Sciences

Associate Professor James R. Pennell, Chair; Professor Phylis Lan Lin, Professor Timothy W. Maher (Director of MA in Applied Sociology), Assistant Professor Jeff Bryant (Director of Social Work), Assistant Professor Tracy Marshall, Instructor Michelle Meer, Professor Mary C. Moore, Assistant Professor Bobby Potters, Assistant Professor Kevin Whiteacre (Director of the Community Research Center), Assistant Professor Dennis A. Williams.

Courses in the Social Sciences Department acquaint the student with the study of societies and social groups through the use of scientific methods. They include a strong focus on understanding social problems and identifying solutions. The department offers majors in sociology, criminal justice, and social work.

The sociology curriculum focuses on human interactions and social institutions, providing a strong foundation for graduate studies in the social sciences or professions as well as service-oriented career possibilities. Criminal justice courses benefit those who desire to enter, or advance in, careers in law enforcement or corrections, or pursue graduate work in these areas. The Phylis Lan Lin Program in Social Work is accredited by the Council on Social Work Education. The program prepares qualified students for entry into the profession as generalist practitioners. Formal application and admission to the social work major is required. Interested students should inquire at the program office, Room 216 of Good Hall, for information on prerequisites, requirements, and program standards.

Social Science majors also may elect to pursue concentrations in Community Organizing and/or Social Research. A concentration gives students an opportunity to focus and extend their development of knowledge and skills in these areas. Community Organizing offers many opportunities to connect classroom studies with service-oriented learning experiences. The Social Research concentration provides additional preparation for those who plan to pursue graduate studies in the social sciences. A concentration fulfills all elective requirements for Sociology majors and may fulfill some electives in other areas (see descriptions below).

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

Criminal Justice Major—Bachelor's Degree

CRIM-110	Introduction to Criminal Justice
SOC-220	Racial & Ethnic Relations
CRIM-230	Criminal Law
CRIM-250	Gender Issues in Law and Society
CRIM-310	Juvenile Delinquency
SOC-330	Introduction to Social Research
CRIM-410	Criminology

Select 2 of the following 3 courses:

SOC-101	Principles of Sociology
SOC-103	Social Problems
SOWK-110	Field of Social Work

One concentration required

Corrections concentration

CRIM-120	Trends in Corrections
CRIM-240	Constitutional Rights of Inmates
CRIM-330	Custody and Treatment
CRIM-121	Service Learning Lab
or CRIM-331	Service Learning Lab

CRIM-425	Law and Society
CRIM-355	Internship in Corrections

Law Enforcement concentration

CRIM-210	Criminal Investigation
CRIM-220	Criminal Evidence
CRIM-340	Police Administration and Management
SOC-225	Community: Learning and Serving
or SOC-315	Urban and Community Sociology
CRIM-420	Academy Internship (or 9 hours of appropriate electives)

Criminal Justice Minor

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

Social Work Major

SOWK-110	The Field of Social Work
SOWK-230	Foundations for Social Work Practice
SOWK-310	Social Work Practice with Micro Systems
SOWK-320	Social Work Practice with Mezzo Systems
SOWK-330	Social Work Practice with Macro Systems
SOWK-340	Social Work Research
SOWK-350	Junior Practicum in Social Work
SOWK-360	Micro/Mezzo Human Behavior in the Social Environment
SOWK-365	Macro Human Behavior in the Social Environment
SOWK-370	Social Welfare Policy and Services
SOWK-450	Senior Practicum in Social Work
SOWK-460	Capstone Seminar in Social Work
BIOL-100	Elements of Biology or other Human Biology course (103 or 210)
PSCI-101	American National Government
or PSCI-105	State and Local Government
PSY-120	Introduction to Psychology
SOC-101	Principles of Sociology
or ANTH-100	Cultural Anthropology
SOC-103	Social Problems
or ANTH-200	Global Problems
SOC-220	Racial and Ethnic Relations

Sociology Major

SOC-101	Principles of Sociology
SOC-103	Social Problems
SOC-175	Applying Sociology
SOC-200	The Family: A Global Perspective
SOC-220	Racial and Ethnic Relations
SOC-320	Sociological Theory
SOC-330	Introduction of Social Research
SOC-440	Senior Seminar in Sociology I
SOC-441	Senior Seminar in Sociology II

Sociology electives. Select 6 hours from the following:

SOC-104.....	Social Problems Service Learning Lab
SOC-230.....	Sociology and Religion
SOC-235.....	Environmental Sociology
SOC-236.....	Service Learning in Sustainability
SOC-240.....	Conflict Resolution
SOC-250.....	Gender Issues in Law and Society
SOC-260.....	Chinese Culture and Society
SOC-315.....	Urban and Community Sociology
SOC-321.....	Social Psychology
SOC-331.....	Quantitative Data Analysis
SOC-332.....	Qualitative Methods of Research and Evaluation
SOC-350.....	Practicum in Sociology
SOC-360.....	Advanced Practicum in Sociology
SOC-425.....	Law and Society
SOC-430.....	Topical Seminar
SOCS-225.....	Community: Learning and Serving
SOCS-300.....	Service Learning in the Social Sciences
SOCS-401.....	Community Project

Sociology Minor

SOC-101 and 103 and 12 hours of sociology courses.

Child and Youth Programs Minor

(21.5 credits minimum; at least 15.5 credits must be taken beyond courses that count toward one's major)

SOC-101	Principles of Sociology
or SOC-103	Social Problems
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
SOC-310	The Family: A Global Perspective
CRIM-310	Juvenile Delinquency
KINS-240	Recreational Principles and Games
or KINS-330	Administration of Community Health Education and Promotion

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

*Concentrations may be taken by any Social Sciences major.**Community Organizing Concentration:*

SOCS-225.....	Community: Learning and Serving
SOC-240	Conflict Resolution
SOC-315	Urban and Community Sociology

Select one of the following (minimum 3 hours required):

SOCS-300.....	Service Learning in the Social Sciences
SOC-350.....	Practicum in Sociology
SOWK-350	Junior Practicum in Social Work
CRIM-350	Internship in Criminal Justice
CRIM-355	Internship in Corrections
SOC-401.....	Undergraduate Community Project

Social Research Concentration:

MATH-220.....	Elementary Statistics
SOC-331	Quantitative Data Analysis
SOC-332	Qualitative Methods of Research and Evaluation
SOC-350	Practicum in Sociology

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

Theatre

Associate Professor James W. Ream, Chair; Associate Professor Brad Wright, Assistant Professor Catherine Moran.

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-120Stagecraft
- THE-122Computer Applications in Theatre
- THE-131Acting I
- THE-221Scene Design
- THE-222Lighting Design
- THE-223Costume Design
- THE-231Directing I
- THE-241Play Analysis
- THE-250Sophomore Seminar
- THE-340Theatre History I
- THE-341Theatre History II
- ENGL-330.....Drama I
- ENGL-331.....Drama II

Select one of the following tracks:

Performance/Directing Track

- THE-132Speech for Stage
- THE-133Movement for Stage
- THE-330Acting II
- THE-331Directing II
- THE-432Acting III

Design/Production Track

- THE-150 Theatre Production
- THE-224 Design Seminar
- THE-224 Design Seminar
- THE-324 Drawing for the Theatre
- Design/Production elective from theatre, art, or recording technology
(departmental approval required)

Theatre/Secondary Education Major

- THE-110Introduction to Theatre
- THE-120Stagecraft
- THE-131Acting I
- THE-132Speech for the Stage
- THE-133Movement for the Stage
- THE-221Scene Design

- THE-222Lighting Design
- THE-223Costume Design
- THE-231Directing I
- THE-241Play Analysis
- THE-250Sophomore Seminar
- THE-340Theatre History I
- THE-341Theatre History II
- ENGL-330.....Drama I: An Historical Survey
- ENGL-331.....Drama II: Contemporary Drama
- ENGL-430.....Shakespeare
- Designated education courses (see School of Education section).

Theatre Minor

THE-120, 131, 231, 241, 340, and 341 and one theatre design course; THE-221, 222, or 223.

Music Theatre Concentration for Theatre Majors

MUS-100, 118, 119, 130, 167, and four hours of applied voice

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

School of Business

Sheela Yadav, Dean.

Professor Katharine A. Bohley, Assistant Professor Darrell Bowman, Assistant Professor Darrell Cousert, Associate Professor Laurence DeGaris, Assistant Professor Jodie Ferise, Professor Jerry Flatto, Instructor Camille Flora, Professor L. Leslie Gardner, Professor Esen Z. Gurtunca, Associate Professor Karl Knapp, Associate Professor Stephen M. Maple, Instructor Stanley Osweiler, Assistant Professor Tom Parker, Assistant Professor Deidre Pettinga, Professor Kay Poston, Assistant Professor Terry Schindler, Associate Professor Rachel Smith, Assistant Professor Steve Tokar, Associate Professor Matthew Will, Associate Professor Jeffrey Woods, Assistant Professor Vivian Xiang, Associate Professor Sheela Yadav.

Mission Statement

To create ethical and moral global citizens through student-centered scholarship, applied teaching, and service that is responsive to business and civic needs.

Statement of Commitment

We serve our students, their parents, and the community by producing ethical, talented, innovative contributors who will enhance and accelerate the development of the state of Indiana, the entire nation, and the broader world community. We work hard to increase the value of degrees from the School of Business and truly serve as the responsive partner for business and civic leaders. Every aspect of what we do is based on advancing our School's quality using best practices and the passionate commitment of an outstanding and talented faculty. This is integrated into a standard-setting engagement with the business community, where business executives, employers, government, civic, and philanthropic-minded leaders appreciate and rely on our students as the mechanism to implement their individual and collective visions of leadership for our community.

School Overview

All entering freshmen in the School of Business can declare their major areas and are assigned a key advisor in the School of Business. A program of study is developed for each student and may lead to either a Bachelor of Science or Bachelor of Arts degree in accounting, business administration, business education (teaching), economics, entrepreneurship, finance, global leadership, human resources management, information systems, international business, marketing, operations and supply chain management, or sports marketing. Within accounting, students may pursue a CPA track, which qualifies them with 150 hours of coursework to take the CPA exam in order to obtain public accountancy licensure in the state of Indiana. The non-CPA track in accounting prepares a graduate for a career in private accounting with a traditional (124-credit-hour) four-year degree. Students in any major are encouraged to consider fulfilling an internship experience, which may be eligible for academic credit under the designated number of BADM-450.

A day student can complete requirements for a bachelor's degree in four years if the curriculum guide as outlined by the school is followed. The requirement to obtain a minor (18 hours) applies only to management and administration majors. International business majors receive the Bachelor of Arts degree, which requires 12 hours of modern language to be completed by University-earned credit. An international semester abroad is required in international business.

Mathematics placement is determined on the basis of preliminary information, including the SAT math score and the student's academic background. A mathematics placement examination, to determine the student's specific level of knowledge, is administered for those students who do not demonstrate mathematics proficiency through past records. The school encourages students who plan to continue graduate work to

take upper-level mathematics courses. Eight hours of college math, which includes statistics, are required for School of Business bachelor's degree majors.

Business programs leading to the Associate in Science degree are offered in business administration and information systems. A day student can complete requirements for an associate degree in two years if the curriculum guide as outlined by the school is followed.

Curriculum guides listing degree requirements are available for all business majors. Grade requirements for business majors are listed on curriculum guides. Requirements for business minors are listed on a separate curriculum guide and in this catalog. *A grade of C- or above is required in all business major and minor courses.*

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

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

Accelerated BS/MBA Program (Five-Year Program)

The Accelerated BS/MBA Program offers students the opportunity to complete the requirements for both the bachelor's and the master's of business administration degrees within five years. Students will follow the standard sequence of courses for both the general education core and the business core. Beginning in the junior year, students may substitute MBA courses for undergraduate business courses as described in the Accelerated BS/MBA Course Outline. The MBA courses will satisfy the requirements to be awarded a BS in business administration. Upon completion of the BS degree, students will complete the course requirements to be awarded the MBA degree.

School of Business Core*

(Required of School of Business bachelor's degree majors)

ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-100.....	Freshman Experience <i>(day students only)</i>
BADM-230	Business Law
or BADM-233	Business Law: Partnerships & Corporations
MGT-234.....	Organizational Behavior
BADM-350.....	Career and Employment Strategies
BADM-439.....	Business Policy and Strategy
COMP-150.....	Microcomputer Applications <i>(fulfills general education core requirement)</i>
or COMP-160	Advanced Microcomputer Applications <i>(fulfills general education core requirement)</i>
CIS-151	Introduction to Information Systems
ECON-110	Microeconomics
ECON-111	Macroeconomics
FIN-210.....	Finance

MATH-150.....	Finite Mathematics (<i>fulfills general education core requirement</i>)
or MATH-190	Calculus & Analytical Geometry I (<i>fulfills general education core requirement and may be required for specific majors</i>)
MATH-220.....	Elementary Statistics
MKTG-290.....	Marketing
SCM-210	Principles of Operations and Supply Chain Management

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Requirements for Bachelor's Degree Majors

Accounting Options

Non-CPA Track—Traditional Four-Year Accounting Program

Careers are available in private and governmental accounting for students who earn a bachelor's degree by following the model 124-hour accounting program listed above. Completion of the traditional 124-hour program will qualify graduates to pursue multiple professional certifications such as Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and Certified Fraud Examiner (CFE). Those who graduate with 124 hours and later decide to pursue CPA licensure are encouraged to matriculate in a master's degree program to complete the extra 30 credit hours necessary for admission to the CPA exam.

Accounting Major (Corporate Accounting)—Bachelor's Degree

Core courses listed above plus the following:

ACCT-310	Intermediate Accounting I
ACCT-311	Intermediate Accounting II
ACCT-312	Cost Accounting
ACCT-314	Accounting Information Systems
ACCT-412	Advanced Accounting
ACCT-418	Auditing
ACCT-419	Individual Income Tax
ACCT-465	Corporate, Partnership, Estate, and Trust Taxes
BADM-231	Business Communications
BADM-233	Business Law: Partnerships and Corporations
BADM-332	Research/Writing/Project Management
SCM-388	Production and Operations Management

CPA Track

The University of Indianapolis is an accredited university that qualifies graduates with 150 hours of completed coursework to take the CPA exam in order to obtain public accountancy licensure in the state of Indiana. (Students planning to take the CPA exam outside Indiana should contact those other state Boards of Public Accountancy for CPA licensure guidelines.) The School of Business Accounting major complies with Indiana state requirements of offering at least 24 hours of accounting courses (in Financial, Auditing, Taxation, and Managerial). In addition the Accounting major requires, according to Indiana regulations, at least 24 semester hours of Business Administration and Economics courses over and above the required Accounting courses. The state of Indiana does not count internship credit toward this 24-hour requirement of Business Administration and/or Economic courses.

ACCT-310	Intermediate Accounting I
ACCT-311	Intermediate Accounting II
ACCT-312	Cost Accounting
ACCT-314	Accounting Information Systems
ACCT-412	Advanced Accounting
ACCT-418	Auditing
ACCT-419	Individual Income Tax
BADM-231	Business Communications
BADM-230	Business Law
BADM-233	Business Law: Partnerships and Corporations
BADM-332	Research/Writing/Project Management
SCM-388	Production and Operations Management
ACCT-465	Corporate, Partnership, Estate, and Trust Taxes

**One elective approved by the School of Business academic advisor*

State of Indiana CPA exam candidates must complete an additional 30 hours of coursework beyond those courses listed above. Two options are available:

1. Commit to a fifth year of study for purposes of earning an MBA. The University of Indianapolis offers an accelerated BS/MBA degree designed to meet the state of Indiana's 150-hour requirement. (See Accelerated BS/MBA Program Requirements.)
2. Earn a bachelor's degree with a double major to accumulate 150 hours.

Accelerated BS/MBA Program (Five-Year Program)

The Accelerated BS/MBA program offers students the opportunity to complete the requirements for both the bachelor's and the master's of business administration degrees within five years. Students will follow the standard sequence of courses for both the general education core and the business core. Beginning in the junior year, students may substitute MBA courses as described in the Accelerated BS/MBA Course Requirements. The MBA courses will satisfy the requirements to be awarded a BS in business administration. Upon completion of the BS degree, students will complete the course requirements to be awarded the MBA degree.

Accounting major options other than the Accelerated BS/MBA program

Indiana CPA candidates who do not enter into the Accelerated BS/MBA program can pursue a double major as a way to obtain the 150 hours necessary to qualify to take the exam. Suggested second majors are Information Systems; Economics; Entrepreneurship; Finance; International Business; Marketing; Operations and Supply Chain Management; and Sports Marketing. With summer courses, students may complete their entire 150 hours in four years while earning a bachelor's degree with multiple majors.

Economics*—Bachelor's Degree

Businesses, organizations, and governments all are concerned with using resources efficiently. Economic knowledge provides students with valuable information about output-enhancing techniques. Increased productivity ultimately enhances the total satisfaction for all groups in society. Economic principles improve decision-making in business areas such as production, promotions, budgeting, forecasting, and finance.

Core courses listed above plus the following:

MATH-190.....	Calculus & Analytical Geometry I (<i>fulfills general education requirement</i>)
ECON-210	Intermediate Microeconomics
ECON-211	Intermediate Macroeconomics

ECON-386/SCM-386..... Quantitative Methods

ECON-410..... Econometrics

A concentration in either Public Policy or International Trade and Development is required.

Public Policy Concentration:

ECON-363/FIN-340..... Money & Banking

ECON-465..... Economics of Fiscal Policy

ECON-485..... Seminar in Public Policy

Select one (1) from the following:

PSCI-323..... Public Administration

PSCI-356..... Political Theory

Select one of the following to satisfy general education core, social inquiry requirement:

PSCI-101..... American National Government

PSCI-205..... State and Local Government

International Trade and Development Concentration:

ECON-461..... Economic Development

ECON-464..... Comparative Economic Systems

ECON-467/FIN-420..... International Financial Management

Select one (1) from the following:

IBUS-201..... International Business

IBUS-410..... Global Leadership Seminar

IREL-335..... Comparative Politics

IREL-336..... Political Development

Highly recommended: Eight hours of calculus (for students planning to attend graduate school)

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Entrepreneurship*—Bachelor's Degree

Entrepreneurship is a program utilizing nontraditional business training. The emphasis of this major will be business creation. Classes will address business concerns from the perspective of a small start-up business. Topics will include funding, venture capital, small business administration, business incubators, etc. Students will network with local entrepreneurs and small business groups. Major/core learning is enhanced by small class size and an emphasis on group work, which enables students to work closely with faculty and peers who are rich in professional experience. Students follow the concentration as a cohort; this intensifies the learning environment and helps students build a network of future business relationships.

Core courses listed above plus the following:

BADM-231..... Business Communications

BADM-332..... Research/Writing/Project Management

ENTR-280..... Small Business Venture

ENTR-332..... Entrepreneurship

ENTR-443..... Managing the Venture Financing Process

ENTR-444..... Small Business Practicum

ENTR-445..... New Venture Creation

HRM-381..... Human Resource Management

MKTG-394..... Sales

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Finance*—Bachelor's Degree

The core emphasis of the finance major is to determine the most effective approaches to maximize the value of a firm. This is accomplished through an understanding of theoretical concepts, quantitative analysis, and practical application of financial principles using problems, cases, guest lecturers, and projects. The finance major will prepare the student to pursue careers in corporate finance, commercial or investment banking, securities management, financial planning, real estate finance, or insurance and risk management. It also will provide an essential base of knowledge for management in other disciplines or small business ownership.

Core courses listed above plus the following:

ACCT-312..... Cost Accounting

ACCT-321..... Financial Statement Analysis

FIN-340..... Financial Markets & Institutions

FIN-350..... Investments

FIN-410..... Derivative Securities

FIN-420..... International Financial Management

Choose two of the following three courses:

FIN-310..... Real Estate Finance

FIN-320..... Financial Planning

FIN-330..... Risk Management & Insurance

Finance majors must select MATH-190 instead of MATH-150 as part of their general education core.

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Global Leadership*—Bachelor's Degree

The increasingly global economy, as well as the more diverse domestic environment, creates a need for individuals to increase their international knowledge and skills. This is an interdisciplinary major that provides students with background knowledge in the areas of religion, geography, and international relations, and the ability to apply this knowledge base to complex business issues in the global arena. International travel is required for those who wish to major in Global Leadership.

Core courses listed above plus the following:

IBUS-201..... International Business

BADM-420..... Special Topics: International Travel

IREL-101..... Introduction to International Relations

IREL-204..... World Geography

MKTG-396..... International Marketing

REL-300..... World Religion

IBUS-410..... Global Leadership Seminar

Students must select six hours of electives from one of the following groups:

Group 1: Business

ECON-211..... Intermediate Macroeconomics

ECON-464..... Comparative Economic Systems

FIN-420..... International Financial Management

Group 2: Asia Studies

HIST-442..... Modern East Asia

HIST-481..... Modern South Asia

SOC-340..... Chinese Culture

Group 3: International Relations (*Fifth-year track to master's*)

IREL-309	Economic Geography and Globalization
IREL-335	Comparative Politics
IREL-336	Political Development
IREL-343	Foreign Policy Analysis

Must be admitted to the IREL Master Program for this group

Group 4: History

HIST-331	History of Latin America
HIST-353	The African Experience
HIST-463	Middle East

Group 5: Modern Languages

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Human Resources Management*—Bachelor's Degree

Human Resources Management students are encouraged to have a broad liberal arts base. A strong focus is placed on human resource management with special attention given to labor law, safety and health issues, union/management negotiation and relationships, compensation and fringe benefit programs, training needs, and individual employee development. Employment is found in manufacturing, health, insurance, small business, conglomerates, government, education, sports, and service organizations.

Core courses listed above plus the following:

BADM-231	Business Communications
BADM-332	Research/Writing/Project Management
MGT-334	Group Dynamics
HRM-381	Human Resource Management
HRM-384	Labor Law
HRM-385	Compensation and Benefits
HRM-482	Collective Bargaining and Management
HRM-481	Organization Development
or HRM-483	Training and Development
IBUS-201	International Business

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Information Systems*—Bachelor's Degree

The goal of the Department of Information Systems is to teach students to use computers and technology for business gain. Students will learn how to identify and understand business problems and then determine how computers and associated information technology can be used to solve the problems. Students in this discipline learn to speak the language of both computers and business.

Students in Information Systems gain experience with computer software, hardware, and associated information systems along with an understanding of how to communicate with computer science professionals as well as the business users.

Information Systems students tend to be people who like working with computers but do not want to be computer programmers and would prefer to be working with the business users in an organization. Students will receive hands-on experience with a number of widely used software packages including databases, computerized accounting software, electronic commerce packages, and software engineering tools, to name just some examples. Knowledge of these software packages will assist the student in finding an internship as well as a job after graduation.

Core courses listed above plus the following:

BADM-332	Research/Writing/Project Management
CIS-258	Web Design
CIS-351	Information Systems Management
CIS-355	System Analysis
CIS-356	Database Design
CIS-359	Information Systems Project
CIS-454	Business Intelligence
CIS-456	Information Systems Senior Seminar
SCM-404	Project Management

Students must take a minimum of 3 credit hours from the following classes:

CCNA-101/102/201/202 ...	Cisco Networking (4 classes)
CIS-153	Visual BASIC
CIS-255	C and C++ Language Programming
CIS-262	Oracle Database
CIS-353	Programming Languages (including SQL and Java)
CIS-354	Database Systems
CIS-420	Special Topics (includes a wide variety of potential topics)
CIS-453	Software Engineering

Recommended: An internship in information systems

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

International Business*—Bachelor's Degree

Students will focus on the difference of the political, legal, economic, cultural, and infrastructure issues of countries and the impact on businesses across national borders. The focus is on taking these differences into account when strategically planning the future of an international business as well as its day-to-day operations.

Core courses listed above plus the following:

BADM-332	Research/Writing/Project Management
BADM-420	Special Topics: International Travel
	(one semester/three to five credit hours)
ECON-211	National Income Analysis and Forecasting
ECON-464	Comparative Economic Systems
FIN-420	International Financial Management
IBUS-201	International Business
MKTG-396	International Marketing
Modern foreign language: 12 hours of one language taken at the University of Indianapolis	

Choose two courses from the following:

ANTH-100	Cultural Anthropology
IBUS-410	Global Business Seminar
IREL-335	Comparative Politics
IREL-344	Seminar in International Politics
PSCI-101	American National Government
REL-300	World Religions

**Not all the courses required to obtain a bachelor's degree will be offered in the evening.*

Courses for the international business major are offered in the School of Business and the following departments within the College of Arts and Sciences: Modern Languages, History and Political Science, Mathematics, Philosophy and Religion, and Social Sciences. The degree is a Bachelor of Arts degree.

Business Administration*—Bachelor's Degree*

Core courses listed above plus the following:

BADM-231	Business Communications
BADM-332	Research/Writing/Project Management
HRM-381	Human Resource Management
IBUS-201	International Business
MGT-281	Management
SCM-386	Quantitative Methods
SCM-388	Production and Operations Management
Required minor—any discipline	

*Note: Business Administration cannot be taken as a major along with another major in the School of Business. Most courses in management and administration are part of the common professional component required of all business majors.

Marketing*—Bachelor's Degree

A major, minor, or concentration in marketing will prepare the student for a wide variety of opportunities. Some pursue graduate studies and others go on to careers in product management, sales management, electronic commerce, advertising, public relations, marketing research, consulting, international marketing, retail management, or marketing for nonprofit organizations. Courses in marketing also have been helpful for students coming from other areas of study, such as psychology, communications, graphic design, and athletic management.

There is a strong practical orientation to our program. More than 80 percent of our students do at least one internship where they apply coursework to business. In addition, most of the marketing faculty have extensive marketing experience and maintain contacts with the business community.

Good communication skills, a strong interest in people, and comfort with situations that frequently change are among the key characteristics of people who are successful in marketing careers. In order to complete a marketing major in a timely manner, it is important to take MKTG-290 in the sophomore year. Also, MATH-220 or its equivalent should be taken by the first semester of the junior year.

Core courses listed above plus the following:

BADM-231	Business Communications
CIS-354	Database Systems
MKTG-396	International Marketing
MKTG-494	Marketing Research
MKTG-495	Marketing Strategy
MKTG-497	Marketing Simulation

Nine hours from the following:

MKTG-295	Consumer Behavior
MKTG-393	Advertising
MKTG-394	Sales and Sales Management
MKTG-420	Special Topics

*Not all the courses required to obtain a bachelor's degree will be offered in the evening.

Operations and Supply Chain Management*—Bachelor's Degree

This program is for students interested in cutting-edge business strategies that integrate internal and external logistics across many manufacturers, suppliers, distributors, retailers, transportation providers, and third-party logistics firms to increase productivity and to obtain a competitive advantage for all parties involved. Students will learn a combination of skills in strategic sourcing, operations management, logistics, project management, and quality management, as well as quantitative analysis for decision making.

Core courses listed above plus the following:

CIS-351	Information Systems Management
IBUS-201	International Business
SCM-386	Quantitative Methods
SCM-388	Production and Operations Management
SCM-404	Project Management
SCM-405	Quality Management
SCM-481	Purchasing and Supplier Relationship Management
SCM-485	Business Logistics and Materials Management

*Not all the courses required to obtain a bachelor's degree will be offered in the evening.

Sports Marketing*—Bachelor's Degree

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

Core courses listed above plus:

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

*Not all the courses required to obtain a bachelor's degree will be offered in the evening.
Requirements for Associate Degree Programs

Information Systems—Associate Degree

General education core courses:

ENGL-101	English Composition
HIST-102/202	World History Since 1700
MATH-150	Finite Mathematics
or MATH-190	Calculus and Analytic Geometry I
REL-ELEC	Judaic-Christian religion course
KINS-101	Wellness and Fitness for a Lifetime
BADM-100	Freshman Experience (day students only)

ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-230	Business Law
or BADM-233	Business Law: Partnerships and Corporations
MGT-234	Organizational Behavior
MKTG-290	Marketing
MATH-220	Elementary Statistics
SCM-210	Principles of Operations and Supply Chain Management
COMP-150	Microcomputer Applications (<i>fulfills general education core requirement</i>)
or COMP-160	Advanced Microcomputer Applications (<i>fulfills general education core requirement</i>)
CIS-151	Introduction to Information Systems
CIS-351	Information Systems Management
CIS-355	Systems Analysis
CIS-356	Database Design
<i>Two electives from among the following:</i>	
CCNA	Cisco Networking (four classes)
CIS-153	Visual BASIC
CIS-255	C and C++ Language Programming
CIS-258	HTML
CIS-262	Oracle Database
CIS-353	Programming Languages (including SQL and Java)
CIS-354	Database Systems
CIS-420	Special Topics (includes a wide variety of potential topics)
CIS-453	Software Engineering
CIS-454	Business Intelligence
SCM-404	Project Management

Business Administration—Associate Degree

General education core courses:

ENGL-101	English Composition
HIST-102/202	World History Since 1700
PHIL-201	Ethics
REL-ELEC	Judaic-Christian religion course
KINS-101	Wellness and Fitness for a Lifetime
ACCT-210	Financial Accounting
ACCT-212	Managerial Accounting
BADM-100	Freshman Experience (day students only)
BADM-230	Business Law
or BADM-233	Business Law: Partnerships and Corporations
BADM-231	Business Communication
MGT-234	Organizational Behavior
CIS-151	Introduction to Information Systems
COMP-150	Microcomputer Applications (<i>fulfills general education core requirement</i>)
or COMP-160	Advanced Microcomputer Applications (<i>fulfills general education core requirement</i>)
ECON-110	Microeconomics

ECON-111	Macroeconomics
MATH-150	Finite Mathematics
MATH-220	Elementary Statistics
SCM-210	Principles of Operations and Supply Chain Management
Six additional hours of business courses	

Requirements for Minors

Accounting Minor: ACCT-210, 212, 310 and 311, and two additional courses from ACCT-312, 314, 321, 412, 418, 419, or 465 (18 hours total).

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

Finance Minor: FIN-210, 340, 350, 420; and six additional hours from FIN-310, 320, 330, 410 (18 hours total).

Information Systems Minor: CCIS-151, CIS-351, CIS-355, CIS-356, and two additional electives (six credits).

Business Administration Minor for Non-Business Majors only: ACCT-210, BADM-230 or BADM-233, MGT-234 or ACCT-212, ECON-111 or ECON-110, ENTR-280 or MGT-281 or BUED-146 or SCM-210, and MKTG-290 (18 hours total).

Marketing Minor: MKTG-290, 396, 494, and nine additional hours of marketing (18 hours total).

Marketing Minor for Non-Business Majors only: 18 hours of marketing classes excluding MKTG-495 and MKTG-497.

Operations and Supply Chain Management Minor: SCM-210, 386, 388, 481, 485, and choice between SCM-404 or 405. (The Operations and Supply Chain Management minor also is open to non-business majors with appropriate mathematics prerequisites.)

Accelerated BS/MBA Program Requirements

Admission Requirements

Admission to the Accelerated BS/MBA Program will be by application only. Students should apply during their sophomore year of study; however, applications will be accepted and considered for students applying during the junior and senior year. In addition to completing the written application, students will be required to take the GMAT exam and achieve a cumulative grade point average of at least 3.50.

Requirements for Graduation

Students must complete all University and School of Business requirements for graduation prior to receiving the BS degree. In addition to fulfilling the requirements for the BS degree, students must complete a total of at least 154 credit hours before receiving the MBA degree. Graduate business courses must comprise at least 36 of the total credit hours. Students must fulfill all University and School of Business requirements for graduation prior to receiving the MBA degree. At least 15 graduate credit hours must be taken after completion of the BS degree. Students may take additional courses in order to complete an MBA major. The program is designed so students can complete both the BS and MBA degree requirements within five years. Admission

to the program and graduation do not require strict adherence to the five-year schedule. Students may take more than five years to complete the program.

Tuition and Fees

All courses taken prior to completion of the BS degree will be billed at the undergraduate tuition rate. All courses taken after completion of the BS degree will be billed at the graduate tuition rate.

Accelerated BS/MBA Course Outline

Students will be required to take a course of study that includes taking graduate and undergraduate courses concurrently. The course outline described below may be modified, consistent with the unique circumstances and prior coursework of an individual student. Students are required to consult their academic advisor prior to registering for any course. A proper sequence of courses is required for students to complete the degrees in the five-year time frame. Students accepted into the Accelerated BS/MBA Program may substitute graduate courses for specific undergraduate courses.

BS/MBA Course Substitutes

BADM-230 Business Law.....	Replaced by MBA-500 Business Law
FIN-210 Finance.....	Replaced by MBA-504 Financial Management
MGT-234 Organizational Behavior	Replaced by MBA-505 Organizational Management
MATH-220 Elementary Statistics	Replaced by MBA-507 Statistical Analysis
SCM-386 Quantitative Methods	Replaced by MBA-620 Quantitative Business Tools
SCM-388 Production Operations Management...	Replaced by MBA-660 Operations Strategy

Optional Course Substitutes

(Requires the approval of an academic advisor and the director of Graduate Business Programs.) Students who are unable to complete the course substitutes for Foundation BS/MBA courses may request alternative courses instead.

MBA Required Courses

MBA-610	Information Technology Strategy (3 credits)
MBA-620	Quantitative Business Tools (3 credits)
MBA-660	Operations Strategy (3 credits)
MBA-670	Marketing Strategy (3 credits)
MBA-680	Corporate Financial Theory (3 credits)
MBA-690	Strategic Analysis (3 credits)
9 credit hours of electives	

International Degree Programs

The School of Business offers a number of its programs at various locations around the globe.

At the University of Indianapolis-Athens, students are able to complete associate’s, bachelor’s, and master’s degrees in their entirety. Students are able to transfer between the Athens and Indianapolis campuses. Students must, however, receive the approval of their program director before enrolling at the other campus. Other international sites also offer business degrees. These sites are subject to change but have included China, Belize, and Cyprus. Specific programs should be consulted for a current list of international University partners. University of Indianapolis students may also enroll in Greece for a cross-cultural experience of a semester or year. Additional information about any of the courses listed above can be found in the section entitled Course Descriptions.

School of Education

Kathryn A. Moran, Dean.

The School of Education includes the undergraduate departments of Teacher Education, Kinesiology, and Athletic Training. The purposes, programs, and policies of the three departments within the School of Education are discussed in the separate sections that follow for each department.

Teacher Education

Associate Professor Beverly Reitsma, Chair; Assistant Professor Susan Blackwell, Associate Professor Jennifer Drake, Assistant Professor Terrence Harewood, Assistant Professor Jean Lee, Associate Professor Kathryn A. Moran, Associate Professor Greta E. Pennell, Instructor Katrina M. Reinhardt, Associate Professor Angelia Ridgway, Instructor Deborah D. Sachs, Assistant Professor Colleen Sheehy, Assistant Professor Azure Smiley, Associate Professor John Somers, Associate Professor Nancy Oster Steffel, Instructor Lynn Wheeler, Assistant Professor Gaoming Zhang.

Conceptual Framework—Department of Teacher Education

We believe that successful educational professionals are effective **decision-makers** who, guided by professional values and behaviors, base their choices on:

- 1. understanding the cognitive, social, psychological, and cultural needs of all children and candidates as they learn.
- 2. understanding of relevant content and of the process by which people and organizations learn new ideas, skills, and abilities.
- 3. commitment that all children can learn to high expectation with appropriate and culturally relevant instruction and support.
- 4. commitment to the process of collaboration with families, students, and colleagues.
- 5. ability to engage students in personally relevant learning.
- 6. ability to use data to guide instruction.
- 7. ability to involve self and others in continual inquiry, analysis, and reflection to ensure effective practice.

Teacher Education Programs

The Department of Teacher Education is responsible for approved programs leading to Indiana teacher licensure for elementary, middle level, high school, and all-grade teachers. The subjects of the department include all courses in education, professionalized subject matter, and supervised field experiences. Other responsibilities of the department include programs of advising, directing educational clinical experiences, and coordinating the University’s offerings that prepare students for teacher licensure in Indiana. A complete list of areas in which students can earn licenses is provided below. Information on licensure in a state other than Indiana can be obtained by consulting the licensing advisor. Note: Specific course requirements for all license areas are in a period of transition because of changes in licensure being implemented by the Indiana Department of Teacher Education (IDOE), Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

All-Grade Licensure

A candidate for all-grade licensure (all school settings) completes 56 or more semester hours of credit in a content area. The University offers the following all-grade majors, approved by the IDOE Office of Educator Licensing and Development. Courses required in the specific disciplines are outlined in the catalog’s

departmental sections and on curriculum guides available in the offices of the registrar and the Department of Teacher Education.

All-Grade Majors

Art (Visual Arts)

Music

Health/Physical Education

Education courses required for the all-grade majors:

- EDUC-100 Exploration in Education
or MUS-104 Explorations in Music Education
- EDUC-102 Technology I**
- EDUC-202 Technology II
- EDUC-203 Psychology of Development, Learning, and Instruction
- EDUC-204 Field Experience for EDUC-203
- EDUC-290 Teaching in a Diverse Society
- EDUC-300 Social and Political Contexts of Education
- EDUC-302 Technology III
- EDUC-360 Literacy and Pedagogy in the Content Areas
- EDUC-365 Middle Level/Junior High and High School Practicum
- EDUC-371 Special Needs in the Secondary Classroom
- EDUC-390 Middle Level/High School Content Methods
- EDUC-391 Middle Level/Junior High and High School Practicum
- EDUC-492 Exit from Program Portfolio
- EDUC-495 Supervised Teaching: High School and Seminar
- EDUC-496 Supervised Teaching: Middle Level/Junior High and Seminar
- EDUC-498 Supervised Teaching: Elementary Experience for All-Grade Majors

**Music majors should check with the Music Curriculum Guides for alternative classes for these courses.*

***Specific content majors (e.g. Visual Arts) may require a specialized technology course.*

Licensure Areas to Supplement All-Grade Education

Students may elect to add a Mild Intervention (Special Education) license to their All-Grade license.

Elementary (Primary and Intermediate) Licensure

A candidate for Elementary Generalist teaching licensure (Grades K–6 school settings) pursues a prescribed course of study approved by the IDOE Office of Educator Licensing and Development. This program is outlined in the section that follows and on the elementary education curriculum guide that is available in the offices of the registrar and the Department of Teacher Education.

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Elementary Education Major

- EDUC-100 Exploration in Education
- EDUC-102 Technology I
- EDUC-110 Freshman Seminar in Education

- EDUC-202 Technology II
 - EDUC-203 Psychology of Development, Learning, and Instruction
 - EDUC-204 Field Experience for EDUC-203
 - EDUC-290 Teaching in a Diverse Society
 - EDUC-300 Social and Political Contexts of Education
 - EDUC-302 Technology III
 - EDUC-305 Curriculum and Methods for the Young Child
 - EDUC-325 Teaching Math in the Primary Grades
 - EDUC-326 Teaching Math in the Intermediate Grades
 - EDUC-335 Literacy in the Primary Grades of Elementary School
 - EDUC-336 Literacy in the Intermediate Grades of Elementary School
 - EDUC-338 Field Experience for EDUC-335
 - EDUC-339 Field Experience for EDUC-336
 - EDUC-372 Teaching Learners with Mild Disabilities
 - EDUC-373 Field Experience for EDUC-372
 - EDUC-374 Assessment and Instruction of Learners with Mild Disabilities
 - EDUC-375 Field Experience for EDUC-374
 - EDUC-402 Science for Elementary Classroom Teachers
 - EDUC-405 Social Studies for Elementary Classroom Teachers
 - EDUC-420 Children's Literature in the Classroom
 - 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
 - MUS-351 Music Methods for Elementary Classroom Teachers
 - THE-351 Theatre Methods for Elementary Classroom Teachers
- General education requirements for the Elementary Education major*
- ART-110 Art Appreciation
or MUS-11 Introduction to Music
or THE-110 Introduction to Theatre
 - COMM-201 Classroom Communication
 - ENGL-101 English Composition
 - ENGL-102 Western World Literature and Composition
 - ENGL-220 Advanced Composition: Expository Writing
 - BIOL-112 Practical Methods/Topics of Biology
 - CHEM-100 Elements of Chemistry and Physics
 - ESCI-100 Elements of Earth-Space Science
 - MATH-208 Elementary Teachers' Mathematics I
 - MATH-210 Elementary Teachers' Mathematics II
 - IREL-100 World Geography
 - HIST-102 World History Since 1700
 - HIST-207 Brief History of the United States I
 - HIST-208 Brief History of the United States II
 - Judaic-Christian elective
 - Modern foreign language (101-level or above)

Licensure Areas to Supplement Elementary Education

Students may elect to add the following licenses to their Elementary Generalist license:
Mild Intervention License (Special Education)
Reading License

Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Middle Level/High School (Middle/Junior High and High School) Licensure

A candidate for middle level/high school licensure follows a prescribed course of study requiring 36 or more semester hours of credit in a selected subject area. The University offers the following middle level/high school teaching licenses, approved by the IDOE Office of Educator Licensing and Development. Courses required toward these licenses in the specific majors are outlined in the catalog departmental sections and on curriculum guides available in the offices of the registrar and the Department of Teacher Education.

Middle Level/Junior High/High School Teaching Majors

Licensure Area	Sponsoring Department
Language Arts.....	English
World Language (French, Spanish, German)	Modern Languages
Mathematics.....	Mathematics
Chemistry	Chemistry
Physics	Physics
Earth-Space Sciences	Earth-Space Sciences
Social Studies	History and Political Science
Geographical Perspectives	
Historical Perspectives	
Government & Citizenship	
Theatre Arts.....	Theatre
Business.....	Business

Note: Licensing rules are in transition. Contact the Department of Teacher Education for current updates on teaching majors.

Education courses required for all middle level/high school majors

EDUC-100	Exploration in Education
EDUC-102	Technology I
EDUC-202	Technology II
EDUC-203	Psychology of Development, Learning, and Instruction
EDUC-204	Field Experience for EDUC-203
EDUC-290	Teaching in a Diverse Society
EDUC-300	Social and Political Contexts of Education
EDUC-302	Technology III
EDUC-360	Literacy and Pedagogy in the Content Areas
EDUC-365	Middle Level/High School Practicum
EDUC-371	Special Needs in Secondary Classroom
EDUC-390	Middle Level/High School Content Methods
EDUC-391	Middle Level/High School Practicum

EDUC-492	Exit from Program Portfolio
EDUC-495	Supervised Teaching: High School
EDUC-496	Supervised Teaching: Middle Level/Junior High

Certificates or Licensure Areas to Supplement Middle School/Junior High/High School Licenses

Students may add a Mild Intervention (Special Education) license to their Secondary or All-Grade license.
Note: Specific course requirements are in a period of transition because of changes in licensure being implemented by the IDOE Office of Educator Licensing and Development. Contact the Department of Teacher Education for current updates.

Admission to the Teacher Education Program

In order to be formally admitted to the Teacher Education Program, a student must provide evidence of meeting all of the following requirements:

1. Completion of 60 semester hours.
2. Cumulative grade point average of 2.5 (C = 2.0).
3. Minimum grade of C in EDUC-100, EDUC-203 and EDUC-204.
4. Completion of all of the following required courses with a grade of C or above:
ENGL-101 English Composition
ENGL-102 Western World Literature and Composition
ENGL-220 Advanced Composition
COMM-201 Classroom Communication
5. Passing scores on the Pre-Professional Skills Test (Praxis I) or one of the State identified Praxis I alternatives.
6. Successful completion of the required Entrance to Program (ETP) written case analysis and interview. (For details, refer to the *Department of Teacher Education Undergraduate Handbook*.)

A student is eligible for supervised teaching after completing all Transition Point II requirements including 92 semester hours, earning a grade of C or above in all education classes, receiving the minimum grade or higher for content courses (as specified by major), successfully completing courses as listed on the department program sheets, and achieving a grade point average of at least 2.5. (For details, refer to the *Department of Teacher Education Undergraduate Handbook*.)

Recommendation for Teacher Licensure

In order to be recommended for an original Indiana State Teacher's License by the University of Indianapolis, applicants must meet the following requirements:

- Bachelor's degree from the University of Indianapolis.
 - Minimum cumulative grade point average of 2.5 (C = 2.0).
 - Minimum of C in all education courses and other courses as specified on curriculum guides.
 - Grade of S or Satisfactory in student teaching and Exit from Program Portfolio.
 - Passing scores on all required Praxis exams.
- 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.

Athletic Training

Assistant Professor Connie Pumpelly, Chair; Associate Professor Christine Lauber, Assistant Professor Scott Lawrance, Instructor Ned Shannon.

The Athletic Training Department seeks to prepare students to practice athletic training in an increasingly physically active society. Our athletic training education program is CAATE-accredited and has an excellent reputation for athletic training education. We offer both classroom and clinical experience to ensure that the athletic training student gains the knowledge and skills essential for success. In conjunction with the educational coursework, seven semesters of clinical experience are required in the athletic training room at the University of Indianapolis and other selected locations. Various high schools, sports medicine clinics, physicians' offices, industrial settings, and professional sports settings may provide the student with a variety of clinical experiences working with athletes and physically active populations of all levels and ages. The athletic training education program/major is housed in the School of Education and students are encouraged to complete coursework leading toward application for additional allied health programs or to continue their education at the graduate level.

Requirements for the Athletic Training Major (65 hours)

ATRG-100	Introduction to Athletic Training
ATRG-101	Athletic Training Techniques
ATRG-102	Clinical Experiences I
ATRG-110	Recognition and Assessment I
ATRG-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-401	Clinical Experiences VI
ATRG-405	Field Experience
ATRG-410	Organization and Administration
KINS-249	Basic Sport Nutrition
KINS-250	First Aid and CPR
KINS-251	Advanced Sport Nutrition
KINS-350	Physiology of Exercise
KINS-375	Progressive Resistance
KINS-410	Biomechanics
BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology

General Information:

1. Acceptance into the Athletic Training Education Program/Athletic Training Major is highly competitive.
2. Board of Certification requirements are met in the major.

3. The chair and the student will arrange the ATRG-405 Field Experiences.
4. Upon the successful completion of all requirements, the student will:
 - earn a baccalaureate degree in Athletic Training.
 - be eligible to sit for the BOC examination.
 - be eligible for state licensure.

The most current information concerning the Education Program can be obtained from the Athletic Training Web page or by contacting the department chair.

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

Kinesiology

Associate Professor Lisa Hicks, Chair; Associate Professor Matthew Beekley, Assistant Professor Michael Diacin, Assistant Professor Mindy Mayol, Assistant Professor Heidi Rauch, Assistant Professor Richard Robinson, Associate Professor Jennifer Van Sickle, Associate Professor Sue Willey.

The Kinesiology Department promotes habits of proper exercise as a basis of sound physical and mental health. The Methodist Hospital/Methodist Sports Medicine Life Fitness Center in UIndy's Ruth Lilly Center was designed with everyone's needs in mind and is available to all students.

For career preparation, the following majors are available in the department program offerings: (1) Health and physical education (an all-grade [K–12] teaching major), (2) sport management major for vocations in sport/fitness club management, intercollegiate athletic management, recreation programming administration, sport facilities management and other sport- or recreation-associated careers, (3) Exercise Science major with an emphasis on exercise prescription and preparation for graduate students, (4) Community Health Education major for public health, promotion, education, and service. Other offerings include American Red Cross CPR, First Aid, Lifeguarding, and Water Safety Instructor certifications.

In today's society, "wellness" is an all-encompassing term. Spiritual, physical, social, emotional, intellectual, and occupational wellness are all vital aspects of one's total well-being. Therefore, all degree-seeking students are required to successfully complete KINS-101 Wellness and Fitness for a Lifetime.

No curricular course in which the student earns lower than a C (2.0) is counted toward the major.

Requirements for Majors and Minors

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 such as heart rate monitors. Familiarity with current technologies makes the graduate much more employable. Students are also offered the potential to become certified in water safety instruction, CPR, and first aid—all desirable teaching certifications.

Requirements for the Health and Physical Education All-Grade Teaching Major (K-12)

KINS-103	Aquatics (if required)
ATRG-104	Care and Prevention of Athletic Injuries
KINS-105	Methods of Teaching Dance
KINS-180	Teaching Dual & Individual Activities
KINS-185	Teaching of Team Activities
KINS-190	Philosophy and Foundation of Physical Education
or KINS-195	History & Culture of Sport
KINS-220	Techniques and Methods of Conducting Physical Education
KINS-235	Motor Learning
KINS-245	Principles and Practices of Exercise Science
KINS-249	Basic Sport Nutrition
KINS-250	First Aid and CPR

KINS-260	Introduction to Community Health
KINS-266	Sexuality & Human Health
KINS-285	Teaching Physical Education in the Elementary School
KINS-290	Introduction to Adapted Physical Education
KINS-295	Applied Adapted Physical Education
KINS-310	Water Safety Instructor
KINS-286	Field Experience in Teaching Elementary Physical Education
KINS-370	School Health
KINS-375	Progressive Resistance Exercise and Sports Conditioning
KINS-380	Psychology of Sport & Exercise
KINS-400	Assessment and Research Principles of Physical Activity and Health
KINS-405	Performance in Cardiovascular Training
KINS-420	Drugs & Social Involvement
KINS-499	Professional Seminar in Physical Education and Health Education
BIOL-103	Principles of Human Anatomy
Three additional hours of kinesiology electives (not including methods of teaching and coaching courses) are required.	
Designated education courses are required. (See School of Education section)	

Community Health Education Major

The mission of the undergraduate Community Health Education Program at the University is to prepare our students for effective, responsible, and articulate membership in their communities and the profession of community health, while emphasizing applied experience and service to the community.

This mission is achieved by offering a high-quality education program centered on the key responsibilities and competencies for entry-level health educators defined by the profession, and through utilizing University affiliations with the Center for Aging and Community and Fountain Square Partnership to offer students the opportunity for hands-on experience, while providing needed services to these University affiliates.

The curriculum is based on the seven areas of responsibility and related competencies of NCHCEC, the National Commission for Health Education Credentialing, Inc.

Responsibility I	Assess Individual and Community Needs for Health Education
Responsibility II	Plan Health Education Strategies, Interventions, and Programs
Responsibility III	Implement Health Education Strategies, Interventions, and Programs
Responsibility IV	Conduct Evaluation and Research Related to Health Education
Responsibility V	Administer Health Education Strategies, Interventions, and Programs
Responsibility VI	Serve as a Health Education Resource Person
Responsibility VII	Communicate and Advocate for Health and Health Education

Students graduating from the CHE program will be qualified to sit for certification as a Health Education Specialist (CHES), a desired credential in the community health arena. 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 education teachers, trainers, community organizers, and health program managers. The Certified Health Education Specialists are those who have met the standards of quality established by NCHCEC by successfully passing the CHES examination. The CHES designation after a health educator's name is one indication of professional competency.

Requirements for the Community Health Education Major

ATRG-104	Athletic Health Care (2)
BIOL-103	Principles of Human Anatomy (4)*
BIOL-104	Principles of Human Physiology (4)
COMM-200	Business and Professional Communication (3)*
PSY-120	Introduction to Psychology (3) (Prerequisite for KINS-335)
KINS-190	Philosophies and Foundations of Kinesiology (2)
or KINS-315	Professional Seminar in Kinesiology (Jr/Sr year) (2)
KINS-249	Basic Sport & Community Nutrition (2)
KINS-260	Introduction to Community Health in Diverse Communities (3)
KINS-266	Sexuality and Human Health (3)
KINS-305	Grant Writing in Health and Kinesiology (2)
KINS-325	Exercise Leadership and Programming (2)
KINS-330	Community Health Methods and Materials (3)
KINS-336	Theories of Health Behavior (3)
KINS-365	Worksite Health Promotion (3)
KINS-390	Health Communication & Social Marketing (3)
KINS-400	Assessment and Research Principles of Physical Activity and Health (3)
KINS-420	Drugs and Social Involvement (3)
KINS-440	Epidemiology (3)
KINS-465	Health Education Program Planning and Evaluation (3)
KINS-495	Professional Experience in Community Health Education (3)

(320 hours required for accreditation)

Directed electives from current offerings (3)

60 hour major

*includes 7 credit hours counted in the general education core and 3 directed electives

Sport Management Major

The mission of the Sport Management program at the University of Indianapolis is to train students comprehensively for successful careers in the sports industry through the study of the cultural, ethical, legal, and business principles that affect the sport industry and through direct engagement with industry professionals and organizations. Fulfillment of this mission occurs through a curriculum that provides for both exceptional classroom instruction provided by well-trained faculty and hands-on experiences offered through partnerships with local sports organizations. The curriculum has been designed according to the guidelines established by the Commission on Sport Management Accreditation and includes coursework in both the Kinesiology and Business departments.

Requirements for the Sport Management Major

KINS-190	Philosophy and Foundation of Physical Education
or KINS-315	Professional Seminar in Kinesiology (Jr./Sr. year)
KINS-195	History and Culture of Sport
KINS-201	Governance and Ethics in Sport
KINS-202	Sport Finance and Economics
KINS-210	Introduction to the Business of Sports
KINS-340	Administration of Athletics
KINS-345	Legal Issues and Risk Management in Sport
KINS-355	Management and Design of Sports Facilities

KINS-360	Organizational Leadership in Sport
KINS-460	Field Experience in Sport Administration I
KINS-461	Field Experience in Sport Administration II
ACCT-210	Financial Accounting
ECON-110	Microeconomics
COMM-312	Sports Media
MKTG-290	Marketing
MKTS-300	Sport Marketing
Electives	3 credits

Exercise Science Major

The purpose of this program is to prepare students for entry-level employment in corporate fitness centers, health clubs, sports medicine clinics, cardiac rehabilitation programs, or other programs that require exercise testing and prescription. This is also an excellent science-based foundation for physical therapy and other graduate schools programs.

Students interested in this major should have completed four years of high school mathematics (at least through advanced algebra and trigonometry) and three years of high school science that includes broad exposure to areas of chemistry and biology.

Requirements for the Exercise Science Major

ATRG-104	Athletic Health Care
BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-165	General Biology II
CHEM-150/L	General Chemistry I & Lab
CHEM-160/L	General Chemistry II & Lab
PHYS-150	General Physics I
KINS-190	Philosophy and Foundation of Physical Education
or KINS-315	Professional Seminar in Kinesiology
KINS-245	Principles and Practices of Exercise Science
KINS-249	Basic Sport & Community Nutrition
KINS-251	Advanced Sport Nutrition
KINS-290	Adapted Physical Education
KINS-335	Motor Control
KINS-335-L	Motor Control Lab
KINS-350	Exercise Physiology
KINS-350-L	Exercise Physiology Lab
KINS-355	Management and Design of Sport Facilities
KINS-375	Resistance Exercise Assessment and Programming
KINS-380	Psychology of Sport
KINS-395	Professional Practice Programs in HPER
KINS-405	Cardiovascular Exercise Assessment and Programming
KINS-410	Biomechanics
KINS-410-L	Biomechanics Lab
KINS-470	Exercise Science Lab
KINS-490	Exercise Prescription
KINS-ELEC	Electives (3 hours)

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 (2) (preferred)
 - or KINS-101 Wellness and Fitness for a Lifetime (1)
 - and KINS-102 Advanced Wellness and Fitness for a Lifetime (1)
- KINS-249 Basic Sport and Community Nutrition (2)
- KINS-252 Weight Management (2)
- FIN-401 Financial Wellness (1)
- KINS-455 Personal Health Project (1)

Physical Activity Electives (1 credit hour each, meets twice weekly). Choose three of the following:

- KINS-103 Aquatics
- KINS-112 Social Dance
- KINS-113 Group Cardio Fitness
- KINS-114 Cardio Hip Hop
- KINS-115 Yoga

And two of the following:

- KINS-268 Stress Management (3)
- or KINS-266 Human Sexuality (3)
- or KINS-420 Drugs and Social Involvement (3)

*Students must take at least one physical activity elective course in each academic year once declared and must declare within the first 30 credit hours including transfer credit hours (or if five semesters remain in student's program). Students are encouraged to follow the plan as outlined above.

Additional Requirements for the Healthy Diploma Concentration

- Yearly Health Risk Appraisal (HRA), physical fitness testing (Fitnessgram) each year, and wellness dimension assessment
- Individual consultation with Healthy Diploma adviser each year
- Comprehensive exam during April of senior/final year
- Pledge to commit to positive healthy habits for a lifetime and report behavior post-graduation.
- Recipients of the Healthy Diploma will wear honor cords at commencement and will leave UIndy with a certificate of achievement, along with literature that explains the program to prospective employers.

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

School of Nursing

Anne C. Thomas, Dean.

Assistant Professor Lisa Ames Berger, Instructor Becca Cartledge, Professor Janice Cise, Assistant Professor Cheryl Conces, Assistant Professor Elizabeth Harris, Assistant Professor Karen Hirsch, Associate Professor Rita Holl, Assistant Professor Barbara Bogard Kelly, Associate Professor Donna Konradi, Associate Professor Cheryl Martin, Associate Professor Frederick E. May, Assistant Professor Mary McCoy, Assistant Professor Susan Oliver, Associate Professor Marjorie Porter, Assistant Professor Julia Rairdon, Instructor Patricia Redmond, Assistant Professor Rebecca Renner, Associate Professor Linda S. Rodebaugh, Assistant Professor Christie Shoaf, Instructor Ann Stahl, Associate Professor Wendy Stoelting-Gettelfinger, Associate Professor Anne Thomas, Professor Connie Wilson, and Assistant Professor Barbara Winningham.

Philosophy

The University of Indianapolis School of Nursing seeks to prepare its students to practice holistic nursing care in an increasingly complex and rapidly changing health care environment. Consistent with all majors within the University, the curricula of the School of Nursing reflect a commitment to Christian values and encourage development of the total person, including intellectual, physical, psychosocial, moral, and spiritual aspects. Within nursing coursework, students become competent with a variety of skills, learn to reason with judgment, develop respect for the inherent worth of every human being, reflect on personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession.

The faculty members support Associate in Science in Nursing, Bachelor of Science in Nursing, an Accelerated Master's Program, and Master of Science in Nursing programs within a private, comprehensive university. The faculty are committed to providing programs of learning that meet the needs of a diverse student population, including both traditional and nontraditional learners. They believe that educational methods that are supportive of students in teaching/learning situations are essential. Recognizing the unique worth of each student, the faculty members support individualized attention to assist students as they develop and work toward the attainment of their individual goals.

Mission and Purposes

The School of Nursing provides programs that are responsive to the needs of a diverse society as well as the nursing community. The central mission of the school is the preparation of individuals for effective, responsible, and articulate membership in the nursing profession. To achieve this mission, the school:

1. provides an Associate in Science in Nursing curriculum that includes courses that focus on spoken, written, and technological communication; critical thinking; social and biological science bases for nursing; and direct nursing care of patients with common health needs and problems throughout the lifespan;
2. provides a Bachelor of Science in Nursing curriculum that includes courses that focus on spoken, written, and technological communication; critical thinking; and social and biological science bases for nursing; and provides and directs the delivery of holistic care to ill and well individual, family, and community health care recipients in a variety of health care settings;
3. provides a Master of Science in Nursing curriculum that builds on knowledge and competencies of the Bachelor of Science in Nursing. The Christian-based master's program prepares nurses to be caring professionals in expanded roles and provides a foundation for doctoral studies;
4. provides high-quality programs that are reviewed at regular intervals and maintained, developed, or redirected as needed;
5. provides an Accelerated Master's Program that combines an accelerated track to licensure as a registered nurse in the baccalaureate nursing format with a master's program;
6. provides opportunities for full-time and part-time study by traditional and nontraditional students;

7. recruits and retains qualified faculty members who are sensitive to developments in nursing and who demonstrate a professional commitment to nursing education;
8. seeks mutually beneficial relationships with city, state, national, and international health care and professional communities; and
9. responds to changing circumstances through the continuous improvement in nursing education programs, supporting initiatives consistent with the mission of the School of Nursing.

Policies for admission, progression, and graduation, as well as the curriculum guides for the Bachelor of Science in Nursing and Associate in Science in Nursing programs, are included in the School of Nursing catalog, which is available in the School of Nursing or Office of Admissions. Nursing students must earn a C grade or higher in those major and support courses designated on the curriculum guides.

Bachelor of Science in Nursing (BSN)

The community-based BSN program prepares students to become professional nurses who assume nursing roles in a variety of settings and are responsive to diverse populations in a complex and rapidly changing health care environment. Graduate BSN students have a broad knowledge of the humanities, physical and behavioral sciences, and the art and science of nursing. The BSN program prepares leaders in nursing who collaborate with other professionals, assume responsibility for competent practice, and promote professional development. The BSN curriculum provides the foundation for students to pursue a graduate nursing education.

Requirements for the Bachelor of Science in Nursing (in addition to general education core requirements)

Nursing Courses

NURB-111	Nursing Freshman Seminar
NURB-225	Nutrition for Health Professionals
NURB-231	Health and Assessment of Individuals and Families I
NURB-232	Health and Assessment of Individuals and Families II
NURB-285	Pharmacology for Health Professionals
NURB-330	Methods of Nursing Research
NURB-331	Health Promotion Across the Lifespan I
NURB-332	Health Promotion Across the Lifespan II
NURB-340	Pathophysiological Concepts for Professional Nursing
NURB-431	Health Promotion Across the Lifespan III
NURB-440	Promoting Healthy Communities
NURB-450	Managing and Leading in Nursing
NURB-460	Capstone Professional Nursing Practicum

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
CHEM-104	Introduction to General Organic and Biological Chemistry
MATH-150	Finite Mathematics
or MATH-180	College Algebra & Trigonometry
or MATH-190	Calculus and Analytic Geometry I
PHIL-101	Introduction to Philosophy
or PHIL-110	Introduction to Critical Thinking
or PHIL-201	Ethics
or PHIL-230	Issues in Applied Ethics
PSY-120	Introduction to Psychology

PSY-240	Abnormal Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems
Psychology or social science elective, 200 level or higher	

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

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

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Microbiology
MATH-108	Discovery in Mathematics
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-240	Abnormal Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems
Psychology or social science elective, 200 level or higher	

Associate in Science in Nursing

Associate degree education in nursing prepares the graduate to assume the role of a registered nurse at an entry-level position. Associate degree nurses are skilled in technical aspects of nursing care and are well qualified to give direct patient care within organized nursing services. Associate degree nurses use critical thinking skills in applying the nursing process as the problem-solving approach to providing nursing care. Through the integration of principles from nursing and other sciences and liberal arts, the associate degree nurse is prepared to provide competent care for patients with common health problems and to function in the roles of provider of care, manager of patient care, and member of the nursing profession.

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

Requirements for Associate Degree in Nursing

Nursing Courses

ANUR-101	Nursing I
ANUR-102	Nursing II
ANUR-201	Nursing III
ANUR-202	Nursing IV
ANUR-285	Pharmacology for Health Professionals
(may be taken prior to or with ANUR-101)	

Support Courses

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
COMP-150.....	Microcomputer Applications
MATH-108.....	Discovery in Mathematics
PSY-120	Introduction to Psychology
SOC-101	Principles of Sociology
or SOC-103	Social Problems

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

LPN Advanced Placement Opportunity

Licensed practical nurses who have been admitted to the Associate Degree Nursing program may earn credit by examination for ANUR-101 Nursing I and ANUR-285 Pharmacology. Further information may be obtained by contacting the School of Nursing.

Accelerated Master's Program (AMP)

The Accelerated Master's Program provides a pathway into nursing for second bachelor's degree students. The student will obtain the BSN degree in 15 months after being admitted to clinical courses. The master's program will be completed in 12 months after the student passes the State Board Nursing licensure examination (NCLEX). The total program also includes prerequisite courses that the student must complete prior to being admitted to clinical nursing courses. Graduate AMP students have a broad knowledge of the humanities, physical and behavioral sciences, and the art and science of nursing. In addition, graduates are prepared to assume leadership roles in nursing administration through their master's degree in Nursing and Health Systems Leadership.

*Requirements for the Accelerated Master's Program**Prerequisite Courses*

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
BIOL-209	Clinical Microbiology
PSYC-220	Child and Adolescent Development
or PSYC-240	Abnormal Psychology
MATH-220.....	Elementary Statistics (or equivalent)
CHEM 104.....	General Organic and Biological Chemistry

Prerequisite Nursing Courses

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

Clinical Component Courses

NURB-230	Health Assessment I
NURB-232	Health Assessment II
NURB-340	Pathophysiological Concepts
NURB-360	Lifespan I
NURB-325	Community Health Nursing
NURB-370	Lifespan II

NURB-435	Lifespan III
NURB-455	Leadership in Nursing
NURB-460	Capstone Nursing Practicum

Graduate Nursing Courses

NUGR-519.....	Roles and Ethics
NUGR-518.....	Issues and Policies in Healthcare
NUGR-512.....	Theoretical Frameworks for Advanced Nursing Practice
NUGR-510.....	Applied Statistics
NUGR-522.....	Healthcare Informatics
NUGR-569.....	Budgetary Processes in Healthcare Organizations
NUGR-570.....	Quality Improvement and Project Management
NUGR-514.....	Research Design and Methodology
NUGR-592.....	Concepts of Healthcare Financial Management
NUGR-576.....	Nursing Administration Practicum I
NUGR-591.....	Leadership and Management for Nurse Executives
NUGR-573.....	Operations Management in Healthcare
NUGR-578.....	Nursing Administration Practicum II

School of Psychological Sciences

Associate Professor Rick Holigrocki, Dean.

Professor Deborah Balogh, Associate Professor Tyronn J. Bell, Professor David Downing, Assistant Professor Lisa S. Elwood, Associate Professor William Essman, Assistant Professor Erin Fekete, Assistant Professor Joseph Hansel, Assistant Professor Jacqueline Hess, Professor E. John McIlvried, Assistant Professor Neil Perdue, Assistant Professor Michael Poulakis, Assistant Professor Brianna Scott, Associate Professor Nicole Taylor, Associate Professor Jacqueline Remondet Wall, Associate Professor David W. Wantz, Associate Professor Debbie Warman.

The School of Psychological Sciences offers an undergraduate (B.A. and B.S.) psychology major, the Master of Arts (M.A.) degree in Clinical Psychology and Mental Health Counseling, and Doctor of Psychology (Psy.D.) degree in Clinical Psychology. Psychology is the scientific study of human functioning, including such areas as behavior, thinking, emotions, and interpersonal relationships. Psychology majors are introduced to the field by taking Orientation to Psychology; Introduction to Psychology; Elementary Statistics or Statistics for the Sciences; Ethics, Advocacy, and Social Responsibility; and Educational and Career Pathways in Psychology. With the foundation in place, students complete 200-level classes in each of the following five domains of psychology: (1) statistics and research methods, (2) biological bases of behavior, (3) learning and cognition, (4) sociocultural and individual differences, and (5) developmental psychology. Upper level electives serve to deepen students' knowledge of the five domains of psychology and help them synthesize and develop connections across the broad range of theories and activities of psychologists. Internship opportunities are also available.

Our primary goal is to help students gain a science based understanding of psychology as well as the critical thinking skills, problem-solving abilities, and knowledge necessary for success in future educational and occupational settings. Students have the option to complete either a clinical psychology, pre-occupational therapy, or pre-physical therapy concentration, which are designed to provide a competitive edge for graduate school or job entry. In addition, outstanding high school seniors or university freshman majors may apply for admission into the 4+1 program in which the last year of undergraduate studies serves as the first year of the MA program in Mental Health Counseling. Students who are admitted into the 4+1 program must maintain high academic achievement throughout their first three years of study in order to continue into the graduate program.

Requirements for Major and Minors

Psychology Major

General Introduction

PSY-100	Orientation to Psychology
PSY-120	Introduction to Psychology
PSY-255	Ethics, Advocacy & Social Responsibility in Psychology
PSY-265	Educational and Career Pathways in Psychology

Statistics (choose one):

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

Psychology Core Classes

PSY-225	Research Methods
PSY-230	Brain and Behavior
PSY-235	Learning and Cognition
PSY-250	Personality and Sociocultural Factors
PSY-245	Lifespan Development

Electives

Take 4 classes from at least 3 of the 5 domains at the 300-400 level, with at least one class at the 400 level.

PSY-498 Internship I and PSY-499 Internship II may not be taken to satisfy psychology electives. Student taking

the Clinical Psychology concentration: for electives, take *Abnormal Psychology*, *Foundations of Psychotherapy*, *Tests & Measurement*, and one class chosen from: *Learning & Behavior*, *Health Psychology*, or *Neuropsychology*.

Statistics and Research Methods

PSY-305	Tests and Measurement
PSY-405	Advanced Research and Statistics

Biological Bases of Behavior

PSY-315	Health Psychology
PSY-415	Neuropsychology

Learning and Cognition

PSY-325	Learning & Behavior
PSY-435	Memory
PSY-445	Psychology and the Arts
PSY-465	Thinking and Problem Solving

Sociocultural and Individual Differences

PSY-215	Social Psychology
PSY-345	Abnormal Psychology
PSY-425	Foundations of Psychotherapy

Developmental Psychology

PSY-360	Adult Development and Aging
PSY-365	Child and Adolescent Development
PSY-485	Emerging Adulthood
PSY-495	Interpersonal Relationships

Psychology Minor

Required courses, take:

PSY-120	Introduction to Psychology
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Choose 3 courses (9–10 credit hours) from the following list:

PSY-225	Research Methods
PSY-230	Brain and Behavior
PSY-235	Learning and Cognition
PSY-250	Personality and Sociocultural Factors
PSY-245	Lifespan Development

Choose 2 courses (6–7 credit hours) from the following list:

PSY-305	Tests and Measurement
PSY-315	Health Psychology
PSY-325	Learning & Behavior
PSY-345	Abnormal Psychology
PSY-360	Adult Development and Aging
PSY-365	Child and Adolescent Development
PSY-405	Advanced Research and Statistics
PSY-415	Neuropsychology
PSY-425	Foundations of Psychotherapy
PSY-435	Memory
PSY-445	Psychology and the Arts
PSY-465	Thinking and Problem Solving
PSY-485	Emerging Adulthood
PSY-495	Psychology of Interpersonal Relationships

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

Krannert School of Physical Therapy

Physical Therapist Assistant Program

Linda Biggers, Director; Assistant Professor Mary Ann Shurig, Academic Coordinator of Clinical Education.

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

The Associate in Science in PTA requires that students complete at least 62 credit hours, 32 general education credit hours, and 30 PTA credit hours. Students may complete the PTA program on a part- or full-time basis.

Students following an integrated curriculum pattern attend the University of Indianapolis full-time, completing general education and PTA classes each semester during the academic year and the clinical education courses during the summer. Full-time students in the integrated curriculum can complete the PTA program in two years, including both summers. General education courses are offered during the day and evening; PTA courses are offered in the evening.

Students following a sequential curriculum complete a portion or all of the general education courses before enrollment in the PTA classes. Students may take the general education courses at the University of Indianapolis or from another accredited college or university. To ensure proper credit for courses taken at another institution, students should discuss courses with the key advisor for the physical therapist assistant program before enrolling in courses at another institution. Students in the sequential curriculum may take the general education courses on a full-time or part-time basis. PTA courses are offered in the evening.

Admission

To enroll in PTA classes, students must be admitted to both the University of Indianapolis and the PTA program. Admission is granted to 25 students to begin each fall. Eligibility to apply for the PTA program requires:

- physical therapy experience: 20 hours of volunteer/work experience in a physical therapy setting.
- academic performance:
 - for entering freshmen: high school cumulative grade point average at or above 2.5 on a 4.0 scale.
 - for students with 12 or more college credits: C or better in all general education courses and an overall and general education grade point average of at least 2.5.

Applicants must submit two letters of recommendation with at least one recommendation from a physical therapist or physical therapist assistant. 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 a CHS faculty member.

General Education Courses	Hours
ENGL-101.....English Composition	3
ENGL-102.....Western World Literature.....	3
BIOL-103.....Principles of Human Anatomy (lab required).....	4
BIOL-104.....Principles of Human Physiology (lab required)	4
CHEM-103.....Introduction to Chemistry (fall only).....	3
INTD-101.....New Student Experience (freshmen only)	1
INTD-201.....Lecture and Performance Series (freshmen only)	1

KINS-101	Wellness and Fitness.....	1
COMM-100	Public Speaking.....	2
PSY-120	Introduction to Psychology	3
PHYS-103.....	Introduction to Physics	4
MATH-105.....	Intermediate Algebra (prerequisite for Physics).....	3
Subtotal—General Education.....		32

Degree Requirements

An Associate in Science degree is awarded on completion of at least 62 credit hours with a grade point average of at least 2.5. The PTA curriculum is sequenced as follows.

Technical Education		Hours
First Year, Semester I		
PTA-203	Professional Issues I.....	1
PTA-204	MS I: Functional Anatomy & Kinesiology.....	2
PTA-205	MS I: Patient Care Orientation.....	1.5
PTA-206	Cardiopulmonary Rehabilitation.....	1.5
*Must complete AHA/CPR certification by October 1		
First Year, Semester II		
PTA-223	Integumentary Rehabilitation	1.5
PTA-224	MS II: Physical Agents I.....	1.5
PTA-225	MS II: Therapeutic Exercise I.....	1.5
PTA-262	NMI: Pathophysiology.....	1.5
First Year, Summer Session		
PTA-291	Clinical Education I (5 weeks)	2
Second Year, Semester I		
PTA-243	Professional Issues II	1
PTA-244	MS III: Physical Agents II.....	1.5
PTA-245	MS III: Therapeutic Exercise II	1.5
PTA-246	Neuromuscular Rehabilitation II.....	2
Second Year, Semester II		
PTA-263	Neuromuscular Rehabilitation III	3
PTA-264	Musculoskeletal Rehabilitation IV.....	3
Second Year, Summer Session		
PTA-292	Clinical Education II (7 weeks)	2
PTA-293	Clinical Education III (7 weeks).....	2
Subtotal—Technical Education		30

Total—General and Technical Education	62
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Additional information about the courses listed above can be found in the section entitled *Course Descriptions*.

School for Adult Learning

Associate Professor Patricia A. Jefferson, Dean.

Assistant Professor Judy Apple-VanAlstine, Director of Academic Programs; Bob Burchfield, Director of Academic Support Services; Assistant Professor Thomas Christenberry, Director of Operations and Public Safety Education; Laurie Daeger, Admissions and Marketing Coordinator; Kathy Simpher, Key Advisor; Janna Ulbright, Academic Advisor; Robin Sally, Career Advisor.

The School for Adult Learning provides accelerated degree programs for adults and noncredit programs for the community. The accelerated division offers bachelor's degrees in liberal studies and organizational leadership and an associate's degree in Life Sciences. Classes meet in an intensive five- or ten-week format. Noncredit programs provide classes based on the needs of potential consumers. In addition, the School for Adult Learning offers more than 200 online noncredit classes. All programs are designed to meet the needs of adult learners who have the responsibilities of families and jobs.

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

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

Accelerated Degree Programs

The accelerated course format stresses self-directed learning, reducing reliance on the traditional lecture format, and increasing students' active 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). Three accelerated degree programs are offered through the School for Adult Learning: a Bachelor of Liberal Studies degree, a Bachelor of Arts or Science in Organizational Leadership degree, and an Associate in Life Sciences degree.

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 situations. 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.

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.

Life Sciences provides an opportunity for paramedics, radiology technicians, and other professionals in need of advanced study beyond their certification to earn an associate's degree.

Accelerated Program Calendar

The accelerated course calendar is divided into three terms per year. Each term is divided into three five-week sessions. Students usually take one accelerated course per session and must maintain a 2.5 GPA or higher to remain in the program. Students may take two accelerated courses per session if they maintain a 3.3 GPA or higher. Because of the intensive format, accelerated courses stress self-directed learning. Accelerated degree program students may choose to take a combination of accelerated courses and traditional-format courses.

Credit for Previous Academic Experience

The School for Adult Learning recognizes that adult learners may have acquired college-level competency through traditional and nontraditional experiences; thus, the school offers the opportunity to gain recognition for these competencies through a variety of methods, including:

- transfer credit from regionally accredited institutions.
- credit by examination.
- credit for other educational programs listed in the American Council on Education of the State University of New York Guides.
- credit for self-acquired competencies.

Students who believe they are eligible for college credit for such experiences are encouraged to contact an advisor in the School for Adult Learning for more information and for assistance.

Requirements for Majors

Liberal Studies Major

SAL-101.....Return to Learning (1 hour)

Liberal Arts Core

Critical Thinking (8 or 9 hours)

ENGL-101English Composition (must demonstrate competency before enrollment and earn a C or above)

COMM-100Public Speaking or COMM-200 Business & Professional Communication

One philosophy course

Historical Consciousness (6–8 hours)

Two 3- or 4-hour history courses, 200 level or above

Scientific Method for the Natural Sciences (6–7 hours)

One 3- or 4-hour science course from biology, chemistry, earth-space sciences, or physics

One computer course

Arts Appreciation (7–9 hours)

ENGL-102 Western World Literature & Composition

Six to seven hours of fine arts from art, music, or theatre or another area approved by the dean of the School for Adult Learning in consultation with the dean of the school or college offering the course.

Cross-Cultural Understanding/Global Awareness (12–13 hours)

A modern language course or one course from the cross-cultural courses listed in the curriculum section of the catalog.

Three additional courses focusing on cross-cultural understanding/global awareness from the list in the curriculum section of the catalog

Other courses as approved by the dean of the School for Adult Learning in consultation with the dean of the school or college offering the course.

Numerical Literacy (3–4 hours)

One mathematics course at or above the 108 level

Social/Personal Inquiry (12 hours)

One social inquiry course from those listed in the curriculum section of the catalog

One psychology course

Two additional courses focusing on social/personal inquiry from the list in the curriculum section of the catalog or from:

Other courses as approved by the dean of the School for Adult Learning in consultation with the dean of the school or college offering the course.

Values Orientation and the Judaic-Christian Tradition (3 hours)

One of the Judaic-Christian courses listed in the curriculum section of the catalog.

Capstone Requirement

SAL-410.....Excellence in Liberal Studies (3 hours)

Minimum number of hours in the Liberal Arts Core: 59

Elective Component

The elective component (courses to fulfill the 124-hour degree requirement) can be fulfilled by any college-level course offered at the University of Indianapolis or accepted in transfer from an accredited college or university or by self-acquired competency. Students may use these elective hours to complete additional majors, minors, concentrations, or even certificate programs.

Notes:

1. The Bachelor of Liberal Studies requires a minimum of 124 hours.
2. A minimum of 30 hours of coursework of the required 124 hours must be at the 200 level or above, of which at least 12 hours are at the 300 or 400 level.
3. The course SAL-101 Return to Learning (1 hour) is required of all students and must be taken the first semester of enrollment.
4. Not all courses in the General Education Core are available in an accelerated format; however, students can complete all degree requirements with accelerated courses.
5. Students must maintain a cumulative GPA of 2.5 or higher to remain in the accelerated program.

Organizational Leadership Major

SAL-101.....Return to Learning (1 hour)

Liberal Arts Core (36–40 hours)

Critical Thinking (9 hours)

ENGL-101English Composition

(must demonstrate competency before enrollment and earn a C or above)

COMM-200Business and Professional Communication

PHIL-201.....Ethics

Historical Consciousness (3 hours)

HIST-102.....World History Since 1500

or HIST-102/202 ..World History Since 1700

or one 200-, 300-, or 400-level course, excluding HIST-207 and HIST-208.

Scientific Method for the Natural Sciences (6 hours)

One 3- or 4-hour science course from biology, chemistry, earth-space sciences, physics

One computer course

Arts Appreciation (7–9 hours)

ENGL-102.....Western World Literature & Composition

Two classes in art, music, or theatre

Global Awareness (4 hours)

A student must demonstrate competency through the 101 level of a modern foreign language.

This may be done by achieving the recommended score on the placement exam or by completing courses through 101 or above with a passing grade.

Numerical Literacy (3–4 hours)

One mathematics course at or above the 108 level.

Social Inquiry (6 hours)

ECON-111Macroeconomics

and one social inquiry course from those listed in the curriculum section of the catalog.

Values Orientation and the Judaic-Christian Tradition (3 hours)

One of the Judaic-Christian courses listed in the curriculum section of the catalog.

Cross-Cultural Understanding (3 hours)

One cross-cultural course from those listed in the curriculum section of the catalog.

Required Support Courses (21 hours)

ACCT-210Financial Accounting

ACCT-212Managerial Accounting

BADM-334.....Group Dynamics

MGT-281.....Management

HRM-381Human Resources Management

IBUS-201International Business

MKTG-290.....Marketing

Required Major Courses (24 hours)

ORGL-302.....Introduction to Leadership Theories and Models

ORGL-304.....The Ethical Leader

ORGL-306.....Behaviors of a Leader

ORGL-308.....Data Management

ORGL-404.....Project Management

ORGL-405.....Quality Management

ORGL-406.....Change Management

ORGL-410.....Excellence in Leadership

Elective Component

The elective component (courses to fulfill the 124-hour degree requirement) can be fulfilled by any college-level course offered at the University of Indianapolis or accepted in transfer from an accredited college or university or by self-acquired competency. Students may use these elective hours to complete additional majors, minors, concentrations, or certificate programs.

Notes:

1. The Bachelor of Science in Organizational Leadership requires a minimum of 124 hours.
2. A grade of C- (1.7 on a 4.0 scale) or higher is required in all courses applying toward the Organizational Leadership major.
3. The course SAL-101 Return to Learning (1 hour) is required of all students and must be taken the first semester of enrollment.

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

Associate's Degree in Life Sciences

University Core (15 hours)

ENGL-101	English Composition
COMM-200	Business and Professional Communication
MATH-108.....	Discovery in Math
PHIL-201	Ethics
COMP-150.....	Microcomputer Applications

Psycho/Social Support Courses (12 hours)

PSY-120	General Psychology
SOC-101	Principles of Sociology
SOC-103	Social Problems
ANTH-100.....	Cultural Anthropology

Skill Support Courses (14 hours)

BIOL-103	Principles of Human Anatomy
BIOL-104	Principles of Human Physiology
MGT-281.....	Management
ORGL-302.....	Introduction to Leadership Theories and Models

Prior Learning Assessment (12 hours maximum)

Work from accredited programs would apply.

Guided Electives (12 hours)

Courses tailored to the specific needs of the students.

All coursework listed has been accelerated except BIOL-103 and 104, which would be taken in the regular format.

Certificate in Aging Studies

UIndy's Center for Aging & Community is offering an undergraduate Certificate in Aging Studies through the School of Adult Learning. The 12-credit hour certificate comprises four core courses offered through the academic year:

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

The Certificate in Aging Studies prepares students to live and work in a world where an aging demographic of 76 million baby boomers will affect every facet of life. Students benefit from a background in aging studies, both personally and professionally. First, a background in aging studies provides the opportunity for students to learn how to create the aging experience of their choice by planning ahead and practicing a healthy lifestyle. An educated perspective will allow a focus on aging well rather than reclaiming youth. Second, more than 50 million Americans currently are providing care for a frail or disabled family member. As our society ages, this number will more than double. Many of us will find ourselves in caregiving roles in which we will directly apply the knowledge and experience from aging studies coursework. Third, a background in aging studies will give job seekers an advantage in many settings. Some professionals work directly with older adults; others may work on behalf of older adults.

Lifelong Learning College

The Lifelong Learning College is designed for students who do not wish to pursue a degree and are not currently seeking a degree at either the University of Indianapolis or another institution of higher education. It features a simplified application and enrollment. Acceptance into LLC does not guarantee acceptance

into any academic program at the University of Indianapolis. Individuals take courses in this college for personal enrichment.

LLC students must be high school graduates or possess a GED certificate. Students who have attended college must be in good standing academically and cannot have been dismissed or placed under other disciplinary sanctions. An LLC student can enroll in up to five credit hours per term and may complete up to 30 credit hours. Continued enrollment in LLC requires a student to complete successfully all courses each term of enrollment. The student is responsible for the successful completion of all academic prerequisites prior to enrollment in a course. Students enrolled in LLC do not qualify for financial aid.

Applications to LLC should be made through the School for Adult Learning.

The Institute for Leadership and Professional Development

The University of Indianapolis has been serving Indiana businesses and individuals for almost 60 years by providing a variety of continuing education experiences. The Institute for Leadership and Professional Development offers the opportunity for leadership skill development and enhancement. The institutes have up-to-date content and facilitated discussions of case studies and application of workplace situations. Topics included are communication and coaching, performance and motivation, conflict management, delegation, team building, ethics, strategic planning, management styles, and change management.

The Institute also offers more than 200 noncredit classes online. Information about these classes can be found at <http://sal.uindy.edu>.

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

Extended Degree Programs

Extended programs are offered in the evening in the traditional 15-week format. While the School for Adult Learning admits students to this division, the programs are governed by the individual school or college in which the degree is offered.

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

College of Arts and Sciences: English.

School of Business: Management, Marketing, Management & Administration, associate degree only.

Krannert School of Physical Therapy: Physical Therapist Assistant (associate degree).

School of Psychological Sciences: Psychology.

For more information about the specific majors in Extended Programs, see the catalog sections for the college or school in which the program is offered.

Center for Aging & Community

Professor Ellen Miller, Executive Director; Assistant Professor Tamara Wolske, Academic Program Director.

The Aging Studies programs at the University of Indianapolis Center for Aging & Community prepare students with the education and experience to work with, for, and on behalf of older adults and caregivers in the community.

The CAC offers a 12-credit hour Undergraduate Certificate in Aging Studies. This program is designed for undergraduate students who wish to add aging studies to their body of knowledge, for personal or professional reasons. A background in aging studies will give job seekers an advantage in many settings. Some professionals work directly with older adults, others may work on behalf of older adults, and still others provide goods and services to older adults. Courses are offered in a completely online format over an entire semester. Students enrolled in the UIndy School for Adult Learning also may take courses in an accelerated format (5-week classroom-based format). Information about enrollment in the aging studies courses may be obtained through CAC by phone (317) 791-5930 or via email at cas@uindy.edu.

Requirements for the Certificate in Aging Studies:

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

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

Graduate Programs

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

Master's Degree Programs

Center for Aging & Community

Gerontology (MS)

Graduate Certificate in Gerontology

College of Arts and Sciences

Anthropology (MS)

Applied Sociology (MA)

Archeology (MS)

Art (MA)

English (MA)

History (MA)

Human Biology (MS)

International Relations (MA)

College of Health Sciences

School of Occupational Therapy

Professional Master of Occupational Therapy (MOT)

Postprofessional Master of Health Science (MHS)

Graduate Certificate in Neurology

Graduate Certificate in Orthopedics

Graduate Certificate in Pediatrics

Krannert School of Physical Therapy

Postprofessional Master of Health Science (MHS)

Graduate Certificate in Neurology

Graduate Certificate in Orthopedics

Graduate Certificate in Pediatrics

School of Business

Graduate Business Programs

Masters of Business Administration

Executive Masters of Business Administration

Certificate Programs available in:

Finance

Global Supply Chain Management

International Business

Organizational Leadership

Technology Management

Marketing

School of Education

Curriculum and Instruction (MA)

Master of Arts in Teaching (MAT)

Master of Arts in Educational Leadership (MA)

Woodrow Wilson Teaching Fellows Program (MAT)

School of Nursing

Primary Care Family Nurse Practitioner (MSN)
 Primary Care Adult/Gerontological Nurse Practitioner (MSN)
 Women's Health Nurse Practitioner (MSN)
 Nursing Education (MSN)
 Nurse-Midwifery (MSN)
 Nursing and Health Systems Leadership (MSN)
 Nursing and Health Systems Leadership/Accelerated Masters Program (MSN)
 Nursing and Health Systems Leadership/Master of Business Administration (MSN/MBA—dual degree)

Certificate Programs available in:

Clinical Educator
 Nurse Management
 Sexual Assault Nurse Examiner (SANE)

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

School of Psychological Sciences

Clinical Psychology (MA)
 Clinical Psychology (MA), Mental Health Counseling Track

Doctoral Degree Programs*College of Health Sciences*

School of Occupational Therapy
 Postprofessional Doctor of Health Science (DHS)
 Krannert School of Physical Therapy
 Professional Doctor of Physical Therapy (DPT)
 Postprofessional Doctor of Physical Therapy (DPT)
 Postprofessional Doctor of Health Science (DHS)
 School of Psychological Sciences
 Clinical Psychology (PsyD)

Enrollment and Application Information for University of Indianapolis Graduate Programs

Center for Aging and Community: Graduate Programs in Gerontology

Director: Ellen Miller, Ph.D.

Location: Center for Aging & Community, Fountain Square Center

(317) 791-5930

(317) 791-5945 (Fax)

emiller@uindy.edu

http://cac.uindy.edu

Admissions for Graduate Certificate in Gerontology

Academic Program Director

Contact Information:

(317) 791-5930

(317) 791-5945 (Fax)

cac@uindy.edu

http://cac.uindy.edu

Admissions for Master of Science in Gerontology

Academic Program Director

(317) 791-5930

(317) 791-5945 (Fax)

cac@uindy.edu

http://cac.uindy.edu

Admission Requirements

Admission Deadline: Applications are accepted year-round.

Admission Criteria:

- For applicants whose native language is not English, a minimum score of 250 (100 on the Internet-based test) on the Test of English as a Foreign Language (TOEFL) and 5.5 on the Test of Written English (TWE) are required.
- No GRE is required.

Applicants must:

- possess a completed bachelor's degree from an accredited university. Evaluation of educational credentials if degree obtained outside of the United States.
- have an entering GPA of 3.0 (or permission of CAC faculty).
- provide official transcripts of all previous college work.
- provide three letters of recommendation.
- pay a nonrefundable application fee of \$65.
- submit a one-page essay describing how completing this degree will help you meet your professional goals.

Graduate Arts and Sciences Programs in Anthropology, Archeology, Applied Sociology, Art, English, History, Human Biology, and International Relations

Director: John Langdon, Associate Dean of the College of Arts and Sciences

College of Arts and Sciences Office, Esch Hall

(317) 788-3395

(317) 788-3546 (Fax)

cas-graduate@uindy.edu

Admissions Requirements

A bachelor's degree from a regionally accredited institution (or the equivalent for international students) is required. Requirements for minimum undergraduate GPA and for GRE scores vary by program. Please consult the *Graduate Arts and Sciences Catalog* for details.

Application Deadlines: Rolling

*Professional Master's Degree Program in Occupational Therapy**Master of Occupational Therapy**Direct Freshman Guaranteed Admission Option*

Director: Kate E. DeCleene, O.T.D., O.T.R.

College of Health Sciences, School of Occupational Therapy, Martin Hall

(317) 788-3457

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

Admissions Requirements

Be admitted into any undergraduate degree program by the University of Indianapolis and meet the following requirements:

- have completed no more than 12 prior college credits.
- cumulative 3.0 high school grade point average (GPA) in college prep courses.
- successfully complete the following high school courses:
 - one year of biology
 - one year of chemistry
 - three years of college preparatory math including algebra, geometry, advanced algebra/trigonometry
 - one year of physics is recommended.
- apply to the University of Indianapolis, selecting an undergraduate major and pre-OT concentration. Students may enter under the Completed Bachelor's Degree Option or the 4-1.5 Option (see below).

Application Deadlines

Apply during the undergraduate application process.

Master of Occupational Therapy

Director: Kate E. DeCleene, O.T.D., O.T.R.

College of Health Sciences, School of Occupational Therapy, Martin Hall

(317) 788-3457

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

Admissions Requirements*Completed Bachelor's Degree Option*

- Have a bachelor's degree in a discipline other than occupational therapy or receive a bachelor's degree in a discipline other than occupational therapy by enrollment.
- Complete all prerequisite coursework by enrollment each with a grade of C or better; a minimum 3.0 prerequisite GPA is recommended.
- Submit a completed application (<http://ot.uindy.edu>) and then participate in an interview, if not already admitted under the Direct Freshman Guaranteed Admission Program.

4-1.5 Option

- Enroll at the University of Indianapolis.
- Declare an undergraduate major with a concentration in Occupational Therapy (pre-OT).
- Submit a letter from undergraduate advisor approving that all designated University core, major, and occupational therapy prerequisite courses will be completed prior to the fourth year of college.
- Apply to the School of Occupational Therapy during the junior year, if not already admitted under the Direct Freshman Guaranteed Admission Program.

Note: There are additional requirements for international applicants.

Prerequisite Course Requirements

Biological Sciences (9 credits minimum; must include each of the following courses)

Biology or Zoology

Anatomy with lab

Physiology with lab

Behavioral Sciences (12 credits, must include each of the following courses)

General Psychology

Abnormal Psychology

Sociology or Anthropology

Life Span Psychology (must include entire lifespan, birth to death)

Written or Verbal Communication (5 credits, must include each of the following courses)

English Composition

Literature or Speech

Physics (3 credits)

Chemistry (3 credits)

Statistics (3 credits)

Medical Terminology strongly recommended.

Application Deadlines

Nonrefundable application fee. Application deadline for fall admission is November 1.

*Postprofessional Degree Programs in Occupational Therapy**Master of Health Science in Occupational Therapy (MHS)**Doctor of Health Science in Occupational Therapy (DHS)*

Director: Jennifer Fogo, Ph.D., O.T.R.

School of Occupational Therapy, Martin Hall

(317) 788-3457

(317) 788-3542 (Fax)

ot@uindy.edu

ot.uindy.edu

MHS Admissions Requirements

- Bachelor's degree from an accredited professional occupational therapy program
- GPA of 3.0 (on a 4.0 scale) or greater in the professional occupational therapy program strongly recommended
- Current NBCOT certification or state license/certification in a U.S. jurisdiction as a registered occupational therapist or credentials recognized by the World Federation of Occupational Therapy.

DHS Admissions Requirements*Academic qualifications of a:*

- bachelor's or master's degree from an accredited occupational therapy program.
- GPA of 3.3 (on a 4.0 scale) or greater in the professional occupational therapy program strongly recommended
- current NBCOT certification or state license/certification in a U.S. jurisdiction as a registered occupational therapist or credentials recognized by the World Federation of Occupational Therapy.
- currently in practice as an OT or have obtained 1,000 hours of practice in the last five years.

Additional Requirements for International Applicants

- TOEFL scores of 100 or higher (Internet-based) or 250 (computer-based)
- TWE scores of 5.0 or higher
- Submit transcripts to a recommended evaluation service to determine if level of education is equivalent to a domestic bachelor's degree. The original course-by-course evaluation reports should be sent to the School of Occupational Therapy.
- Submit a statement of Financial Support in order for the University to initiate the process for issuing an I-20.
- Send a photocopy of your passport.

Application Deadline

Students are admitted on an ongoing basis. International applicants must complete the application by February 1.

*Physical Therapy Graduate Programs**Professional Doctor of Physical Therapy Program*

Director: Kathy Martin, PT, DHS

College of Health Sciences, Krannert School of Physical Therapy, Martin Hall

(317) 788-4909

(317) 788-3542 (Fax)

pt@uindy.edu

http://pt.uindy.edu

Admissions Requirements

- Bachelor's degree with any major (some University of Indianapolis undergraduates are eligible for early admission after the completion of three years of undergraduate work at the University of Indianapolis)
- General aptitude test of the Graduate Record Examination (GRE)
- Completion of an application (including letters of recommendation)
- Successful interview
- Prerequisites and minimum cumulative GPA of 3.0

Completion of the following prerequisite courses prior to entrance in the program:

- Chemistry (6–8 semester hours; one year sequence with labs)
- Physics (6–8 semester hours; one year sequence with labs)
- Biology (9–12 semester hours; Biology with lab, Anatomy, Physiology)
- Behavioral Sciences; (6–8 semester hours such as Psychology, Sociology, Cultural Anthropology, etc.)
- Statistics (3–4 semester hours covering descriptive statistics, correlation, regression, and statistical inference through t-tests and analysis of variance)

Application Deadline

Applications are due by October 1.

Postprofessional Physical Therapy Programs: Master of Health Science, Doctor of Physical Therapy, Doctor of Health Science, Graduate Certificates

College of Health Sciences, Krannert School of Physical Therapy, Martin Hall 103

(317) 788-4909

(317) 788-3542 (Fax)

pt@uindy.edu

http://pt.uindy.edu

Admissions Requirements

Applicants for all programs must have completed an entry-level physical therapy program; in addition, applicants for the DHS program must have an earned master's degree in any subject. An application must be completed also.

All Programs

- At minimum, a bachelor's degree from an entry-level physical therapy program

Doctoral Programs

- An entry-level degree from a physical therapy program
- A master's degree (for the DHS applicants)
- Licensed in the United States to practice physical therapy

*Graduate Certificates in Neurology, Orthopedics and Pediatrics***Admissions Requirements**

- Bachelor's, master's or doctoral degree from an accredited, professional OT or PT program
- Current NBCOT certification or license to practice PT in the United States

Graduate Business Programs

Esch Hall 033

Kim Lord, Graduate Business Programs

(317) 788-3340

(317) 788-3586 (Fax)

mba@uindy.edu

mba.uindy.edu

*Master of Business Administration***Admission Deadline**

Applications accepted year-round; fall, spring, summer term enrollment periods.

Admissions Requirements

- Baccalaureate degree from an accredited institution
- Graduate Management Aptitude Test (GMAT) scores
- Two letters of recommendation
- Official transcripts from postsecondary institutions attended
- An application fee

- Current résumé
- An interview may be required

Additional Requirements for International Student Admission

- A TOEFL score of 550 on the written exam, 213 on the computerized version, or 80 on the Internet version
- Four years of post-secondary education verified by a transcript evaluation service such as WES

Executive Master of Business Administration

Admission Deadline

Applications accepted year-round

Admissions Requirements

- Significant managerial experience
- Baccalaureate degree from an accredited institution
- Two letters of recommendation
- Official transcripts from postsecondary institutions attended
- Application fee
- Graduate Management Aptitude Test (GMAT) scores may be required
- Current résumé
- An interview may be required

Additional Requirements for International Student Admission

- A TOEFL score of 550 on the written exam, 213 on the computerized version, or 80 on the Internet version
- Four years of post-secondary education verified by a transcript evaluation service such as WES

Master of Arts in Curriculum and Instruction

Director of Graduate Programs: John Somers, Ed.D.

(317) 788-6098

(317) 788-2130 Fax:

jsomers@uindy.edu / carens@uindy.edu

<http://education.uindy.edu/teacherprep/ci/>

Admissions Requirements

- Submit an official transcript indicating a bachelor's degree from an accredited institution and have a cumulative grade point average of 2.5 or better on a 4-point scale
- Hold a state teaching license
- Submit a completed application form, a \$30 registration fee, and three letters of reference. Visit <http://education.uindy.edu/teacherprep/ci/> for application and reference forms
- Current criminal history check
- TOEFL for international students with a minimum score of 550
- Prerequisite Courses: None

Application Deadlines

Fall: Application to be received by May 1

Winter: Application to be received by November 1

Summer: Application to be received by March 1

Master of Arts in Educational Leadership

Director: John Somers, Ed.D.

(317) 788-6098

(317) 788-2130 (Fax)

jsomers@uindy.edu / carens@uindy.edu

<http://education.uindy.edu/teacherprep/leadership/>

This program seeks candidates who aspire to the principalship, demonstrate leadership potential, and are passionate about leading school transformation.

- 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
- Have a minimum of two years of full-time teaching experience
- Submit a completed application form (available at <http://education.uindy.edu/ilead/>)
- Attend a half-day orientation seminar
- Complete an interview with the iLEAD Admissions Committee
- Current criminal history check

Submission of an application dossier to include:

- Application and three letters of reference (reference forms at <http://education.uindy.edu/ilead/>)
- Résumé
- Letter of application that describes candidate's commitment to becoming a school principal
- One-page statement of personal philosophy on teaching/learning
- Description of professional work experiences
- Leadership background (description of any leadership experiences)
- Self-assessment of strengths
- Letter of cooperation from current principal indicating an agreement to allow the candidate opportunities to be involved in administrative experience
- Current criminal history check

Application Deadlines

January Cohort: Application to be received before November 20

June Cohort: Application to be received before May 1

September Cohort: Application to be received by July 9

Master of Arts in Teaching Program

Two options are available to earn a Master of Arts in Teaching degree.

The Evening MAT program

Coordinator: Angelia J. Ridgway, Ph.D.

Master of Arts in Teaching Program

Esch Hall Room 230

(317) 788-2113

(317) 788-2130 (Fax)

aridgway@uindy.edu / jrose@uindy.edu

<http://education.uindy.edu/mat>

Admission Requirements

- Submit an official transcript indicating a bachelor's degree from an accredited institution and have a cumulative grade point average of 2.5 or better (on a 4-point scale).
- Be within nine credit hours of completing licensure requirements for the selected content area.
- Submit a completed application form with payment of a \$50 application fee.
- Submit a Statement of Purpose with requested application packet.
- Submit three letters of recommendation.
- Submit passing scores on the Praxis I.
- Complete a written exercise (on site) that is reviewed by an Interview Committee.
- Complete an interview with the Interview Committee.
- Criminal history check.

Application to Program

The application cycle for the program begins in February of each year for the selection of the cohorts, which will start the program in August.

The Woodrow Wilson Teaching Fellows Program—Master of Arts in Teaching

Director: Jennifer Drake, Ph.D.

Woodrow Wilson Teaching Fellows Program

Esch Hall Room 244N

(317) 791-5704

jdrake@uindy.edu

<http://education.uindy.edu/teachingfellowship/>

Admission Requirements

The Fellowship is open to college seniors, graduates, and career changers who:

- have completed or are completing a math or science major as undergraduates, or who have significant work experience in math- and science-related fields.
- graduate in the top 10 percent of their class and/or demonstrate strong potential through professional accomplishments.
- demonstrate a commitment to the program and its goals.
- are willing to reside in Indiana while completing their master's degree and three-year teaching commitment.

The Fellowship does not require previous coursework in the field of education nor does it require prior teaching experience.

Application to Program

Prospective Fellows should apply to the Woodrow Wilson National Fellowship Foundation by December 15. Fellows will be selected by mid-April of the following year, and will begin graduate studies in the following summer. Applications will only be accepted online at the Woodrow Wilson Foundation website, www.woodrow.org.

Master of Science in Nursing

Required for Family Nurse Practitioner (M.S.N.), Adult/Gerontological Nurse Practitioner (M.S.N.), Nurse-Midwifery (M.S.N.), Nursing Education (M.S.N.), Nursing and Health Systems Leadership (M.S.N.), or Nursing Administration/Master of Business Administration (M.S.N./M.B.A.—dual degree).

Director: Anne Thomas, PhD, RN, ANP-BC, GNP

Contact: T. C. Crum, Administrative Assistant

School of Nursing, Martin Hall 303

(317) 788-2128 or 1-800-232-8634

(317) 788-6208 (Fax)

tcrum@uindy.edu

Admissions Requirements

- B.S.N. with 3.0 minimum from an NLN or CCNE accredited program
- Online application
- Nonrefundable application fee
- Official transcripts
- Three letters of reference (four if applying to the dual degree)
- TOEFL for international students
- Current RN license
- Current résumé
- Evidence of undergraduate statistics and research coursework
- Essay addressing career goals

Admissions Requirements for Accelerated Master's Program

- Online application
- Official transcripts from all previous college work
- Three letters of reference
- Nonrefundable application fee
- Current résumé
- Bachelor's degree in a non-nursing field with a GPA of 3.0/4.0 or higher

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

Graduate Programs in Psychology

Doctoral Program

Psy.D. Clinical Psychology

Master's Program

M.A. Clinical Psychology

M.A. Clinical Psychology, Mental Health Counseling Track

Admissions Requirements

- Application
- Nonrefundable application fee
- Transcripts with GPA
- Three letters of recommendation
- Personal statement
- GRE—General test (required) and subject test (strongly recommended) in Psychology scores
- TOEFL for international students
- Prerequisite courses, undergraduate degrees program or curriculum
- Bachelor's degree plus a minimum of 18 hours in Psychology courses, undergraduate or graduate level

Application Deadlines

Psy.D.—January 10 to be guaranteed consideration for admission into the program

M.A.—February 15 to be guaranteed consideration for admission into the program

Good Hall Room 109

(317) 788-3353 or 1-800-232-8634

(317) 788-2120 (Fax)

gradpsych@uindy.edu

psych.uindy.edu

Course Descriptions

Scheduling Codes: Scheduling codes are primarily for day classes during Semester I and II; they may not reflect the scheduling of evening or summer classes.

Note: These codes are a guide for projected scheduling of courses; departments reserve the right to modify course offerings when special circumstances arise. Consult the appropriate department for details.

Y.....Every year	O.....Every other year
N.....May not be offered every year	D.....On sufficient demand
SI.....Semester I every year	O/SI.....Every other year Semester I
SII.....Semester II every year	O/SII.....Every other year Semester II
A.....Every semester	

Accounting Courses

Accounting courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

ACCT-210 Financial Accounting (3) SI

The first course in a six-hour sequence, it introduces the basic principles and theories of accounting. This course focuses on the financial accounting system, which supports the needs of external decision makers. It includes an introductory study of the regulatory environment of accounting, the format and content of general purpose financial statements, the accounting cycle, and the impact of transactions on the financial statements and its elements.

ACCT-212 Managerial Accounting (3) SII

The second course in a six-hour sequence, it introduces the basic principles and theories of accounting. This course focuses on the managerial accounting system, which supports the needs of internal decision makers. It includes an introductory study of cost behavior, alternative approaches to product costing, the use of cost-based accounting in managerial decision-making, and performance management issues.

ACCT-310 Intermediate Accounting I (3) SI

The first course in a six-hour sequence providing an in-depth study of the strategic components of financial accounting, including the theoretical framework underlying financial reporting, the accounting cycle, and the makeup of general purpose financial reports. Additionally, this course studies particular financial statement elements by looking at valuation, classification, and disclosure issues. *Prerequisite: ACCT-212.*

ACCT-311 Intermediate Accounting II (3) SII

The second course in a six-hour sequence, it provides an in-depth study of the strategic components of financial accounting. This course continues with the study of financial statement elements begun in ACCT 310, specifically focusing on valuation, classification, and disclosure issues associated with investing, long-term financing, equity transactions, and other related issues such as cash flows. *Prerequisite: ACCT-310.*

ACCT-312 Cost Accounting (3) SI

This course extends the study of cost and managerial accounting begun in ACCT 212. It includes a more focused exploration of product costing systems using both traditional and activity-based approaches and a more advanced treatment of the use of cost-based and other information to support management decision making and performance management at operational, tactical, and strategic levels. *Prerequisite: ACCT-212.*

ACCT-314 Accounting Information Systems (3) SII

Course examines issues relevant to the accounting information system of any type of organization. A business process approach is used to illustrate how accounting information flows through an organization and its effect on information system integration and internal control. This course considers the use of technology and its value-creating potential. *Prerequisite: ACCT-310, COMP-150, and CIS-151.*

ACCT-321 Financial Statement Analysis (3) A

This course studies general purpose financial statements (Balance Sheet, Income Statement, Statement of Cash Flows, Statement of Stockholders' Equity, and supporting footnotes) from the perspective of those who use the information found in them. In this course, the primary users of accounting reports are assumed to be informed decision-makers who are not employed by the company being analyzed—bankers, investors, and government regulators. After studying a corporation's major business activities (financing, investing, and operating), the course will concentrate on prospective analysis, credit, and profitability, designed to allow decision-makers the ability to use general purpose financial statements in an effective and informative way.

ACCT-412 Advanced Accounting (3) SI

This course studies complex financial accounting topics dealing with the equity method, consolidated financial statements, foreign currency translation, governmental and not-for-profit accounting, and accounting for partnerships. *Prerequisite: ACCT-311.*

ACCT-418 Auditing (3) SII

This course explores the theories, principles, and procedures underlying the attest function. Topics studied include the basic audit report, fundamental issues of internal controls, documentation of audit evidence, and the requirements of professional ethics. *Prerequisite: ACCT-412.*

ACCT-419 Individual Income Tax (3) SI

Study of federal (U.S.) income tax for individuals. Course includes computation of gross income, deductions, property transactions, and tax credits available to the individual taxpayer. *Prerequisite: ACCT-212.*

ACCT-465 Corporate, Partnership, Estate, and Trust Taxes (3) SII

Course involves advanced study of current tax laws and related filings for corporations, partnerships, estates, and trusts. *Prerequisite: Senior standing.*

Anthropology Courses

Anthropology and Archeology courses are offered through the Anthropology Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

ANTH-100 Cultural Anthropology (3) A

Introduction to culture, the basis of all anthropological thought. The course looks at how culture dictates many areas of societal behavior, both materially and intellectually, and concentrates on the universals and variables of "the human way of life" as illustrated by comparing lifestyles across the world.

ANTH-109 Anthropology Freshman Seminar (1) SI

General orientation to the Anthropology and Archeology curricula, including general concepts, academic literature, and basic writing skills in these professions. Required of all freshman departmental majors. *Prerequisite: Freshman standing.*

ANTH-110 Archeology Method and Theory (3) O/SI

Introduction to archeology, the study of material remains and a subfield of anthropology. The course examines contemporary theory and analytical and field methods, relationships between material and nonmaterial culture, and applications of archeology to a greater understanding of our past and present.

ANTH-130 Monkeys, Apes, and Humans (3) SII

Introduction to scientific analysis by way of biological anthropology. Topics of study include the scientific method, primate anatomy, heredity, and primate behavior. Topics include an introduction to DNA, anatomy, social behavior, ecology, ecotourism, human-animal interaction and deforestation. *(Cross-listed as BIOL-130.)*

ANTH-200 Global Problems (3) SII

Consideration of dimensions surrounding the basic human problems of overpopulation, environmental issues, indigenous peoples, violence, international tensions, drugs, food, and related concerns. Frequent comparisons with diverse cultures show students the shared problems of humankind and a variety of responses, familiar and unfamiliar, that cultures develop.

ANTH-205 Human Biological Variation (3) SI

Study of the pattern and nature of human biological variation, including population genetics, adaptation to the environment, growth and development, race, gender and determinants of behavior. *(Cross-listed as BIOL-210.) Prerequisites: Mathematics proficiency through MATH-105 and English proficiency.*

ANTH-210 The Eskimo World (3) O/SI

Focus on awareness of Eskimo (Inuit and Yupik) lifeways, filling in myriad details about how they carried on from day to day, what they believed, where they lived, and why they thrived so ingeniously in such seemingly severe environments. Students will learn about these cold-adapted peoples through books, films, photography, artworks, and artifacts.

ANTH-220 North American Archeology (3) O/SI

Introduction to human lifeways in North America from the earliest occupations through first contact with European colonists. Topics include subsistence and diet, social organization, conflict, architecture, gender, and technology. Students can expect to handle artifacts from 100 to 10,000 years old.

ANTH-251 Classical Archeology (3) O

Introduction to the specialized field of archeology that studies the material cultures of the Old World, particularly the Mediterranean and ancient Greece and Rome. Topics include art, architecture, numismatics, writing, daily life, and religion.

ANTH-290 Images of "Indians" (3) O

A critical look at Euro-American perceptions of American Indians, focusing on long-term trends in how "Americans" have depicted "Indians," how some of those representations have changed through time, and how others have remained (or disappeared and later reemerged). The heart of this course is an introspective and reflective look at views of American Indians, along with attempts to identify widespread social attitudes that such viewpoints reflect.

ANTH-310 Religion and Magic (3) O

Review of traditional practices of non-mainstream religions, providing a cross-cultural perspective on such topics as spirit beings, natural and supernatural forces, taboos, magic, witchcraft, sorcery, divination, healing, shamanism, totemism, death, ghosts, afterworlds, and revival cults. *(Cross-listed as REL-350.)*

ANTH-335 Illness, Disease, and Health (3) O/SI

Cross-cultural introduction to the range and nature of ideas, theories, contributions, multiple perspectives, and findings characteristic of this field. Topics include health-related issues in various social settings; correlations between social inequality and disparities in health; the impacts of social behavior, evolution and adaptation, globalization, and ecology of health; ethnic diseases; commodification of body parts; and cultural notions of health, illness, and healing. *Prerequisite: ANTH-100.*

ANTH-345 Human Evolution (3) SII

Broad study of aspects of human evolution, including evolutionary theory; fossil and archeological evidence; aspects of comparative anatomy, behavior, and ecology; and the genetics and variation of modern human populations in order to reconstruct our species' biological and cultural prehistory. *(Cross-listed as BIOL-345.) Prerequisites: BIOL-160/161 or ANTH-205/BIOL-210.*

ANTH-350 Internship in Anthropology or Archeology (1-4) D

Field placement designed to expose methods used in actual practice, help merge classroom theory with practice, and aid in career exploration and planning. The student is supervised by a professional at the internship site, often a museum, as well as by a faculty member. *Prerequisites: Junior or senior standing; major or minor in anthropology or archeology; GPA of 2.3 or above, or consent of instructor.*

ANTH-360 Cultural Linguistics (3) D

Beginning with a survey of linguistics, the course presents a series of directed investigations into various aspects of the pivotal relationship between human languages and cultures and examines several aspects of how language use reflects one's own culture as well as the cultures of other societies. *(Cross-listed as LANG-360.)*

ANTH-370 Archeology Laboratory Methods (4) O

Introduction to the tools and techniques of handling and processing archeological artifacts and reporting the results. Various skills include classifying, analyzing, and cataloging diverse materials; photography, cartography, and line drawing; preservation and conservation; and preparing the results for publication.

ANTH-375 Archeology Field Methods (3) O

Not taught in a fieldwork setting, the content focuses on basic skills and background necessary to do many kinds of field recording and excavation: digging, mapping, site sampling, remote sensing, and dating; and preserving, conserving, and handling archeological materials.

ANTH-380 Field Archeology (1-6) O

An opportunity to participate in field research, this course introduces the basic work of archeology as practiced in the field. Occasionally projects are away from campus and some require extended periods of group living and/or camping. One credit hour per week of work (usually one or two days off per week).

ANTH-390 Osteoarcheology (4) O/SII

This course examines human skeletal remains from archeological contexts. Students gain proficiency in identifying fragmented bones, aging and sexing skeletons, and determining ancient diets and diseases. *Prerequisite: ANTH-130.*

ANTH-405 Technical Photography (3) D

Concentrating on color photography, the course covers film and digital formats, equipment, and camera operation; controlling and calculating light and focus; lighting, magnification, filters, and color enrichment; advanced techniques; image analysis; and problem solving. Special emphases on close-focus and close-up work, plus outdoor photography. *Prerequisite: Junior or senior standing, or consent of instructor. Does not fulfill General Education Core Fine Arts applied requirement.*

ANTH-410 Experiencing Other Cultures (3) D

Course designed for those planning to work with people from cultural settings foreign to their own, those expecting to travel or to live outside the United States, and even those who are simply interested in a hands-on class. The curriculum demonstrates techniques for coping cross-culturally in positive ways and for learning from and about different cultures and also includes local field trips. Students learn and apply several of cultural anthropology's data-gathering techniques.

ANTH-411 Human Biology and Culture (3) D

A study of the interactions of biology and human culture. Topics may include human sociobiology, human ecology, nutrition, reproduction, demography, and disease. *(Cross-listed as BIOL-411.) Prerequisites: Mathematics proficiency through 105 and English proficiency; BIOL-210 recommended.*

ANTH-425 Dental Science (3) O/SII

Teeth are a very significant component of any analysis of a skeleton from any context, including archeological, paleontological, and forensic. Designed for those interested in dentistry and other health sciences, anthropology, and biology, this course intensively studies the anatomy, histology, use, and evolution of teeth. *(Cross-listed as BIOL-425.) Prerequisite: ANTH-130.*

ANTH-430 Special Topics (3) N

Study of a particular area of anthropology not covered comprehensively in one of the other advanced courses. The topic for a given semester is announced prior to registration for the semester and is responsive to student needs and interests. A student may receive credit more than once for ANTH-430 if a different topic is covered each time.

ANTH-450 Human Osteology (4) SII

In-depth examination of the anatomy and physiology of the human skeletal system. Functional aspects will be considered for each bone or bone complex in the body. In addition, such issues as paleopathology, paleodemographic reconstruction, forensic anthropology, and osteoarcheology will be addressed. Three lectures and one two-hour laboratory period per week. *(Cross-listed as BIOL-450.) Prerequisite: BIOL-160/161 or ANTH-205/BIOL-210.*

ANTH-470 Archeology Seminar (3) D

Review of professional behavior governing the conduct of archeology, especially in the United States. Subjects include federal, state, and local laws concerning archeology, the principles of archeological ethics, and case studies of such issues as artifact repatriation, cooperating with Native peoples, site looting, and private collecting. *Prerequisite: Junior or senior standing.*

ANTH-475 Anthropology Seminar (3) D

Focus on anthropological field skills by finding and studying a micro-culture (a "culture in miniature"). Techniques involve various kinds of interviewing, analysis, and interpretation, leading to each student's ethnographic

description of her/his selected culture. Related topics embrace anthropological ethics, critical thinking, and academic writing. *Prerequisite: ANTH-100 and Junior or senior standing.*

ANTH-480 Advanced Field Archeology (1–6) O

Field opportunity for students who have had at least one previous archeology field experience. The course focuses on advanced techniques and methods for site location, exploration, and/or excavation. Some projects require extended periods of group living, and/or camping, off campus. One credit hour per week of work (usually one day off per week). *Prerequisite: ANTH-380 or other acceptable field archeology experience.*

Art and Design Courses

Art courses are offered through the Art and Design Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

ART-100 Art Experience (2) A

Exploration of studio art skills and media for the general education requirement. Content varies. Each section concentrates on a single discipline such as drawing, ceramics, or color and design, etc. May be repeated for credit in different media, and simultaneous enrollment in two sections (in different media) is allowed. *Does not count toward art major or minor.*

ART-101 Introduction to Computers for Artists (3) A

Introduces the capabilities, applications, and uses of computers for artists. Includes an introduction to the current basic software packages used in the field of art.

ART-104 Service Learning in the Arts (1-3) A

Provides an experience beyond the classroom by interacting with the local community through art service-learning activities. Students will work with a local community agency/organization to identify needs, conduct research, design, analyze, and implement art projects to benefit the agency/organization and/or the community at large. The students will work with specific agencies and will gain insight into community personality and the diversity therein. *Prerequisite: Consent of instructor; students must have completed coursework in project-related media.*

ART-105 Freshman Seminar for Art Majors (1) SI

Orientation for freshmen to the University in general and the Art Department in particular. Course is designed to meet the unique needs of art students and includes a guest artist/field trip component to introduce central Indiana organizations and institutions that support the professional development of student artists.

ART-110 Art Appreciation (2) A

Exploration of the visual arts with emphasis on media, design principles, and the place of art in human society, past and present. *Does not count toward art major or minor.*

ART-120 Fundamentals of Two-Dimensional Design (3) SI

Study of the organization of art forms and the principles of design and color in two dimensions.

ART-130 Beginning Drawing (3) SI

Introduction to basic drawing media, techniques, and formal issues. Emphasis on drawing from still lifes, nature, and imagination.

ART-140 Fundamentals of Three-Dimensional Design (3) SII

Exploration of common materials with emphasis on creative construction in three dimensions.

ART-150 Beginning Oil Painting (3) SII

Introduction to oil painting. Emphasis on exploring technical aspects and understanding of compositional elements in painting still lifes and landscapes.

ART-160 Introduction to Art Therapy (3) O/SII

Survey of the fundamental concepts, history, and uses of the visual arts in a therapeutic context.

ART-170 Introduction to Visual Communication Design (3) SII

Introduction to the language and processes of effective visual communication design. Exploration of design principles as they apply to visual communication design, using both traditional media and computer applications. *Prerequisite: ART-101 and ART-120 or consent of instructor.*

ART-200 Painting II (3) SII

Further exploration of oil painting techniques and compositional structure. Emphasis on the figure and contemporary conceptual issues. *Prerequisite: ART-150, ART-290.*

ART-210 Intaglio (3) SI

Introduction to intaglio printmaking techniques, including nontoxic and photosensitive processes. *Prerequisites: ART-120 or consent of instructor.*

ART-220 Ceramics—Hand Building (3) SI/SII

Introduction to the properties of clay with emphasis on basic techniques of hand-building, decorating, glazing, and firing the kiln. *No prerequisite.*

ART-230 Ceramics—The Potter's Wheel (3) SI/SII

Introduction to the properties of clay with emphasis on basic techniques of working on the potter's wheel, decorating, glazing, and firing the kiln. *No prerequisite.*

ART-245 Art Practicum (2) SII

Students read in art criticism and aesthetics, discover career options in art and opportunities for community involvement, take and prepare visual images, complete a juried exhibition prospectus, learn art organizations and publications, and prepare an art résumé. *Prerequisite: Sophomore standing.*

ART-250 Typography and Computer Imagery I (3) SI

Introduction to typography; including an introduction to basic terminology, factors of legibility, and visual/verbal integration. *Prerequisite: ART-170.*

ART-259 Point and Shoot Photography I (3) SI

This course introduces composition, camera controls, and image editing for compact and sub-compact digital cameras. The course does not apply toward a major or minor emphasis in art or a minor in photography for non-art majors; those students should begin with ART-261. *This course fulfills the applied fine arts course requirement for general education.*

ART-261 Digital Photography I (3) SI

Introduction to digital camera and image manipulation techniques as well as issues dealing with photography as fine art. Assignments require that the student find creative photographic solutions to problems in form and content. Students must have a digital camera capable of aperture priority, shutter priority and manual shooting modes. *No prerequisite.*

ART-271 Digital Photography II (3) A

Continuation of ART-261 with further development of aesthetic and technical expertise. Emphasis is on production of exhibition-quality work. Students must have a digital single lens reflex camera equipped with a zoom lens. *Prerequisites: ART-261 or consent of instructor.*

ART-275 Computer Utilization for Visual Communication Design (3) SII

This course expands on skills in software applications used in the practice of visual communication design. Projects emphasizing visual/verbal integration, clear communication, and typographic expressiveness will be explored. *Prerequisites: ART-250 or consent of instructor.*

ART-280 Teaching of Elementary School Art (3) SII

Preparation for the teaching of art in elementary grades. Basic skills, techniques, and materials are discussed, evaluated, and handled so that the student becomes acquainted with suitable forms of expression in art and its relationship to the total curriculum.

ART-281 History of Western Art I (3) O/SI

Visual analysis of selected works from the history of Western art. This semester defines terms, processes, and principles of architecture, painting, sculpture, and graphics from prehistoric to Renaissance periods.

ART-282 History of Western Art II (3) O/SII

Visual analysis of selected works from the history of Western art. This semester examines style and subject matter from the early Renaissance to the 20th century.

ART-290 Drawing II (3) SI

Further exploration of drawing media, techniques, and compositional structure. Emphasis on the figure and contemporary conceptual issues. *Prerequisite: ART-130.*

ART-296 Visual Communication Design II (3) SII

The course investigates the concepts and practices of time-based media as the basis for communicating. Students explore strategies in semiotics, media literacy, media ethics, dissemination techniques and teamwork. *Prerequisites: ART-275 or permission of instructor.*

ART-297 Sophomore Portfolio Review (NC) A

All art majors are required to present a portfolio of their work to a committee of the faculty after completing 45 hours. Students will receive a satisfactory grade or an unsatisfactory grade. Any student receiving an unsatisfactory grade may be required to correct deficiencies in the portfolio with additional coursework.

ART-298 Graphic Production (3) SII

Study of commercial printing processes and papers with projects that emphasize professional preparation of artwork and graphic design. *Prerequisite: ART-250 or consent of instructor.*

ART-305 Painting III (3) A

Exploration of media and aesthetic issues in contemporary painting. Students are encouraged to try techniques not covered in other painting courses and/or develop an individual style. *Prerequisites: ART-200 or consent of instructor.*

ART-311 Printmaking Media (3) SII

This course introduces basic processes and materials of printmaking media including intaglio, relief, planographic, and monotype approaches.

ART-320 Ceramics (2–3) A

Research in ceramic materials and processes. *Prerequisites: ART-220 or 230 or consent of instructor.*

ART-325 Ceramics (2–3) A

Advanced individual work in ceramics with emphasis on perfecting techniques and developing a personal style. *Prerequisites: ART-220 or 230 or consent of instructor.*

ART-330 Typography and Computer Imagery II (3) SI

Continuation of ART-250 with greater emphasis on creative expressiveness and sophisticated manipulation of computer software. *Prerequisite: ART-250.*

ART-335 Jewelry and Metalwork (3) O

Exploration of basic techniques in forming and constructing decorative metal objects and jewelry.

ART-351 Art Methods for Elementary Classroom Teachers (2) A

Designed for the classroom teacher, an introduction to art fundamentals with methods, materials, and rationale for integrating art into the elementary curriculum. Must be taken concurrently with student teaching.

ART-355 Visual Communication Design III (3) SII

This class includes design projects that emphasize the importance of research, both scholarly and visual, as part of the design process, as well as focusing on problem-solving and experimentation. *Prerequisite: ART-296.*

ART-361 Digital Photography III (3) A

Continuation of ART-271. *Prerequisite: ART-271.*

ART-371 Introduction to Web Design (3) SI

An exploration of the software used in Web design with an emphasis on art forms and their relationship to the elements and principles of art. *Prerequisites: ART-101, 170, 250, and 275 or permission of instructor.*

ART-372 New Media Design (3) SII

A continuation of ART-371 with greater emphasis on creative expression and sophisticated manipulation of time-based computer software. *Prerequisite: ART-371.*

ART-375 Portfolio and Internship Preparation (1) SII

Prepares visual communication design majors for ART-420, Internship in Visual Communication Design. Résumé preparation, interviewing skills, portfolio reviews, and options on the graphic organization of portfolios will be included. *Prerequisites: ART-250, 275 and 360 or consent of instructor.*

ART-381 History of Graphic Design (3) SI

Survey of visual communication design history starting with the invention of writing and moving through contemporary graphic design. Emphasis placed on period from the Industrial Revolution to the present.

ART-384 Art Since 1900 (3) O/SI

This course introduces the vocabulary of visual arts in the 20th century. Major movements are briefly introduced with characteristic works in painting, sculpture, photography, printmaking, computer graphics, video, and environmental and performance art.

ART-387 History of Photography (3) SII

Survey of photography beginning with the Renaissance and moving through traditional and digital photography. Emphasis is on 20th century photography.

ART-389 Women in Art (3) O/SII

A survey of the role of women in the visual arts from prehistory to the present.

ART-391 Drawing III (3) A

Continuation of ART-290. *Prerequisite: ART-290.*

ART-410 Art in Print Communications (3) SI

Analysis in the role of the visual artist in corporate structures, with particular emphasis on advertising and publishing businesses. Students participate in several design projects that proceed from initial concept to finished product, modeling the work environment, integrating skills learned in prerequisite courses, and developing a portfolio. *Prerequisites: Senior standing with a VCD major.*

ART-415 Visual Communication Design IV (3) SII

Focuses primarily on the digital portfolio for senior students. Students will learn to use cutting-edge software to create a dynamic, interactive portfolio that will showcase their art work. This course will help students to sharpen their portfolios and get them ready to compete on the job market. *Prerequisites: ART-101, 120, 130 and 140 (Foundations); all other VCD major art classes including ART-371 Web Design I, and ART-372 Web Design II, or permission of instructor.*

ART-420 Internship in Visual Communication Design (1–4) A

Off-campus studio experience that provides student with firsthand application of visual communication principles and skills; a B average in art classes is required. *Prerequisite: Department approval required.*

ART-425 Intermediate Studio (1–4)

This class enables students to develop their artistic skills to a higher level. Students work in an already established class in either drawing, ceramics, painting, photography, or printmaking. An appropriate amount of production at an increasingly advanced level is expected for each hour of credit. May be repeated up to eight credit hours. *Prerequisite: Department approval required before registering.*

ART-430 Advanced Studio (1–4) A

This class enables students to develop their artistic skills to a more professional level. Students work in an already established class in either drawing, ceramics, painting, photography, or printmaking. An appropriate amount of production at an increasingly advanced level is expected for each hour of credit. May be repeated up to eight credit hours. *Prerequisite: Intermediate Studio or department approval required before registering.*

ART-431 Senior Studio in Visual Communication Design

Capstone senior experience in which students are required to submit a proposal for a major project. The project must support research and be reviewed and approved by faculty. *Prerequisite: Department approval required before registering.*

ART-440 Internship in Museum Work (1–4) A

Introduction to museum functions through observation and participation. On-site experiences may include work in exhibition installation, conservation, curatorial research, or other specialties. *Prerequisite: Department approval required.*

ART-450 Internship in Art Therapy (1–4) A

Provides student with firsthand experience in an institutional setting. Individual assignments are designed to meet the recommendations of the National Art Therapy Association for approved undergraduate art therapy programs. *Prerequisite: Department approval required.*

ART-470 Senior Portfolio (1) A

Capstone senior experience in which the student is required to develop a professional portfolio based on the requirements defined by his or her specific major or discipline and mount an exhibition of representative work. Bachelor of Science in Visual Communication Design students must present a portfolio of their work.

ART-471 Senior Thesis (2) A

Capstone senior experience for studio art majors. The student is required to create a coherent body of work (in conjunction with an advanced studio class), write a research paper related to body of work, write an artist's statement, create a slide portfolio, prepare and mount a solo exhibition, prepare a résumé, and enter three off-campus juried exhibitions. *Prerequisite: Senior-standing requirement for studio art majors.*

ART-475 Gallery Studies (1–3) A

Introduction to gallery functions through observation and participation. Experience includes communicating with artists, installation preparation and processes, gallery maintenance, and curatorial research. *Prerequisites: Junior standing and consent of instructor.*

ART-480 Special Topics in Art (3) D

Study of aspects of art media or history that do not receive focused attention in courses listed above. May be repeated for credit in different topics.

ART-485 Directed Readings in Art History (1–3) A

Selected topics from the history of art intended for students who need additional art history beyond what is normally offered by the art department. *Permission of department required.*

Athletic Training Courses

Athletic training courses are offered through the Department of Athletic Training. Information about the department and the athletic training education program/major can be found in the section entitled Academic Units.

ATRG-100 Introduction to Athletic Training (3) SI

Course introducing the student to the field of athletic training and covering topics such as the NATA, basic anatomy and injury care, injury documentation, foundations of conditioning, and nutrition as it relates to

the physically active individual. Bloodborne pathogen training also is included in the course. Enrollment is limited to pre-athletic training majors. *Corequisite: ATRG-101.*

ATRG-101 Athletic Training Techniques (2) SI

Course covering taping procedures and protective devices used in athletic training. Also included will be athletic training emergency procedures such as spine board application, vacuum splints application, and wound care. Enrollment is limited to pre-athletic training majors. A lab fee will be assessed for this course. *Corequisite: ATRG-100.*

ATRG-102 Clinical Experiences I (1) A

Course designed to introduce clinical proficiencies for skill acquisition. Skill acquisition will be achieved through successful completion and evaluation of clinical proficiencies under the direct supervision of an approved clinical instructor (ACI). *Prerequisite: Acceptance into the athletic training major.*

ATRG-104 Athletic Health Care (2) SII

Course content will include basic anatomy of the musculoskeletal system and the identification and initial management of common injuries seen in the physically active population. Additional information presented for open wounds, universal precautions, emergency plan and situations, injury psychology, environmental-related illness, and concussion. *For exercise science and physical education majors.*

ATRG-110 Recognition and Assessment I (4) SII

Course covering an in-depth study of the normal anatomical structures in the lower extremity including joint structure and musculoskeletal/nervous systems. Also discussed are common risk factors and causes of injuries as identified by contemporary epidemiological studies, common injuries to each body part, typical symptoms, and common clinical signs associated with injuries/illnesses with the physically active. A lab covering the assessment techniques for injuries commonly seen in the lower extremities will be included. Three lectures and two one-hour laboratory periods per week. *Prerequisites: ATRG-100 and 101 and acceptance into athletic training major.*

ATRG-201 Clinical Experiences II (1) A

Course designed to introduce clinical proficiencies for skill acquisition. Skill acquisition will be achieved through successful completion and evaluation of new and existing skills/clinical proficiencies under the direct supervision of an approved clinical instructor (ACI). Clinical experiences will build on clinical knowledge and skills successfully completed in the previous clinical experience course. Clinical experiences may occur on or off campus. *Prerequisite: ATRG-102.*

ATRG-202 Clinical Experiences III (1) A

Course designed to introduce clinical proficiencies for skill acquisition that an early-level athletic training student should master. Skill acquisition will be achieved through successful completion and evaluation of new and existing skills/clinical proficiencies under the direct supervision of an approved clinical instructor (ACI). Clinical experiences will build on clinical knowledge and skills successfully completed in the previous clinical experience courses. Clinical experiences may occur on or off campus. *Prerequisite: ATRG-201.*

ATRG-210 Recognition and Assessment II (4) SI

Course covering an in-depth study of the normal anatomical structures in the upper extremities, head, and spine, including joint structure and musculoskeletal/nervous systems. Also discussed are common risk factors

and causes of injuries as identified by contemporary epidemiological studies, common injuries to each body part, typical symptoms, and common clinical signs associated with injuries/illnesses with the physically active. A lab covering the assessment techniques for injuries commonly seen will be included. Three lectures and two one-hour laboratory periods per week. *Prerequisite: ATRG-110.*

ATRG-214 Recognition and Assessment III (3) SII

Course covering an in-depth study of normal anatomical structures of the face, thorax, abdomen, and skin. Also discussed are common risk factors and causes of injuries as identified by contemporary epidemiological studies, common injuries to each body part, typical symptoms, and common clinical signs associated with injuries and general medical conditions with the physically active. A lab covering the assessment techniques for the face, head, abdomen, and general medical conditions will be included. Two lectures and two one-hour laboratory periods per week. *Prerequisite: ATRG-210.*

ATRG-215 Muscle Testing and Function (3) SII

Course covering the origin, insertion, and action of muscles and muscle groups of the body with attention to methods to evaluate muscle length and to measure strength using manual muscle or break tests. Postural evaluation techniques and evaluation of muscle function during activities common to sport participation and rehabilitation also are addressed. *Prerequisite: ATRG-214.*

ATRG-300 Therapeutic Modalities (4) SI

Course covering the principles and application of therapeutic modalities. Tissue healing process is discussed along with clinical decision-making concerning therapeutic modalities with the physically active. Laboratory sessions will be included. Three lectures and two one-hour laboratory periods per week. *Prerequisite: ATRG-215.*

ATRG-301 Clinical Experiences IV (1) A

Course providing a standard for the type of clinical knowledge and skill that an athletic training student should possess by integrating cognitive concepts and skills into progressively higher-level practical application. This integration will be achieved through successful completion of clinical proficiencies under the direct supervision of an ACI. Clinical experiences will build on clinical knowledge and skills successfully completed in previous clinical experience courses. Clinical experiences may occur on or off campus. *Prerequisite: ATRG-202.*

ATRG-302 Clinical Experiences V (1) A

Course providing a standard for the type of clinical knowledge and skill that an athletic training student should possess by integrating cognitive concepts and skills into progressively higher-level practical application. This integration will be achieved through successful completion of clinical proficiencies under the direct supervision of an ACI. Clinical experiences will build on clinical knowledge and skills successfully completed in previous clinical experience courses. Clinical experiences may occur on or off campus. *Prerequisite: ATRG-301.*

ATRG-310 Pharmacology (1) SI

Course introducing the student to therapeutic medications commonly prescribed for injury and illnesses associated with the physically active population, both prescription and over-the-counter. Included in the course will be indications, contraindications, precautions, record-keeping procedures, drug classifications, side effects, and governing regulations related to the use of medication with the physically active. *Prerequisite: ATRG-215.*

ATRG-315 Therapeutic Rehabilitation (4) SII

Course covering the principles and application of therapeutic rehabilitation along with clinical decision-making concerning rehabilitation from injury. Specific and current rehabilitation techniques will be introduced to the student for specific athletic injuries. Laboratory sessions will be included. Three lectures and two one-hour laboratory periods per week. *Prerequisite: ATRG-300.*

ATRG-325 Symposium in Athletic Training (2) SII

Course covering current and special topics in sports medicine with emphasis on the physically active. Medical professionals from within their specific disciplines will be utilized. Specific back injury diagnosis and treatment, ocular injuries, podiatric medicine, eating disorders, and employment options are examples of topics to be addressed. *Prerequisite: ATRG-300.*

ATRG-401 Clinical Experiences VI (1) A

Course providing a standard for the type of clinical knowledge and skill that an athletic training student should possess by integrating cognitive concepts and skills into progressively higher-level practical application. This integration will be achieved through successful completion of clinical proficiencies under the direct supervision of an ACI. Clinical experiences will build on clinical knowledge and skills successfully completed in previous clinical experience courses. *Prerequisite: ATRG-302.*

ATRG-405 Field Experience (3) A

Students will be assigned to an off-campus clinical/affiliated site such as a high school athletic training room, sports medicine clinic, industrial setting, professional athletic training room, or physician office/health center for one semester. The student will be expected to spend seven weeks at each assigned site. The student will observe and participate in the day-to-day function of the facility assigned. The student will be supervised directly by a certified athletic trainer, physician, or nurse at each site. The off-campus field experience will provide the student with other examples of health care delivery, exercise/injury therapy protocols, organization, and administration. *Prerequisites: ATRG-400, senior standing, a minimum of five semesters of clinical experience.*

ATRG-410 Organization and Administration (3) SI

Course covering management and supervision of personnel, financial resources, programs, and health care facilities and associated venues with emphasis on factors essential to administration. Legal concerns and insurance will be discussed. *Prerequisite: ATRG-325.*

Biology Courses

Biology courses are offered through the Biology Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

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

BIOL-100 Elements of Biology (3) N

Introduction for non-science majors to concepts of biological order from cellular to community organization levels. Emphasis on ecological and evolutionary relationships of plants and animals provides a foundation for understanding the importance of conserving nature and natural resources. Topics in human biology include heredity, development, nutrition, and physiology of drug action. Two lectures and one two-hour laboratory period per week. *Prerequisite: Math proficiency through MATH-090 or concurrent enrollment in MATH-090.*

BIOL-101 Nutrition (3) D

Study of digestion, absorption, and metabolism of carbohydrates, proteins, lipids, vitamins, and minerals. Balanced meals, special diets, food sources, and deficiency conditions are studied. *Prerequisite: Math proficiency through MATH-090 or concurrent enrollment in MATH-090.*

BIOL-103 Principles of Human Anatomy (4) A

Introduction to the tissues and organ systems of the human body. Laboratory exercises will include animal dissection. Three lectures and one 90-minute laboratory per week. This course will not count toward the biology or human biology major. *Prerequisites: Math proficiency through MATH-090; MATH-105.*

BIOL-104 Principles of Human Physiology (4) A

Introduction to the vital processes of the human body and its tissues, including an introduction to cell biology. Three lectures and one 90-minute laboratory per week. This course will not count toward a biology or human biology major. *Prerequisite: Math proficiency through MATH-090; MATH-105.*

BIOL-112 Biology for Elementary Education (3) A

Course designed for elementary education majors based on the National Science Education Standards for teaching Life Science. Emphasis will be placed on understanding central life science concepts, tools of inquiry, the basic nature of science, and practical methods for teaching scientific inquiry. *Two two-hour laboratory sessions and a one-hour discussion period per week.*

BIOL-130 Monkeys, Apes, and Humans (3) O/SII

Survey of living and fossil primates throughout the world. This course provides insight into the complexities of primate interactions and their unique evolutionary pathways. Topics include an introduction to DNA, anatomy, social behavior, ecology, ecotourism, human-animal interaction, and deforestation. *(Cross-listed as ANTH-130.)*

BIOL-131 Explorations in Biology (3–4) D

Selected topics in the life sciences presented for non-majors. The emphasis may change each time the course is taught. A student may receive credit more than once for BIOL-131 if a different topic is covered each time. *Prerequisite: Math proficiency through MATH-105.*

BIOL-155 General Biology I: Diversity of Life (4) A

An introduction to biological science for science majors focusing on evolution, heredity, population biology, and biodiversity. Laboratory activities concentrate on scientific methodologies, observational skills, hypothesis development, and comparative biology in an evolutionary context. Students will become acquainted with the major groups of prokaryotes, protists, animals, plants, and fungi. Two lectures, one two-hour discussion, and one two-hour laboratory period per week. *Prerequisite: MATH-105 or its equivalent.*

BIOL-165 General Biology II: Introduction to Cell Biology (4) A

A study of the basic processes of living systems, including biological molecules, enzymes, metabolism, transport, and cell structure and function. Laboratory activities emphasize data analysis and scientific writing. Two one-hour lectures, one two-hour discussion, and one two-hour laboratory period per week. *Prerequisite: CHEM-150.*

BIOL-209 Clinical Microbiology (4) A

Introduction to viruses, bacteria, fungi, and parasites of biomedical importance. Lecture and laboratory exercises on classification and identification of microorganisms, host-agent interactions, and strategies for prevention

of infectious disease. This course is intended primarily for students in the nursing program. Two lectures and two two-hour laboratory periods per week. Prerequisite: BIOL-103/104 or BIOL-165.

BIOL-210 Human Biological Variation (3) N

Study of the pattern and nature of human biological variation, including population genetics, adaptation to the environment, growth and development, race, gender, and determinants of behavior. (Cross-listed as ANTH-205.) Prerequisites: Math proficiency through MATH-105 and English proficiency.

BIOL-220 General Microbiology (4) Y

General survey of microbial life emphasizing the nature of bacterial structure and function. Medical aspects of microbiology, microbial diversity, ecological interactions of microbes and the environment, and industrial and food processes controlled by microbes will be studied. Students will be expected to locate, review, and evaluate a variety of types of microbiology literature. Laboratory emphasizes techniques in microbiology, experiential learning, and development of an independent research project. Two lectures and two two-hour laboratory periods per week. Prerequisites: BIOL-225, and CHEM-160.

BIOL-225 Introduction to Genetics (4) A

The study of gene structure and function, the role of genes in determining the traits of living organisms, and the role of genes in evolution (microevolution). Transmission (Mendelian) and molecular approaches will be utilized to recognize patterns of inheritance in individuals and populations. Topics will include DNA replication, RNA transcription, protein translation and cell division, and the regulation of gene expression in prokaryotes and eukaryotes. Emphasis will be placed on problem solving and interpretation of experimental data. Two lectures, one two-hour discussion, and one two-hour laboratory session per week. Prerequisite: BIOL-165.

BIOL-230 Cell Biology (4) O

Study of macromolecules and the architecture of the cells, with emphasis on eukaryotic cells. Topics to be covered include the structure and function of carbohydrates, lipids, proteins, RNA, and DNA; the roles of enzymes in metabolism; signal transduction; cell transport; structure and function of eukaryotic cell organelles, and the structure and function of the cytoskeleton. Laboratory exercises include enzyme assays, isolation of cell organelles, analysis of membrane proteins, gel electrophoresis, eukaryotic cell culture, and phase contrast and fluorescence microscopy. Emphasis is placed on quantitative analysis and interpretation of experimental data. Two one-hour lectures and two two-hour laboratories per week. Prerequisites: BIOL-225 and CHEM-160.

BIOL-240 Vertebrate Anatomy (4) D

Comparative study of form and structure of representatives from the vertebrate groups. Dissections, histological studies, and a generalized developmental background of the organ systems are emphasized. Two lectures and two two-hour laboratory periods per week. Prerequisite: BIOL-165.

BIOL-245 Ornithology (4) D

An introduction to the biology and identification of birds. Focuses on structure and function as they relate to avian evolution, physiology, anatomy, reproduction, behavior, and conservation. Laboratory component involves field trips and stresses identification by sight and sound. Some personal travel to field sites is required. Available to majors and non-majors.

BIOL-265 Ecology (4) A

Study of interactions between organisms and their physical and biological environments. Includes study of physical factors, biogeochemical cycles, population dynamics, population interactions, and ecosystems. Stu-

dents will design and complete an independent research study. Three lectures and one three-hour laboratory period per week. (Cross-listed as ESCI-265.) Prerequisite: BIOL-155.

BIOL-270 Immunology (3) O

Study of the organization and function of the vertebrate immune system. Topics covered include types of immunity, serology, molecular, cellular, and biochemical properties of the immune system. immunoglobulin structure, organs of the immune system, immunogenetics, immune surveillance, immunological therapies, autoimmunity, immunodeficiency, and immunology of tumors. Emphasis will be placed on problem solving, case study evaluation, and writing reviews of immunological literature. Prerequisites: BIOL-165, BIOL-209 or 220, and CHEM-160.

BIOL-280 Evolutionary Biology (3) N

Examination of the theory and evidence for evolution. The course concentrates on the application of evolutionary theory to problems of population biology, speciation, life histories, behavior, sexual selection, quantitative genetics, and medical practices. Prerequisite: BIOL-225 or consent of the instructor.

BIOL-300 Internship in Health/Life Sciences (1–4) A

Internship program providing practical experience in various settings pertinent to careers in allied health and life sciences areas. Students will participate on a voluntary basis without monetary compensation and must provide their own transportation, liability insurance, uniform, and all other materials required by the participating organization. Full participation is expected. Failure to participate in a satisfactory manner, as determined by the participating organization, shall result in termination of the internship with no academic credit for the particular student. Satisfactory/Unsatisfactory grading. Prerequisites: Sophomore standing or higher; minimum GPA of 3.0; and permission of course instructor and participating organization/facility.

BIOL-305 Human Functional Anatomy (4) A

Survey of the anatomy of the human body, giving special attention to the structure and function of the musculoskeletal system. Includes an introduction to body tissues and biomechanics and explores the relationship between body design and its mechanical function in an evolutionary and comparative context. Labs will include dissection and measurement of human performance. Two lectures and two two-hour laboratory periods per week. Prerequisites: BIOL-165. Junior or senior standing.

BIOL-320 Biochemistry (3) SI

An introduction to the molecules and chemical reactions that are characteristic of living things. The course will discuss the structures of important biological molecules including amino acids, proteins, nucleic acids, and lipids and metabolic processes that extract and store metabolic energy. Three hours of lecture per week. May be taken for either biology or chemistry credit. (Cross-listed as CHEM-320.) Prerequisites: BIOL-165 and CHEM-250, or consent of instructor.

BIOL-325 Advanced Genetics (4) O

Study of gene action and the mechanisms of inheritance beyond introductory level. Focuses on the integration of classical genetics with molecular models of gene action. Topics covered include Mendelian genetics, gene structure and function, mutation and repair, gene regulation, mobile genetic elements, developmental genetics, epigenetic factors, evolutionary genetics, and quantitative inheritance. Three lectures and one two-hour laboratory period per week. Prerequisites: BIOL-225 and CHEM-250 or consent of the instructor.

BIOL-330 Mammalian Physiology (4) A

Study of principles of metabolism, homeostatic mechanisms, and structure-function relationships of animal systems with emphasis on human anatomy and physiology. Integrated lecture and laboratory experiences. Two lectures and two two-hour laboratory periods per week. *Prerequisites: BIOL-165. Junior or senior standing.*

BIOL-345 Human Evolution (3) N

Broad study of aspects of human evolution, including evolutionary theory; fossil and archeological evidence; aspects of comparative anatomy, behavior, and ecology; and the genetics and variation of modern human populations in order to reconstruct our species' biological and cultural prehistory. (Cross-listed as ANTH-345.) *Prerequisite: BIOL-155 or ANTH-205/BIOL-210.*

BIOL-350 Plant Biology (4) D

An introduction to the fundamental principles of botany. This course will be a study of diversity, evolution, ecology, and reproduction of plants. Will include both laboratory and field studies. Three lectures and one two-hour laboratory period per week. *Prerequisites: BIOL-155 and BIOL-165, or permission of instructor.*

BIOL-355 Biochemistry Laboratory (1) SII

Students will practice the basic laboratory techniques in biochemistry including protein chromatography, electrophoresis, and enzyme kinetics and investigate the chemical properties of lipids and carbohydrates. (Cross-listed as CHEM-355.) *Prerequisite: CHEM-320 or BIOL-320.*

BIOL-365 Medical Writing (3) O

The goal of this course is to practice the style and format of writing in the sciences and to provide multiple opportunities for students to interpret, edit, and summarize scientific information. Activities include writing a review article, grant proposal, scientific (primary) article, informational article for the popular press or a website, and abstract for a conference; preparing a conference poster; generating professional communication by e-mail or letter; and offering peer review of others' writing. Specific activities will be adapted to the interests of the class. *Prerequisite: Sophomore science major and consent of instructor.*

BIOL-390 Molecular Biology (4) O

Study of the molecular processes involved in gene function and regulation. Topics include a detailed study of replication, transcription, and translation with emphasis on protein-nucleic acid interactions and molecular mechanism of mutation and repair. Laboratory exercises will focus on experimental design in molecular biology to isolate and analyze specific DNA sequences and include the use of databases (such as GenBank) to analyze DNA sequences and gene products. Two one-hour lectures and two two-hour labs per week. (Cross-listed as CHEM-390.) *Prerequisite: BIOL-225 or BIOL/CHEM-320.*

BIOL-395 Biochemistry II (3) O/SII (even-numbered years)

This course focuses on the anabolic and catabolic chemical reactions used to manufacture, degrade, and/or recycle small molecules in biological systems with special attention paid to the mechanisms and chemistry of signaling processes within cells used to control and regulate cellular processes. (Cross-listed as CHEM-395.) *Prerequisite: CHEM/BIOL-320 or BIOL-330 or consent of instructor.*

BIOL-411 Human Biology and Culture (3) N

A study of the interactions of biology and human culture. Topics may include human sociobiology, human ecology, nutrition, reproduction, demography, and disease. (Cross-listed as ANTH-411.) *Prerequisites: Math proficiency through MATH-105 and English proficiency; BIOL-210 recommended.*

BIOL-425 Dental Science (3–4) O/SII

Teeth are a very significant component of any analysis of a skeleton from any context, including archeological, paleontological, and forensic. Designed for those interested in health sciences, anthropology, and biology, this course intensively studies the anatomy, histology, use, and evolution of teeth. (Cross-listed as ANTH-425.)

BIOL-430 Plant Growth and Development (2) D

Study of the developmental biology of plants that emphasizes the regulation of the processes of growth and development in the vascular plants. Topics include analysis of plant growth, plant growth regulators, photoperiodism and the regulation of development, factors involved in germination and flowering, and senescence. *Prerequisites: BIOL-155 and 165.*

BIOL-435 Forensic and Historic DNA Analysis (3) D

An examination of the theoretical approaches to and practical applications of molecular analyses of forensic and historic specimens. The course will integrate basic concepts of skeletal biology, genetics (including population genetics), molecular biology, and basic organic chemistry. Extensive use of the primary literature will be employed and students will design an original research project. Two two-hour meetings per week. Laboratory exercises will focus primarily on DNA profiling of vertebrate skeletal remains. *Prerequisites: Genetics (either BIOL-225 or BIOL-325) and CHEM-160.*

BIOL-450 Human Osteology (4) N

In-depth examination of the anatomy and physiology of the human skeletal system. Functional aspects will be considered for each bone or bone complex in the body. In addition, such issues as paleopathology, paleodemographic reconstruction, forensic anthropology, and osteoarchaeology will be addressed. Two lectures and two two-hour laboratory periods per week. (Cross-listed as ANTH-450.) *Prerequisite: BIOL-155.*

BIOL-460 Topics in Biology (1–4) N

Study of a particular area of biology not covered comprehensively in one of the other advanced courses. A student may receive credit more than once for BIOL-460 if a different topic is covered each time. *Prerequisite: permission of the instructor.*

BIOL-465 Supervised Writing (.5) A

The student will work individually with a faculty member or professional contact to complete an assignment in science or medical writing. *Prerequisite: BIOL-365 or permission of the instructor.*

BIOL-490 Senior Research Project (1–4) A

Introduction to the procedures and practices of scientific research. The student will be expected to pose a problem, suggest procedures to be used to solve the problem, and then work toward its solution. A final written report is required. The course may be repeated, but no more than eight hours of research in biology will be awarded. *Prerequisite: 24 hours of biology and consent of the instructor.*

Business Administration Courses

Business administration courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

BADM-100 Freshman Experience (1) SI (Day)

This course provides tools for achieving academic success such as time management, listening, note taking, and study methods. Course offerings of the School of Business, course offerings by the University, and International opportunities are discussed. Leadership and ethics are emphasized as important aspects of the successful businessperson. Understanding curriculum guides and scheduling of classes takes place in this class. The internal assessment exam is given. Required of all day freshman business majors. The students meet the key advisor in the School of Business.

BADM-110 Introduction to Business (3) SI

An overview of the purpose and operation of a business is covered. The course begins by explaining the role a business organization plays in the economy. Students then are exposed to marketing, operations, human resources, and management. A survey of these functions is provided, along with details of the guiding principles of each. Students will also learn the process by which a firm develops, produces, and distributes its product or service. *(The course is open to non-business majors only.)*

BADM-120 Introduction to Business Finance (3) SII

This course is an introductory course for non-majors to introduce the fundamental concepts and tools of corporate finance. Topics covered will include an introduction to financial management, an overview of financial statements and cash flows, valuation of future cash flows including the time value of money, valuing stocks and bonds, the cost of capital, capital budgeting, risk and return, short-term financial management, and long-term financing. *(The course is open to non-business majors only.)*

BADM-230 Business Law (3) A

Instruction in basic legal concepts and terminology; a brief overview of civil procedure; and attention to the substantive areas of business torts, contracts, agency, property, bailments, and personnel law.

BADM-231 Business Communications (3) A

Analysis of and practice in writing letters and memoranda for business. Fundamentals of appearance, tone, and psychology in writing are emphasized with special attention to the job application procedure. (This is not a speech or parliamentary procedure course.) *Prerequisite: ENGL-101 and COMP-150 or word processing ability.*

BADM-233 Business Law: Partnerships and Corporations (3) A

Study of the law relating to formation and operation of partnerships and corporations. The student learns commercial law through study of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) and the Bankruptcy Code.

BADM-332 Research/Writing/Project Management (3) A

Application of the principles and mechanics of research and technical writing. Students will conduct a primary or secondary research activity for a client. Skill development will be focused on applied writing skills; research design and development; statistical analysis; research reporting; and planning, implementation, and completion of a report. *Prerequisite: ENGL-101, COMP-150. Recommended: MATH-220 or 450.*

BADM-350 Career and Employment Strategies (1) A

Course designed to assist students in making the transition from full-time students to full-time professionals by helping them recognize career choice factors, determine personal career options, and understand fundamental aspects of an effective job search, including how to interview successfully. Dress, professional decorum, opportunities, and networking are discussed by faculty and by visiting business professionals. This course is a cooperative effort of the School of Business and the Office of Career Services and Employer Relations.

BADM-420 Special Topics in Business (1–5) D

Individual or group study or project. A project, research paper, seminar or workshop, or small group discussion may be appropriate to meet the needs of individuals who lack one to five hours for a major or minor required for graduation. This course can explore in more detail a topic not offered by the School of Business, substitute for a course requirement if not offered, or be used to explore governmental regulations, establishment of a new business, or other ideas presented by the student. *Prerequisite: Senior standing and approval of the dean or the director of Undergraduate Programs of the School of Business required prior to enrollment.*

BADM-439 Business Policy and Strategy (3) A

Study of business problems integrating study of accounting, economics, finance, management, and marketing. A computer-oriented management/marketing simulation is used to synthesize learning experiences. The student will be expected to have basic knowledge of the common core in business and these issues will not be taught.

BADM-450 Internship in Business (1–4) Internship D

Internships are designed to offer students the opportunity to integrate their academic understanding of business concepts with practical experience. These faculty-supervised work experiences allow students to reflect, record, evaluate, and communicate their goals. Students may identify a potential internship on their own, through a School of Business faculty member, or through the Office of Career Services and Employer Relations. In order for the student to enroll in and earn academic credit for BADM-450, the site and description of the internship must be approved by the School of Business. (Students also may choose to register for a non-credit-bearing internship through the Office of Career Services.) Normally an internship lasts the equivalent of one regular semester, but occasionally it can be extended to two semesters. Additional information about internships in business is available in the Office of Career Services and Employer Relations or the School of Business. *Prerequisite: Approval of the School of Business.*

Business Education Courses

Business education courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

BUED-146 Personal Financial Management (3) SI

Introductory, practical course designed to help the student manage personal income. Child care; life, health, and automobile insurance; savings and investments; purchase of real estate; and wills and estate planning are some of the topics covered. The purpose of this course is to prepare business education majors to teach in the high school environment; however, many students find the course useful for everyday life.

BUED-240 Administrative Office Management (3) SII

A course oriented toward principles of effective office management, with emphasis on communications management, time management, management of personnel, records administration, management of EEO and OSHA issues, office decorum, ergonomics, and ethical issues.

BUED-243 Office Technology and Records Management (3) SI

This methods course uses techniques to teach practical applications pertaining to office technology and also concentrates on how to teach mastered skills to others. Students will learn to use procedures and routines to develop high-level thinking skills and apply them to solve problems. Areas of skill mastery and specific problem-solving include numeric keypad (touch method), accounting methods, computerized accounting spreadsheets, information management with databases, and desktop publishing.

BUED-343 Advanced Keyboarding and Word Processing (3) SII

This course will prepare teachers to teach keyboarding at the middle and high school levels as they improve skills and also learn what is expected from keyboarding software programs. Students will use state-of-the-art software teamed with Word to improve technique, speed, and accuracy and to gain new word processing skills. Coursework includes timings and practical office applications using the computer to prepare tables, letters, reports, and brochures. Students should enter with minimum touch-method keyboarding proficiency and improve their technique, speed, and accuracy through practice during the course. *Prerequisite: At least 42 wpm typing speed.*

Chemistry Courses

Chemistry courses are offered through the Chemistry Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

CHEM-100 Elements of Chemistry and Physics (3) A

A one-semester integrative chemistry and physics course intended for students who wish to learn fundamental principles relating to the structure of matter, energy transformations, motion of objects and waves, and the forces of nature. Students will learn through active participation in hands-on group activities. While doing the activities the students will demonstrate scientific habits and gain insight into the nature of science. May be taken for chemistry or physics credit. (Cross-listed as PHYS-100.) *Four hours of laboratory/group activity per week. Prerequisite: Mathematics proficiency.*

CHEM-103 Introduction to Chemistry (3) SI

Introduction to both theoretical and practical aspects of general and inorganic chemistry. Three lectures and one discussion per week. *Prerequisite: Proficiency in general mathematics and high school-level algebra (equivalent of MATH-105 or above).*

CHEM-104 Introduction to General Organic and Biological Chemistry (5) A

Introduction of chemistry as applied to the health-related programs. This survey course covers the fundamentals of general, inorganic, organic, and biochemistry, especially as they apply to biological systems. The overview of general chemistry includes atomic structure, bonding, nomenclature, and reactions, as well as radioisotopes, electrolytes, pH, and buffers in biological systems. The organic chemistry component includes naming, chemical reactions, and properties of organic compounds. Also included is the study of important biological compounds including proteins, lipids, enzymes, and carbohydrates. Four hours of lecture and one two-hour laboratory per week. *Prerequisite: Mathematics proficiency.*

CHEM-150 General Chemistry I (3) A

Study of the basic principles related to the composition and structure of matter, the changes in matter, and the energy changes that accompany these changes in matter. The course is the first-semester college chemistry course for science students. Three hours of lecture and one discussion per week. *Prerequisites: One semester of college chemistry with a grade of C or better, or two semesters of high school chemistry within the past four years with a grade of B or better and demonstrated proficiency in general mathematics, algebra, and trigonometry (equivalent of high school precalculus or MATH-180 or above), or consent of instructor. Corequisite: CHEM-151 General Chemistry Lab I.*

CHEM-151 General Chemistry Lab I (1) A

Laboratory to accompany CHEM-150 General Chemistry I. Introduces basic laboratory techniques, analysis and presentation of data, and investigations of the nature of matter. Two hours of lab per week. *Corequisite: CHEM-150 General Chemistry I.*

CHEM-160 General Chemistry II (3) A

Continuation of CHEM-150; builds on the basic principles of chemistry from General Chemistry I by applying these principles to the study of chemical solutions, reaction kinetics, chemical equilibrium, thermodynamics, electrochemistry, and nuclear chemistry. Three hours of lecture and one discussion per week. *Prerequisite: CHEM-150 with a C- or better or consent of instructor. Corequisite: CHEM-161 General Chemistry Lab II.*

CHEM-161 General Chemistry Lab II (1) A

Laboratory course to accompany CHEM-160. Laboratory experience focusing on properties of chemical solutions, reaction kinetics, chemical equilibrium, thermodynamics, and electrochemistry. Two hours of lab per week. *Corequisite: CHEM-160 General Chemistry II.*

CHEM-161-IL Investigative Laboratory (1) SII

Laboratory course designed to substitute for unrestricted sections of CHEM-161. The student will use instrumental methods and techniques to solve more in-depth laboratory questions, working on a more independent basis than students in the regular CHEM-161 laboratory course. *Prerequisite: B+ or better in CHEM-150 and consent of instructor. Corequisite: CHEM-160 General Chemistry II.*

CHEM-210 Environmental Problems (3) D

Study of the pollution of our present environment. The causes of these pollution problems and the damage that is being done are studied. Some solutions to the problems are discussed. May be taken for chemistry or earth-space sciences credit. Three hours of lecture per week. (Cross-listed as ESCI-210.)

CHEM-230 Environmental Chemistry (4) O

Study of the chemical aspects of the problems that human beings have created in the natural environment. This course will build on the chemistry and problem-solving skills mastered in CHEM-160 to apply knowledge of general chemistry to real-life issues. Chemistry occurring in the air, soil, and water will be studied in detail. Three hours of lecture and one two-hour laboratory per week. *Prerequisite: CHEM-160 or consent of instructor.*

CHEM-250 Organic Chemistry I (3) SI

Detailed study of the structures, properties, naming, stereochemistry, syntheses, and reactions of hydrocarbons, alcohols, and alkyl halides. Three hours of lecture per week. *Prerequisite: CHEM-160 with a C- or better or consent of instructor. Corequisite: CHEM-251 Organic Chemistry Lab I.*

CHEM-251 Organic Chemistry Lab I (2) SI

Laboratory to accompany CHEM-250 Organic Chemistry I. Introduces experimental techniques of organic chemistry emphasizing chemical separations and reactions of alkanes and alkenes and stereochemical modeling. Three hours of lab and two hours of discussion per week. *Corequisite: CHEM-250 Organic Chemistry I.*

CHEM-260 Organic Chemistry II (3) SII

Continuation of CHEM-250; study of the chemistry of aromatic carbon compounds, carbon compounds containing oxygen, and amines. Structures, properties, naming, syntheses, and reactions of compounds and spectroscopic structure determination of each group are discussed. Three hours of lecture week. *Prerequisite: CHEM-250 with a C- or better or consent of instructor. Corequisite: CHEM-261 Organic Chemistry Lab II.*

CHEM-261 Organic Chem Lab II (2) SII

Laboratory to accompany CHEM-260 Organic Chemistry II. Introduction to techniques of modern organic chemistry emphasizing reactions involving alcohols, ketones, carboxylic acids, and their derivatives. Three hours of lab and two hours of discussion per week. *Corequisite: CHEM-260 Organic Chemistry II.*

CHEM-280 Intermediate Inorganic Chemistry (4) O

This course provides an introduction to inorganic chemistry with a central focus on periodic trends, molecular structure, bonding theories, and descriptive chemistry pertaining to the main group elements. Three lectures and approximately two to three hours of laboratory work per week. *Prerequisite: CHEM-250.*

CHEM-301 Chemistry Seminar (1) SII

This course will give students an opportunity to look at chemistry from a broader perspective than is typical in the chemistry content courses. The course will cover recent trends in chemistry research, careers in chemistry and chemistry-related fields, and communication skills in the field of chemistry. One hour per week. *Prerequisite: Junior standing.*

CHEM-310 Analytical Chemistry (5) SI

Study of the principles involved in the practice and theory of quantitative analysis. Laboratory techniques include gravimetric, volumetric, and instrumental methods of analysis. Three lectures and approximately four to six hours of laboratory work per week. *Prerequisite: CHEM-160.*

CHEM-320 Biochemistry (3) SI

An introduction to the molecules and chemical reactions that are characteristic of living things. The course will discuss the structures of important biological molecules including amino acids, proteins, nucleic acids, and lipids and metabolic processes that extract and store metabolic energy. Three hours of lecture per week. May be taken for either biology or chemistry credit. *(Cross-listed as BIOL-320.) Prerequisites: BIOL-165 and CHEM-250, or consent of instructor.*

CHEM-355 Biochemistry Laboratory (1) SII

Practice of the basic laboratory techniques in biochemistry including protein chromatography, electrophoresis, and enzyme kinetics and investigation of the chemical properties of lipids and carbohydrates. Approximately three hours of laboratory per week. *(Cross-listed as BIOL-355) Prerequisite: CHEM-320 or BIOL-320.*

CHEM-370 Physical Chemistry I (3) SI

This course provides an introduction to the study of heat and energy and their influence in chemical and physical changes. Particular attention will be given to the concept of chemical equilibrium. Application of

mathematical models will be extensive. May be taken for chemistry or physics credit. Three hours of lecture per week. *(Cross-listed as PHYS-370.) Prerequisites: CHEM-160, MATH-191, and PHYS-150 or 153, or consent of instructor.*

CHEM-375 Physical Chemistry Laboratory (2) SII

This laboratory course is designed to give junior and senior chemistry students practice with designing experiments, collecting and analyzing data, and presenting experimental results in a written format. Students in this course will be required to complete a series of laboratory projects. For each project, the student will design an experiment, complete the experiment, and write a report. Approximately four hours of laboratory per week. *(Cross-listed as PHYS-375.) Prerequisites: CHEM-310, MATH-191, and PHYS-150 or 153, or consent of instructor.*

CHEM-380 Physical Chemistry II (3) SII

This course builds on the concepts mastered in CHEM-370 and extends the study of thermodynamics into electrochemistry and the study of chemical kinetics. In addition, the fundamentals of quantum mechanics will be discussed and applied to concepts of chemical bonding and molecular behavior. Three hours of lecture per week. *(Cross listed as PHYS-380.) Prerequisites: CHEM-370 or consent of instructor.*

CHEM-390 Molecular Biology (4) O

Study of the molecular processes involved in gene function and regulation. Topics include a detailed study of replication, transcription, and translation with emphasis on protein-nucleic acid interactions and molecular mechanism of mutation and repair. Laboratory exercises will focus on experimental design in molecular biology to isolate and analyze specific DNA sequences and include the use of databases (such as GenBank) to analyze DNA sequences and gene products. Two one-hour lectures and two two-hour labs per week. *(Cross-listed as BIOL-390.) Prerequisite: BIOL-225 or BIOL/CHEM-320 or consent of instructor.*

CHEM-395 Biochemistry II (3) SII/O

Study of the anabolic and catabolic chemical reactions used to manufacture, degrade, and/or recycle small molecules in biological systems, with special attention paid to the mechanisms and chemistry of signaling processes within cells used to control and regulate cellular processes. *(Cross-listed as BIOL-395.) Prerequisite: CHEM/BIOL-320 or BIOL-330 or consent of instructor.*

CHEM-400 Advanced Laboratory Techniques (4) SII/O

Study of advanced chemical separation and analytical techniques and their applications. Two hours of lecture and additional guided independent study and laboratory experience per week. *Prerequisites: CHEM-260 and 310, PHYS-160 or PHYS-163, and MATH-190 or consent of instructor.*

CHEM-401, 402 Internship in Medical Technology (16, 16) A

Twelve-month training program conducted by an accredited school of medical technology. Fulfills all the requirements established by the Board of Schools of the American Society of Clinical Pathologists. Cannot be applied to a chemistry major or minor. *Prerequisite: Consent of department and admission to an affiliated medical technology program.*

CHEM-427/327/227/127 Topics in Chemistry (1–4) D

Study of a particular area of chemistry not covered comprehensively in one of the other advanced courses. A student may receive credit more than once for a topics course if a different topic is covered each time. *Prerequisite: Consent of instructor.*

CHEM-450 Research in Chemistry (I–4) D

Introduction to the procedures and practices of scientific research. In collaboration with a faculty member, the student is expected to pose a problem, suggest procedures to be used to solve the problem, then work toward its solution. A final written report is required. The course may be repeated, but no more than eight hours of credit for research in chemistry will be awarded. Approximately six hours of work per week per hour of credit.

Prerequisites: 16 hours of chemistry and consent of the instructor.

Chinese Courses

Chinese courses are offered through the Modern Languages Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

CHIN-101 Chinese Language and Culture I (4) N/D

Designed to study the language and culture of Chinese speakers. Learning to use the language is the most important component of this study. Students develop rudimentary listening, speaking, reading, and writing skills in Mandarin Chinese and study cultural, geographical, and historical aspects of China and other large Chinese-speaking populations. Emphasis is also given to developing awareness and understanding of cultural differences and nonbiased attitudes toward cultures different from one's own. This course fulfills the modern language requirement of the general education core.

CHIN-102 Chinese Language and Culture II (4) N/D

Designed to continue the sequence of experiences that enables students to acquire listening, reading, speaking, and writing skills. The course also provides information about the people, places, attitudes, customs, and geography of the Chinese-speaking world. This course fulfills the modern language requirement of the College of Arts and Sciences core. *Prerequisite: CHIN-101 or equivalent.*

CHIN-201 Chinese Language and Culture III (4) N/D

Review, practice, and further development of the skills acquired in CHIN-102. Emphasis in this course is on reading and writing skills. This course fulfills the modern language requirement of the Bachelor of Arts degree. *Prerequisite: CHIN-102 or equivalent.*

CHIN-202 Intermediate Mandarin Chinese (2) N/D

Emphasis on reading and writing continues in this course, reinforced by practice in communicative competence.

Christian Vocations and Formation Courses

Christian Vocations and Formation courses are offered through the Lantz Center for Christian Vocations and Formation. These courses are open to students of all majors. Additional information about the Center can be found in the section entitled Academic Programs.

CVOC-105-01 Service Learning Placement (1–3)

Christian Vocations Service Learning is a course that uses resources of Christian churches, leaders, and enterprises, as well as other service agencies, to help students integrate their classroom learning with their vocational commitments. Through placements in local agencies/organizations, students learn firsthand how to apply their learning in the context of practical life and work. Regular classroom lecture/discussion sessions allow students to compare their experiences with those of other students at other locations. The course goals include (1) to learn how to apply the disciplines of Christian living to actual contexts of work; (2) to enhance awareness of

the concerns of church and community; (3) to develop leadership skills through integration of classroom with Christian service experiences, and (4) to reinforce partnerships between the University community and various Christian congregations and agencies. *Satisfactory/Unsatisfactory (S/U) grading. Open to students of all majors.*

CVOC-105-50 Appalachia Service Project (2)

Students involved in CVOC-105-50 will be in a service learning experience in Appalachia. There, for five days, the students will have the opportunity to help a family in need of housing improvements. The main objective of this course is to be participating fully in this service project. However, service learning also involves processing and reflection on the context, needs, and motivations for service. During the experience in Appalachia, students will have the occasion to view and consider elements of a clear subculture within the United States.

CVOC-110 Christian Exploration/Formation I (1.5)

This course introduces students to the practice of reflecting on Scripture, common reading and discussion, and the beginning of developing mentoring relationships. Students will be engaged in discerning ways that Christians are called to live in the world. Career counseling, films, guest speakers, journal reflection, and other activities are used to help students explore the multiple ways in which Christians are formed to respond to God's call. Students will meet with a mentor to explore the connection between faith and work. This course can be taken in conjunction with CVOC-105-01. *Satisfactory/Unsatisfactory (S/U) grading. Open to students of all majors. Required for Pre-Theology and Youth Ministry majors.*

CVOC-111 Christian Exploration/Formation II (1.5)

This course allows students to continue the exploration of vocation while becoming familiar with the classic practices of Christian spiritual formation. As students learn about a variety of Christian practices, they will have the opportunity to engage in the actual practice of them both in and out of class. This course takes for granted that service is a universal vocation for all Christians. Therefore, students are required to perform a certain amount of service throughout the semester. This course can be taken in conjunction with CVOC-105-01. *Prerequisite: CVOC-110 or with permission from the director of the Lantz Center. Satisfactory/Unsatisfactory (S/U) grading. Open to students of all majors. Required for Pre-Theology and Youth Ministry majors.*

CVOC-210 Christian Exploration/Formation III (1.5)

Students will build on their foundation of exploration and formation by incorporating the practice of discernment and other spiritual practices into a "Rule of Life." This course will include study and dialogue about the meaning and purpose of such a rule, and students will construct their own rule of life; to ensure that it is grounded in reality, each student will meet with a mentor to talk about its implications for his or her life. This course can be taken in conjunction with CVOC 105-01. *Satisfactory/Unsatisfactory (S/U) grading. Prerequisites: CVOC-110 and CVOC-111. Open to students of all majors. Required for Pre-Theology and Youth Ministry majors.*

CVOC-211 Christian Exploration/Formation IV (1.5)

This course is the capstone course for the CVOC curriculum. As such it seeks to draw from all the elements of the previous semesters to provide students with an opportunity to live with their "Rule of Life," to discern God's call for the future, and to commit themselves to service. Students will be introduced to a particular paradigm of spiritual mentoring. This course will provide opportunities for specific acts of commitment by encouraging students to discern their role in the CVOC commissioning service as well as their own role as mentors. *Prerequisites: CVOC-110, 111, and 210. This course can be taken in conjunction with CVOC-105-01. Satisfactory/Unsatisfactory (S/U) grading. Open to students of all majors. Required for Pre-Theology and Youth Ministry majors.*

CVOC-406 Internship (1-15) A

An opportunity for students who want to work in a closely supervised context of practical experience in a particular field of Christian service. A full-time internship of at least four weeks may be arranged during Semester I or II or in the summer. While the staff of the Lantz Center for Christian Vocations and Formation can assist students in locating area businesses, schools, churches, and other agencies to arrange possible internships, students are responsible for making these arrangements. *Prerequisites: CVOC-110 and 111. May be done in conjunction with CVOC-210 or 211. CVOC Satisfactory/Unsatisfactory (S/U) grading. Open to students of all majors. Required for Pre-Theology and Youth Ministry majors.*

Communication Courses

Communication courses are offered through the Communication Department. Information about the department and its major and minor can be found in the section entitled Academic Units.

Note: The Communication Department offers core courses every year, applied courses every semester, and major and elective courses every two or three years.

COMM-100 Public Speaking (2) A

Emphasizes the development of public speaking skills through concentration on research organization and delivery. Attention is given to classroom speaking, criticism, and listening.

COMM-101 Computer Applications in Communications (3) A

Introduces the capabilities, applications, and use of computers in the field of communication, including the current software packages, explanation of hardware terminology and function, and discussion of the role of computers in new media.

COMM-105 Communication Preparatory (1) Y

Provides the freshman or new major in Communication with orientation to University life and participation in the department and areas of communication study. Focus is on preparation for academic and professional success.

COMM-110 Applied Radio (1) A

Provides practical experience in working in the University radio station. The student must devote a minimum of four hours per week outside of class to practical work. Classroom instruction orients the student to radio station operation, audio production, and radio announcing principles.

COMM-111 Applied Television (1) A

Provides practical experience in working in the University television production facility. The student must devote a minimum of four hours per week outside of class to producing video projects. Classroom instruction orients the student to video production and television announcing principles.

COMM-115 Introduction to the Electronic Media (3) SI

Surveys the history of the electronic media, station organization, program planning, broadcast advertising, sales, FCC rules and regulations, media management, and theoretical approaches to media studies.

COMM-116 Audio Production (3) SI

Involves intensive study of the use of audio in various electronic media contexts. Explores theory and practical techniques for recording music and speech, digital audio editing, advanced post-production, and remote field production.

COMM-117 Video Production (3) A

Involves intensive study in the use of video technology for producing commercials, news, and instructional programs. Concentrates on composition, lighting, graphics, editing, and post-production techniques.

COMM-120 Applied Journalism (1) A

Provides practical experience through work on the University newspaper. The student is expected to devote a minimum of four hours per issue to practical work. Areas of experience include reporting, layout, design, and photography. Initial classroom instruction orients the student to the program.

COMM-125 Introduction to Journalism (3) SII

Gives students an understanding of the development of print media in the United States to better comprehend the technology, writing, design, and ethics of current journalism and to predict journalistic trends.

COMM-130 Forensics (1) A

Offers students an opportunity to participate in classroom and experiential training in individual speech events. Participants deliver prepared, extemporaneous, and impromptu speeches; perform literature before University or community audiences; and compete in intercollegiate tournaments and festivals. Instruction is of an individual nature and adapted to the student's previous training and skill level. *Prerequisite: Consent of the instructor.*

COMM-135 Introduction to Human Communication (3) A

Surveys the nature and applications of principles of human communication derived from classical and contemporary theory and research. Course will present concepts, principles, theories, and research findings relevant to understanding the complexities of human communication. It further will provide insights into the multidimensional contexts of communication, including facets of understanding the self, relational transactions, group interactions, public speaking, organizational behavior, and cultural diversity.

COMM-140 Applied Public Relations (1) A

Provides practical experience working in a public relations agency located within the Department of Communication. Concentrates on client service, strategic planning, and creation of communication tactics. The student must devote a minimum of four hours per week to practical work. Classroom instruction orients the student to the program.

COMM-200 Business and Professional Communication (3) A

Enables the student to analyze variables that affect communication practices in business, governmental, and professional organizations. Participants experience the common interpersonal, group, and public communication situations found in organizational settings and develop skills in interviewing, conducting meetings, interacting in small groups, and preparing and presenting informative and persuasive speeches. *Prerequisites: MGT-281 recommended. Sophomore standing required.*

COMM-201 Classroom Communication (3) A

Surveys the communication skills necessary for effective classroom teaching. Emphasis is placed on developing lecture and discussion techniques, improving interpersonal communications, and public speaking skills. *Prerequisite: Strongly recommended for education majors only.*

COMM-211 Announcing (3) O/SII

Develops vocal skills necessary for on-air radio and television presentation. Studies include use of the human vocal system, analysis of copy, commercial voice-overs, news anchoring, news field reporting, interviewing techniques, and radio announcing.

COMM-220 Introduction to Media Writing (3) SI

Provides an introduction to the specialized writing styles necessary for writing and reporting in various facets of mass communication. Students prepare articles and commentary for the electronic and print media, including broadcast programs and news publications. *Prerequisite: Keyboarding skills strongly recommended.*

COMM-221 Copy Editing (3) O/SI

Covers responsibilities of the newsperson as a copy editor. It includes practice in news handling, news judgment, preparation of copy, and display of news.

COMM-222 Publication Design (3) O/SI

Involves the study of printing processes, typography, informational graphics, layout, and design as they apply to the printed media. Students use current software to create projects such as brochures, ads, logos, and newsletters on Macintosh computers. *Prerequisite: COMM-101 or equivalent.*

COMM-223 Photojournalism (3) O/SII

Provides experience in the technical and aesthetic process of conceiving, photographing, and producing photojournalistic materials. The course includes writing and photographic (camera and computer processing) techniques.

COMM-230 Voice and Diction (3) O/SI

Focuses on methods and exercises for voice improvement, including vocal variety, quality, range, articulation, and pronunciation.

COMM-231 Introduction to Speech Pathology and Audiology (3) D

Introduces speech and theatre education majors to basic speech and hearing disorders.

COMM-232 Oral Interpretation (3) Every 3 yrs., SII

Provides the student with skills in the oral performance of texts. The student learns how to analyze and present various cultural and literary texts including personal narratives, folklore, prose, and poetry. Emphasis is placed on the development of performance techniques through an effective use of voice and body.

COMM-240 Communication Research Methods (3) SII

Examines quantitative and qualitative research methodology pertinent to the field of communication.

COMM-310 Programming (3) Every 3 yrs., SII

Studies factors influencing programming decisions for electronic media. Examines theories of audience behavior, demographic and psychographic characteristics, marketing theory, quantitative and qualitative audience ratings systems, and entertainment considerations.

COMM-311 Writing for Electronic Media (3) O/SI

Studies the methods used in gathering, reporting, writing, and editing electronic news. The practical use of audio and video equipment used in electronic newsgathering is emphasized. Newsgathering, reporting, and interviewing assignments are performed in conjunction with the University's WICR News Department and University of Indianapolis television. Also familiarizes students with other genres with which a writer must be familiar, including radio and television commercials and public service announcements, documentaries, and dramatic scripts.

COMM-312 Sports Media (3) O/SI

Applies broadcasting and print journalism techniques related to sports coverage in the radio, television, newspaper, and sports information fields. Emphasis is placed on the writing, research, delivery, spot coverage, and marketing of sporting events as well as live game broadcasts including play-by-play, color commentary, and field production.

COMM-313 Television Directing (3) Every 3 yrs., SI

Develops skills in control room, studio, and on-the-scene techniques used in producing and directing the finished television production. The course is concerned with the style, special effects, and artistic decisions used in a television program.

COMM-314 Communication Technology (3) O/SII

Introduces students to the fundamental concepts and emerging trends in voice, video, and data communication. Provides an overview of the technologies involved in telephone, radio, television, cable, and satellite transmission as well as the application of computer technologies to electronic media and business communication.

COMM-320 Writing for Print Media (3) O/SII

Involves advanced interviewing and research techniques as well as the reporting and writing of complex stories for general and specialized audiences.

COMM-321 Public Relations Principles (3) O/SI

This course introduces the fundamentals and practices of public relations with emphasis in practical, strategic-driven programs of large or small companies and nonprofit organizations. Included in the study is attention to the systematic process of public relations, theories used in public relations, segments within the industry, promotional writing, basic layout and design, and the measurable value of public relations. *Prerequisite: COMM-222 strongly recommended.*

COMM-322 Public Relations Methods (3) O/SII

This course offers the student an opportunity to put the theory taught in COMM-321, Public Relations Principles, into practice through exercises and skill development. Students also learn to create and employ the tactics used in creating and implementing a public relations campaign. *Prerequisite: C- or better in COMM-321.*

COMM-323 Magazine Writing and Editing (3) Every 3 yrs., SII

Focuses on the writing and preparation of copy for magazine publications. Students study magazine markets and plan, gather, organize, write, and edit materials for specialized and general circulation magazines.

COMM-324 Public Relations Analysis (3) O/SII

Surveys, analyzes, and evaluates various approaches to actual public relations situations, problems, issues, and opportunities. Methodological models are explicated and applied to such areas as current events, media relations, employee relations, community relations, and crisis communication. Focus is on public relations case studies and problem solving. *Prerequisite: C- or better in COMM-321.*

COMM-330 Group Communication (3) O/SI

Examines communicative interaction in small groups. Students study theory and research in group communication, participate in discussions, and develop skills in small-group transactions. Stress is placed on verbal and nonverbal messages, problem solving, norms, roles, cohesiveness, conflict, and leadership.

COMM-331 Interpersonal Communication (3) O/SII

Provides the student with information, insight, and current theory concerning communication on an interpersonal level. Emphasis is placed on self-awareness, self-disclosure, barriers, supportiveness in verbal transactions, nonverbal messages, message reception, and interpersonal relationships. The student is given the opportunity and specific means for learning and internalizing the relevant concepts through research and experiential vehicles.

COMM-332 Argumentation and Debate (3) Every 3 yrs., SI

Introduces the student to argumentation theory and public debate. Instruction centers on analysis of propositions, reasoning, research skills, discovery and evaluation of evidence, issue development, and techniques of persuasion and argumentation. Participants study and experience various formats for public debate.

COMM-340 Persuasion (3) O/SII

Approaches persuasion from a consumer viewpoint and emphasizes the role of persuasion in a variety of settings, including advertising, politics, and social movements. Theories of persuasion, mass media, and attitude change also are surveyed.

COMM-341 Topics in Communication (1–3) Every 3 yrs., SII

Focuses on topics of interest in the communication field that are not offered by the department on a regular basis.

COMM-410 Media Sales and Marketing (3) O/SII

Emphasizes the commercially operated media and includes an examination of marketing and promotion concepts and the pragmatic strategies and techniques utilized by media personnel to generate revenues through the sale of advertising.

COMM-411 Media Genres and Criticism (3) Every 3 yrs., SII

Focuses on developing media literacy, using familiar electronic media genres such as the documentary, situation comedy, the private detective serial, and the soap opera, among others. The course examines media syntax and investigates its impact on the various cultural traditions in society.

COMM-420 Media Management (3) O/SI

Acquaints the student with the principles associated with successful management in the mass communication industries. Management is seen from the perspective of technical, social, and practical skills.

COMM-421 Information Gathering and Dissemination (3) Every 3 yrs., SII

Introduces techniques for locating, collecting, and using information in a media environment. Topics include computer-assisted reporting, journalistic source development, investigative reporting techniques, access laws, government information, and the legal and ethical responsibilities associated with information gathering.

COMM-430 Organizational Communication (3) O/SII

Provides a detailed analysis of organizational theories and variables that affect practices in business, governmental, and professional organizations. Students examine and evaluate behaviors through case study and field observation of communications and management strategies.

COMM-431 Gender and Communication (3) O/SI

Explores the complex relationships among women and men and communication from theoretical and practical perspectives. Differences in communication patterns of men and women are studied in a variety of contexts.

COMM-432 Public Address and Criticism (3) Every 3 yrs., SII

Examines the role of public discourse in American society. Students will read, listen to, and watch great speeches that have had an impact on society. Emphasis will be placed on rhetorical theory and criticism.

COMM-440 Communication Law (3) SI

Provides students an overall understanding of communication law. History and evolution of journalism and broadcast law, the Communication Act of 1934 as amended, and FCC procedures and rules are emphasized. *Prerequisite: Junior or senior standing.*

COMM-441 Senior Project (1) A

Serves as the culminating experience of the Communication curriculum. Students will compile a portfolio, make an oral presentation, and plan and execute an event to the approval of a jury of Communication faculty. *Prerequisite: Senior standing.*

COMM-442 Communication Internship (4 or 8) A

Places students in environments suitable to the use of their communication skills. Length of time is commensurate with the number of academic credits. Supervision of the students is the responsibility of the immediate supervisor. A grade of S or U is assigned. *Prerequisites: Junior or senior standing, 2.3 cumulative GPA, 2.5 GPA in major, and 18 hours of coursework in major, including at least three hours of applied communication courses.*

Community Programs Courses

Community Programs courses are offered through the Community Programs Center. Information about the Center can be found in the section entitled College of Arts & Sciences.

CSL-150 Community: Learning and Serving (3) SI

An introductory course in the study of community and community life. The learning is accomplished through both traditional classroom instruction and community-based service learning endeavors that reinforce the

classroom instruction. Basic issues of community are covered in the class, including community theory, community research methods, diversity, community planning, and community organizing and organizations. Service learning dominates the second half of the class with students placed in agencies in the Southeast Neighborhoods that have long-standing partnerships with the University. Participation in the UIndy Service Learning Expo is required of all students.

CSL-450/SOC-401 Undergraduate Community Project (3–5) SI

A capstone course for the minor in Civic Engagement and Community Leadership and the Social Sciences Concentration in Community Organizing. The course combines classroom instruction on issues related to community leadership, community planning, community organizing, fund raising, and nonprofit agency management. The goal of the course is to prepare students for a service learning project in collaboration with one of the University's partnering agencies in the Southeast Neighborhoods of Indianapolis. These service learning projects represent a capstone experience for students and projects would be required to provide something of lasting value to the community. Participation in the UIndy Service Learning Expo is a requirement of the course.

CSL-480 Topical Seminar in Community Service Learning (3) D

This is a variable topics course; the topic for a given semester is announced prior to registration for the semester, having been selected in response to student needs and wishes. A student may receive credit for more than one CSL topical seminar if a different topic is covered each time. *Prerequisite: CSL-150 or SOCS-225.*

Computer Courses (School of Business)

The following computer courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

The following courses include those for the associate degree in computer information systems and the bachelor's degree in computer information systems. All courses below require access to hardware/software outside of class time.

CCNA-101 Cisco Networking Academy I (4) D

This course focuses on learning the fundamentals of networking. In this course, you will learn both the practical and conceptual skills that build the foundation for understanding basic networking. First, you will examine human versus network communication and see the parallels between them. Next, you will be introduced to the two major models used to plan and implement networks: OSI and TCP/IP. You will gain an understanding of the "layered" approach to networks and examine the OSI and TCP/IP layers in detail to understand their functions and services. You will become familiar with the various network devices, network addressing schemes and the types of media used to carry data across the network. *Prerequisite: CIS-151.*

CCNA-102 Cisco Networking Academy II (4) D

The primary focus of this course is on routing and routing protocols. The goal is to develop an understanding of how a router learns about remote networks and determines the best path to those networks. This course includes both static routing and dynamic routing protocols. By examining multiple routing protocols, you will gain a better understanding of each of the individual routing protocols and a better perspective of routing in general. Learning the configuration of routing protocols is fairly simple. Developing an understanding of the routing concepts themselves is more difficult, yet is critical for implementing, verifying, and troubleshooting routing operations. *Prerequisite: CCNA-101.*

CCNA-201 Cisco Networking Academy III (4) D

The primary focus of this course is on LAN switching and wireless LANs. The goal is to develop an understanding of how a switch communicates with other switches and routers in a small- or medium-sized business network to implement VLAN segmentation. This course focuses on Layer 2 switching protocols and concepts used to improve redundancy, propagate VLAN information, and secure the portion of the network where most users access network services. *Prerequisite: CCNA-102.*

CCNA-202 Cisco Networking Academy IV (4) D

The course introduces WAN converged applications and quality of service (QoS). It focuses on WAN technologies including PPP, Frame Relay, and broadband links. WAN security concepts are discussed in detail, including types of threats, how to analyze network vulnerabilities, general methods for mitigating common security threats, and types of security appliances and applications. The course then explains the principles of traffic control and access control lists (ACLs) and describes how to implement IP addressing services for an Enterprise network, including how to configure NAT and DHCP. IPv6 addressing concepts are also discussed. *Prerequisite: CCNA-201.*

COMP-150 Microcomputer Applications (3) A

Course designed to introduce the student to Microsoft Word, Excel, Access, and PowerPoint, as well as the Internet. A Windows (Microsoft) environment is used. A counterpart course may be taught on the Macintosh.

COMP-160 Advanced Microcomputer Applications (3) SI

Course designed to introduce the student to some of the advanced features of Microsoft Word, Excel, Access and PowerPoint, as well as the Internet. A Windows (Microsoft) environment is used. *Prerequisite: Extensive experience with Microsoft Office. Enrollment in this course is at the discretion of the instructor.*

CIS-151 Introduction to Information Systems (3) A

The purpose of this course is to provide an overview of information systems. It is a survey course looking at a number of topics in information systems. Much of the semester is spent reviewing the interrelationships between the organization and information systems. A number of information systems terms are defined and explained over the semester.

CIS-153 Visual Basic (3) SI

Introduction to programming applications for Windows using event-driven and object-oriented techniques. The course is taught using Microsoft's Visual Basic. *Prerequisite: CIS-151 (preferred).*

CSCI-255 C/C++ Language Programming (4) D

This course provides an introduction to computer programming using the C/C++ programming language. A previous course in computer programming will be helpful but is not required. C++ has both structured and object-oriented features and has many low-level features for a high-level language. These help make the language a popular choice for developing many types of programs. This course will help the student understand fundamental programming concepts and develop good programming style (methodology). May be taken for credit in either the Mathematics Department or the School of Business. *Prerequisite: CIS-151 (preferred).*

CIS-258 Web Design (3) SII

This course provides an introduction to website design and development. It focuses on the development of websites for business purposes. The development of the websites will be performed using XHTML along with other development tools as needed. *Prerequisite: CIS-151 (preferred).*

CIS-262 Database Programming (3) D

This course looks at the use of a database environment. The emphasis of the course is on the use of the application to support an organization. *Prerequisite: CIS-151.*

CIS-351 Information Systems Management (3) SII

This course provides an understanding of organizational systems, planning, and the decision-making process. It also discusses how information is used for decision support in organizations. It details the concepts of information systems for competitive advantage. Various software packages will be used to supplement the conceptual material. *Prerequisite: CIS-151.*

CIS-353 Programming Languages (3–4) SI

This course involves the study of a programming language. The actual language (e.g., COBOL, SQL, and Excel) typically will vary from semester to semester. This course is repeatable for credit as long as the course covers a different language. *Prerequisite: CIS-151 and as needed depending on the specific language taught.*

CIS-354 Database Systems (3) SII

This course is designed to help a student develop an understanding of various database systems in use today. The class will consist of both conceptual and hands-on use of database systems. *Prerequisite: CIS-151.*

CIS-355 System Analysis (3) SI

This course provides an understanding of the system development and modification process. It enables students to evaluate and choose a system development methodology. It emphasizes the use of research methods to gather the needed requirements from the users along with detailing various structured approaches to document the requirements. Various software packages will be used to supplement the conceptual material. *Prerequisite: CIS-151.*

CIS-356 Database Design (3) SII

This course covers information systems design and implementation within a database management system environment. This course is a continuation of the System Analysis course. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Various software packages will be used to supplement the conceptual material. *Prerequisite: CIS-151 and 355.*

CIS-359 Information Systems Project (3) SI

This course covers system analysis, physical design, programming, testing, and implementation of a database system using the skills learned in previous courses. This course is a continuation of the System Analysis course and the Database Design course. Various software packages will be used to supplement the conceptual material. *Prerequisite: CIS-356.*

CIS-420 Special Topics in Information Systems (topic to be determined) D

This is a special topics course in information systems, and prerequisites and credit hours are to be determined based on the specific material to be covered. This course is repeatable for credit as long as the course covers a different subject. *Prerequisite: CIS-151 and as needed depending on the specific language taught.*

CIS-453 Software Engineering (3) D

This course is designed to provide an understanding of software development and management. Various techniques will be examined to track productivity along with increasing productivity. *Prerequisite: CIS-151.*

CIS-454 Business Intelligence (3) SI

This course is an introduction to Business Intelligence. Business Intelligence refers to the use of computers to analyze complex information about an organization and its competitors for use in business planning and decision making. The objective is to create more timely and higher-quality input to the decision process. *Prerequisite: CIS-151.*

CIS-455 Internship in Information Systems (1–4) D

This course allows students to earn credits for work being performed in an internship. Considerable documentation and contact with the faculty is required. If a student wants to take this course for credit only, approval of an information systems faculty member is required prior to taking this course. If the student wishes this course to substitute for another information systems class, approval of the director of undergraduate business programs is required. Minimum GPA requirements apply. *Prerequisite: CIS-151.*

CIS-456 Information Systems Senior Seminar SII

This is the senior capstone course, which covers the factors necessary for successful management of system development or enhancement projects. The focus is on management and development for enterprise-level systems. To take this course, students must be seniors and have completed most of the other information systems classes. *Prerequisite: CIS-356, 359 (may be taken concurrently) and senior standing.*

Computer Science Courses (Mathematics and Computer Science Department)

Computer science courses are offered through the Mathematics and Computer Science Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

CSCI-130 Microcomputer Applications (3) A

An introduction to microcomputer-based applications, including an overview of the history, societal impact, hardware, operating systems, and terminology of computing. Students will gain knowledge of and experience with commercial software including word processing spreadsheets and databases; coverage will include communications and graphics software. Does not count toward a mathematics major or minor.

CSCI-132 Software Applications for the Sciences (2) A

An introduction to microcomputer-based applications in the sciences, including an overview of computer history and the terminology of computing. Emphasis will be placed on the use of spreadsheets and word processing as tools for analyzing scientific data and for writing technical reports. Does not count toward a mathematics major or minor.

CSCI-152 Pascal Programming (3) D

This course provides an introduction to computer programming using the Pascal programming language. Emphasis will be placed on learning to formulate solutions to problems in terms of Pascal. The student will gain practical experience in program design, coding, debugging, and testing. Fundamental problem-solving techniques that are used to solve real-world problems in mathematical/scientific applications will be explored.

CSCI-155 Introduction To Programming Using C++ (4) SI/D

This course provides an introduction to computer programming using the C/C++ programming language. A previous course in computer programming will be helpful but is not required. This course will help the student

understand fundamental programming concepts and develop good programming style (methodology). May be taken for credit in either the Mathematics Department or the School of Business. (Cross-listed as CIS-255.) *Prerequisites: MATH-105 with a grade of C- or better, or consent of the department.*

CSCI-156 Introduction to Object-Oriented Programming (4) SII/D

This course is a continuation of CSCI-155. Emphasis will be placed on the use of classes and other advanced features of the C++ programming language. Topics include object-oriented system design, inheritance, polymorphism, operator overloading, templates, exception handling, and abstract data structures. *Prerequisite: CSCI-155 with a grade of C- or better.*

CSCI-230 Computer Architecture (4) SI/D

This course is an introductory course in computer architecture. Students will learn about digital logic, the classical von Neumann model, machine-level representation of data, assembly language programming, and related architectural topics. Students will acquire an understanding of a computer system's functional components and their characteristics, interactions, and performance. *Prerequisite: CSCI-155 with a grade of C- or better.*

CSCI-240 Data Structures and Algorithms (4) SII/D

This course will teach the student to use the classical abstract data structures (including linked lists, stacks, queues, and trees). These tend to play important roles in almost all large and important software systems. The student also will study sophisticated algorithms, many of which rely heavily on recursion, and learn how to measure and compare their computational complexity. These include, for instance, advanced searching and sorting techniques. Other topics include the role and the use of the containers and algorithms in the Standard Template Library (STL). *Prerequisite: CSCI-156 with a grade of C- or better.*

CSCI-310 Graphical User Interfaces (4) SI/D

A survey of some of the more modern popular programming languages, libraries, and software development tools that are used to implement programs featuring graphical user interfaces. Fundamental programming skills and understanding of the object-oriented programming paradigm are prerequisite. Students will design and implement programs in languages that feature object-oriented interface components. *Prerequisite: CSCI-156 with a grade of C- or better.*

CSCI-340 Computer Algorithms (4) D

This course is an introduction to the theory of computer algorithms. We will examine different types of computer algorithms, such as divide-and-conquer, greedy, backtracking, and dynamic programming. In addition, we will study the running time and complexity of some computer algorithms. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

CSCI-350 Programming Languages (4) SI/D

Fundamental topics in this course will include language, syntax, semantics, and software design. This will include the study/use of state diagrams and BNF grammars. The course will compare and contrast common computers' programming paradigms from this point of view. More emphasis will be placed on using the object-oriented programming paradigm. Students will construct a large software project. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

CSCI-370 Database Systems (4) SII/D

Students will learn the principles of database systems and database design as well as practical modeling and querying techniques. Emphasis will be placed on the relational approach. Related topics include the E-R Model,

schema refinement, SQL programming, Internet databases, file organization and indexing, concurrency, data integrity, and security. *Prerequisite: CSCI-240 with a grade of C- or better.*

CSCI-380 Scientific Computing (4) D

This course is an introduction to scientific computing and numerical analysis. It introduces students to interpolation, approximation, and numerical integration. It will present numerical solutions for systems of linear equations, elimination, and iterative methods as well as error analysis. Numerical solutions of initial-value problems for ordinary differential equations also will be examined. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

CSCI-390 Internet Programming (4) D

The primary focus of this course is Internet Programming. This course will introduce students to different Internet programming languages, such as HTML, Java, and JavaScript, designed for programming on the World Wide Web. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

CSCI-400 Topics in Computer Science (2-6) D

Special topics in computer science. Prerequisites and credit hours determined by the instructor/topic.

CSCI-420 Computer Networks and Distributed Computing (4) SII/D

This course is about the design, structure, and use of computer networks. The student will learn about hardware and software used to build computer networks. Topics include parallel computing, messaging, structural alternatives, communication protocols, and security. Different network architectures will be compared. *Prerequisite: CSCI-240 with a grade of C- or better.*

CSCI-430 Software Engineering (4) SII/D

The student will learn about methods and tools that are commonly used to assist in the development and maintenance of large software systems. Topics include the software life cycle, product documentation, testing methods and strategies, tools (CASE), end-user considerations, software reuse, and project organization. This course involves a major software project in software design, providing one or more solutions to significant problems (posed by corporate partners, if possible). Students, working in teams, will develop system specifications, design documentation, program code, test documentation, and other deliverables. *Prerequisite: It is advised that the students take this course during their senior year.*

CSCI-450 Computer Graphics (4) SI

This course is an introduction to computer graphics. It will examine two-dimensional graphics methods and transformations. Three-dimensional graphics methods, including transformations, viewing geometry, object modeling, and interactive methods also will be presented. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

CSCI-460 Artificial Intelligence and Intelligent Systems (4) D

This course is an introduction to artificial intelligence and intelligent systems. The history, definition, and philosophical foundations of the discipline of artificial intelligence will be discussed, and the fundamental concepts in the discipline (such as knowledge representation, searching, and heuristics) will be presented. The myriad uses for artificial intelligence across the Internet and topics including expert systems, active agents, and neural networks also may be explored. *Prerequisite: CSCI-240 with a grade of C- or better, or consent of the department.*

Criminal Justice Courses

Criminal Justice courses are offered through the Social Sciences Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

CRIM-110 Introduction to Criminal Justice (3) SI

Study of agencies and processes involved in the administration of criminal justice: the legislature, the police, the courts, the prosecutor, corrections, probation and parole, and juvenile justice.

CRIM-120 Trends in Corrections (3) SII

Analysis and evaluation of contemporary correctional systems. Discussion of recent research concerning the correctional institution and the various field services.

CRIM-121 Corrections Service Learning Lab (1) SII

The course is designed to provide students with the opportunity to become involved in the work of a local community organization that seeks to alleviate social problems associated with crime and delinquency. Students spend 24 hours working at a local organization over the course of the semester and keep a journal of their experience, relating it to course material. *Corequisite: CRIM-120.*

CRIM-210 Criminal Investigation (3) O

Theory of investigation, crime scene procedures, interviews, interrogations, surveillances, and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

CRIM-220 Criminal Evidence (3) O

Basic rules of evidence as they apply in criminal justice from the collection of evidence through presentation in court, types of evidence, admissibility of evidence, and searches and seizures.

CRIM-230 Criminal Law (3) O

Theory, history, purpose, and philosophical concepts of criminal law; role of the Constitution and Supreme Court in criminal law; statutory considerations; and rights and responsibilities of officers in enforcing criminal laws.

CRIM-240 Constitutional Rights of Inmates (3) SII

In-depth examination of legal issues, constitutional challenges, developments, and decisions that affect the day-to-day operations of correctional institutions and jails. Specific issues related to inmates' rights and the management of inmates are examined. Emphasis is placed on understanding the legal and administrative bases that guide correctional professionals.

CRIM-250 Gender Issues in Law and Society (3) SII

The course examines the evolution of gender issues, from traditional roles to nontraditional roles, from an historical context to modern-day contemporary life. Gender is examined critically and reviewed at the macro and micro levels of various components of society with a focus on gender status, relationships, and treatment in different institutional, organizational, and group settings. Comparing the role of gender and its evolution in the United States to that of other countries, the focus will be on emerging and continuing issues of gender. *(Cross-listed with SOC-250.)*

CRIM-310 Juvenile Delinquency (3) SII

The juvenile justice system, including theory, administration, treatment, confinement, community resources, and the roles of police, correction facilities, and the juvenile court. *Prerequisite: SOC-101 or SOC-103.*

CRIM-330 Custody and Treatment (3) SI

Introductory survey of philosophy, theory, and practice involved in custody and treatment of convicted violators of all ages; supervision of inmates; security procedures; and enforcement of institutional rules and procedures relating to correctional supervision. Appraisal of correctional treatment on post-correctional behavior.

CRIM-331 Corrections Service Learning Lab (1) SI

The course is designed to provide students with the opportunity to become involved in the work of a local community organization that seeks to alleviate social problems associated with crime and delinquency. Students spend 24 hours working at a local organization over the course of the semester and keep a journal of their experience, relating it to course material. *Corequisite: CRIM-330.*

CRIM-340 Police Administration and Management (3) O

Course designed to provide a broad understanding of the police administration and management processes. Will include a detailed overview of the goals, standards, theories, and values needed by modern police administrators. Issues concerning cultural, social, economic, and environmental changes and challenges will be explored. *Prerequisite: Junior standing in criminal justice major or permission of instructor.*

CRIM-350 Internship in Criminal Justice I (4–8) A

Professional work experience in the field of criminal justice. The purpose of the practicum is to provide an opportunity for an advanced student to obtain a professionally supervised work experience in law enforcement, corrections, or related areas. *Prerequisites: Junior or senior standing; major in Criminal Justice; GPA of 2.3 or above; or consent of instructor.*

CRIM-355 Internship in Corrections (4–12) A

Professional work experience within the field of Corrections. This internship is a requirement for Criminal Justice majors with a concentration in Corrections. The purpose of this internship is to provide supervised work experience in Corrections, specifically in the areas of adult or juvenile probation or parole. *Prerequisites: Junior or senior standing; concentration in Corrections, GPA of 2.3 or above; or consent of instructor.*

CRIM-360 Internship in Criminal Justice II (4–8) A

Second or third field placement designed to broaden the student's field experiences. *Prerequisites: Junior or senior standing; major in Criminal Justice; GPA of 2.3 or above; or consent of instructor.*

CRIM-390 Understanding Addictions (3) D

This course studies the dynamics of the addictions process including causation, symptoms, consequences, prevention, and treatment options. Emphasis is on study of chemical dependency and the abuse of illicit chemicals; other addictive behaviors also are explored. *(Cross-listed as SOWK-390.)*

CRIM-410 Criminology (3) SII

Study of the nature, extent, and theories of crime. Students are introduced to the attempts to control crime, to the judicial process, and to the attempts to reform the criminal. *Prerequisite: SOC-101 or SOC-103.*

CRIM-420 Academy Internship (12) D

Professional certification as Law Enforcement Officer after successful completion of 15-week, in-house Basic Training course at the Indiana Law Enforcement Academy in Plainfield, Indiana. Limited to senior Criminal Justice majors with a concentration in Law Enforcement, bachelor's degree track, who have completed all University core and degree major course requirements. *Prerequisite: Department approval as well as final approval based on comprehensive background investigation by an accredited law enforcement agency.*

CRIM-425 Law and Society (3) SI

Examines the functions of law, the impact of law on human relationships within society, intended consequences of laws, and the role and impact of legal processes, institutions, and practitioners in national and international contexts. *(Cross-listed as SOC-425.)*

CRIM-430 Topical Seminar: Criminal Justice (3) D

Study of a particular area of criminal justice not covered comprehensively in one of the other advanced courses. The topic for a given semester is announced prior to registration for the semester, having been selected in response to student needs and interests. A student may receive credit more than once for CRIM-430 if a different topic is covered each time. *Prerequisite: CRIM-110 or consent of instructor.*

Earth-Space Sciences Courses

Earth-space science courses are offered in the Physics and Earth-Space Sciences Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

ESCI-100 Elements of Earth-Space Sciences (3) A

This course provides an introduction to the scientific method through a study of the basic elements of the earth sciences: physical geography, meteorology, geology, oceanography, and astronomy. The course provides a broad understanding of the Earth system and the interrelationships between the various components of the Earth system. Students learn concepts and theories pertaining to the scientific method and the earth sciences in lecture and then are expected to apply those concepts in labs and on exams. The course meets for two hours of lecture and two hours of lab each week. *Prerequisite: Math proficiency through MATH-090.*

ESCI-110 Freshman Seminar (1) SI

A general orientation to the University of Indianapolis for earth-space sciences and environmental science majors, including an introduction to literature and library resources in earth-space sciences. Scientific writing formats will be emphasized. *Required of all freshmen earth-space and environmental science majors.*

ESCI-150 Physical Geology (3) SII

Study of the earth, the rocks, and oceans that compose its surface, and the volcanic, deformative, erosional, and depositional forces that have modified it. One or two Saturday field trips may be taken. Course includes two hours of lecture and two hours of lab per week. *Prerequisite: Math proficiency through MATH-105.*

ESCI-202 Physical Geography (3) O/SI

Course will cover relationships within and between geology, meteorology, climatology, and oceanography. Various forms of maps and mapping (topographic, geologic, soils, climate, barometric, temperature) will be addressed. An Indiana Core 40 college-prep background, especially in the math and sciences areas, is presumed. Primarily for social studies, geography, and history teaching majors. Two hours of lecture and two hours of lab per week. *Prerequisites: EDUC-100 and IREL-204.*

ESCI-206 Time, Trilobites, and Tyrannosaurus Rex (3) SI

This course provides an introduction to the field of historical geology and the evolution of life, with a specific focus on the geology of Indiana. Through lectures and labs, students learn how the scientific method has been used to formulate and test various scientific hypotheses and theories related to the historical sciences. Hands-on labs teach students how to identify different kinds of minerals, rocks, and fossils, and how to infer paleoenvironments based on their distributions. Additionally, students learn about the vastness of geologic time and how organisms have evolved throughout the billions of years of Earth's history. The course includes two hours of lecture and two hours of lab per week. *Prerequisite: Math proficiency through MATH-105.*

ESCI-207 Astronomy (3) SI

Introductory course concentrating on three primary areas: (1) observational techniques, (2) solar system astronomy, and (3) stellar and galactic astronomy. During each portion of the course there is a laboratory emphasis on observation and hands-on learning. Some observation is scheduled every clear night that the course meets, using the University's Noblitt Observatory in Lilly Science Hall. *(Cross-listed as PHYS-207.) Prerequisite: Math proficiency through MATH-105 or consent of department.*

ESCI-210 Environmental Problems (3) SII/D

Study of the pollution of our present environment. The causes of these pollution problems and the damage being done are studied. Some solutions to the problems are discussed. May be taken for chemistry or earth-space sciences credit. *(Cross-listed as CHEM-210.)*

ESCI-211 Meteorology: Weather and Climate (3) O/SII

An introduction to the study of composition, structure, and circulation of the atmosphere, including elementary theory of storms and other weather disturbances. Course includes two hours of lecture and two hours of lab per week. *Prerequisite: Math proficiency through MATH-108 or consent of instructor.*

ESCI-230 Introduction to Geographic Information Systems (2) A

Course designed to provide concentration on computer mapping (GIS) and data interpretation skills common to earth, environmental, health, social sciences, business, and other disciplines. Course will include use of GPS data, aerial photos, satellite imagery, and related information. Course also will include general mapping concepts. *Prerequisite: Math proficiency through MATH-105 or consent of department.*

ESCI-265 Ecology (4) A

Study of interactions between organisms and their physical and biological environments. Includes study of physical factors, biochemical cycles, population dynamics, and population interactions. Students will design and complete an independent research study. Three lectures and one two-hour laboratory period per week. *(Cross-listed as BIOL-265.) Prerequisites: BIOL-155.*

ESCI-270 Earth and Environmental Science Seminar (.5) SI

Builds on foundation of Freshman Seminar. Sequenced reading, writing, and research proposal formulation projects and presentations. *Required of all earth-space and environmental science majors during each of the sophomore, junior, and senior years.*

ESCI-320 Practicum (3-6) D

Practicum experience designed to serve as an introduction to a professional work experience in the field. Students are placed under the supervision of a professional practitioner in an earth-space or science-related organization. *Prerequisite: Consent of department.*

ESCI-365 Field Studies in the Earth-Space Sciences (1–4) D

Field trips, field projects, and field work are selected by the instructor and student to enhance and broaden the student's experiences in the geological, atmospheric, astronomical, or environmental sciences. Field techniques, data gathering, data presentation, and analysis will be emphasized. Some walking and climbing may be required. Course may be taken more than once but not more than a total of four credit hours. *Prerequisite: Consent of instructor or department.*

ESCI-401 Geoarcheology (4) O/SI

This course provides a broad introduction to the use of the theories and methods of the earth sciences to answer archaeological research questions. Students will be introduced to a variety of topics including soil morphology, paleoeconomic geology, geomorphology, and archaeological site formation processes. This is a project-based course, meaning that evaluations will be based on students' abilities to ask and answer research questions using the critical thinking and technical skills developed in the class. Students will be encouraged to engage in on-going faculty research project(s) that will provide a foundation for future study and active involvement in the professional research community. *Weekend field trips may be required.*

ESCI-403 Paleontology: Fossils (3) D

Study of the governing principles, evolution, classification, and distribution of fossils; includes the geologic history and paleoecology of plants, vertebrates, and invertebrates (emphasis is on the invertebrates with little, if any, emphasis on vertebrates). One or two Saturday field trips may be taken. Course includes two hours of lecture and two hours of lab per week. *Prerequisite: Math proficiency through MATH-105.*

ESCI-410 Hydrogeology (3) O/SI

Study of the principles of surface and ground water as a resource with emphasis on the practical application of techniques to water-well and groundwater reservoir problems. Saturday field trips may be taken. *Prerequisites: ESCI-100 or 202 or 205 or 206 and MATH-180 or consent of department.*

ESCI-420 Energy Resources (3) D

Study of a variety of renewable and nonrenewable energy resources vital to the economy of the United States and the world. The origin of and exploration for oil, gas, coal, and uranium will be highlighted. Alternative energy resources and the environmental impact of energy resource development will be an integral part of the course. Saturday field trips will be planned.

ESCI-425 Soil Morphology (4) O/SII

This course introduces students to sediments, soils, and soil formation processes. Students will become familiar with the USDA soil classification system and the USDA's online Web Soil Survey. Soil field identification and mapping techniques will be taught and students will learn how to identify and interpret archaeological sediments and soils. This is a project-based course, meaning that evaluations will be based on students' abilities to ask and answer research questions using the critical thinking and technical skills developed in the class. Students will be encouraged to engage in ongoing faculty research project(s) that will provide a foundation for future study and active involvement in the professional research community. *Weekend field trips may be required.*

ESCI-430 Topics in Earth-Space Sciences (1–4) D

Study of selected specific areas in earth-space sciences not covered by the established curriculum. These subjects are timely or focused toward student and market needs. Topics will be announced prior to semester registration. A student may receive credit more than once for different topics.

ESCI-490 Senior Research (1–3) D

Introduction to the procedures and practices of scientific research. The student will be expected to pose a problem, suggest procedures to be used to solve the problem, and then work toward its solution. A final written report is required. *Prerequisite: Senior standing or consent of department.*

Economics Courses

Economics courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

ECON-110 Microeconomics (3) A

Covers the introductory tools of economic decision making of single economic units such as households and businesses.

ECON-111 Macroeconomics (3) A

Covers the introductory tools necessary in analyzing the workings of an economy. Covers topics such as the determination of gross national product, inflation, unemployment, and international linkages.

ECON-210 Intermediate Microeconomics (3) SII

Emphasis is given to the application of microeconomic decision tools to managerial decision making for a company facing various national or international competitive environments. *Prerequisite ECON-110.*

ECON-211 Intermediate Macroeconomics (3) SI

Provides an analysis of an economy in the context of a model that describes the workings of demand and supply sides of a national economy with linkages to international markets. Application of theory is emphasized. *Prerequisite: ECON-111.*

ECON-363 Money and Banking (3) SI

Covers the definition and the process of money creation and the role of financial intermediation. The regulation of financial institutions and the role of the Federal Reserve in the design of monetary policy also are covered. *Prerequisite FIN-210 and ECON-262. (Cross-listed as FIN-340.)*

ECON-386 Quantitative Methods (3) SI

Quantitative methods and modeling techniques used to support management decision making. The following topics are covered: brief review of probability and distribution; decision analysis; utility and decision making; forecasting; linear programming; transportation, assignment, and transshipment problems; integer programming; queuing modeling, computer simulation, and multi-criteria decision problems. *Prerequisite MATH-220 or MATH-280. (Cross-listed as SCM-386.)*

ECON-410 Econometrics (3) SII

The course introduces students to applications of statistical tools. Students will learn how to conduct and critique empirical studies in economics. The emphasis is on applications. *Prerequisites: MATH-220 or MATH-280, ECON-211, and ECON-386.*

ECON-461 Economic Development (3) SI

Studies the issues of developing countries in the current global environment and provides different models of development strategies that countries may follow. *Prerequisite: ECON-111.*

ECON-464 Comparative Economic Systems (3) SI

Analysis, comparison, and evaluation of ways an economy may solve economic problems. *Prerequisite ECON-111 or permission of the instructor.*

ECON-465 Economics of Fiscal Policy (3) SI

Federal and local government policies of spending and taxation are discussed. Theory of taxation and national fiscal problems and issues are given emphasis. *Prerequisites: ECON-110 and ECON-111 or the permission of the instructor.*

ECON-467 International Financial Management (3) SII

Topics covered are balance of payments, determination of exchange rates, and decision-making tools for multinational companies. *Prerequisites: ECON-111 and FIN-210. (Cross listed as FIN-420.)*

ECON-485 Seminar in Public Policy (3) SII

Current economic issues in the United States are discussed. The topics may vary according to existing issues at the time of coverage. Typical issues are: energy, environment, labor and collective bargaining, immigration, education, and poverty. *Prerequisites: ECON-210, 211, and 465.*

Education Courses

Education courses are offered through the Teacher Education Department. Information about the department and the teaching majors and concentrations it offers can be found in the section entitled Academic Units.

EDUC-091 BUILD Math I (3) SI

Designed for students in the BUILD program (Baccalaureate for University of Indianapolis Learning Disabled). The focus of the course is arithmetic, real numbers, linear equations and inequalities in one variable, applied problems, and polynomials. *Credit/no credit grading.*

EDUC-093 BUILD Study Skills (.5) SI

Designed for students in the BUILD program. The focus of the course is on organizing, note-taking, test-taking, and research. The class will meet for one hour twice a week. *Credit/no credit grading.*

EDUC-100 Exploration in Education (2) SI/SII

Explores some of the areas that contribute to the education profession. Two goals of the class are (1) to give those who may be considering a career in education some basis for making a major career decision and (2) to provide those who have elected to pursue a major in education some insights into the topics they will encounter during their preparation and subsequent classroom experiences. Selected issues and problems are considered. *Required for all teaching majors. Open to all students. Field experiences required.*

EDUC-101 BUILD Math II (3) SII

Continuation of BUILD Math I, focusing on geometry, graphing straight lines, graphing and linear systems of equations, rational expressions, rational equations and complex fractions, radical expressions, and quadratic

equations. Restricted to students in the BUILD program. Successful completion of BUILD Math I with a CR and BUILD Math II with a C or above represent demonstration of math proficiency.

EDUC-102 Technology in Education I (1) SI/SII

Prepares teacher education candidates to meet national and state standards for integrating technology into the classroom as an instructional tool. Instructional software, multimedia tools, the Internet, and other computer-assisted learning opportunities are used to meet learning needs of every student. Candidates spend considerable time in laboratory settings gaining hands-on experience with technology and building technological knowledge. Candidates learn about appropriate productivity software that will enhance their personal and professional lives. *Required of all teaching majors.*

EDUC-110 Freshman Seminar in Education (1) SI

A general orientation to the University of Indianapolis and the teaching profession for teacher education majors. *Credit/no credit grading.*

EDUC-202 Technology in Education II (1) SI/SII

Prepares teacher education candidates to meet national and state standards for integrating technology into the classroom as a teaching tool. Instructional software, multimedia tools, the Internet, and other computer-assisted learning opportunities are used in this project-oriented seminar. *Prerequisite: EDUC-102 with grade of C or higher.*

EDUC-203 Psychology of Development, Learning, and Instruction (4) SI/SII

Provides a foundation for the reflective teacher. Reflective teachers draw on theories and concepts from both educational and developmental psychology to plan and evaluate instruction and to be responsive to individual learners. In this course students will have an opportunity to study the field of human development and psychology as they relate to learning and teaching. The study of human development will focus on the period from birth to late adolescence. Typical development in adulthood also will be explored. Course required for all levels of licensing. *Register concurrently with EDUC-204. Prerequisite: EDUC-100 with a grade of C or higher or permission of instructor.*

EDUC-204 Field Experience (.5) SI/SII

Field experience provides students with an opportunity to develop observational and reflective thinking skills, apply concepts from EDUC-203, and analyze authentic learning environments. *Register concurrently with EDUC-203.*

EDUC-272 Introduction to Learners with Mild Disabilities (3) Y

Presents models and introduction to the characteristics, history, and identification of students with mild disabilities. Particular attention is devoted to understanding disability as a social construct, the impact of labels on children and families, and the concepts of cultural competence and normalization. Strategies of working collaboratively with other professionals and families to optimize the outcomes of the child in the inclusive classroom and community are stressed. *Course applies toward a special education license in mild interventions. A field experience is required. Prerequisite: Must be enrolled in or have completed EDUC-203/204.*

EDUC-290 Teaching in a Diverse Society (3) SI/SII

Examines the impact of our nation's increasingly diverse society on schools. Course provides an overview of the various cultural characteristics of students and how these differences have an impact on student behavior

and achievement in the school environment. The course also explores the interaction of teacher and student value systems regarding culturally different learners as a basis for fostering sensitivity to and respect for cultural differences. *Course required of all levels of teacher licensure.*

EDUC-300 Social and Political Contexts of Education (3) SI/SII

Teachers increasingly are being asked to assume leadership roles in their schools, districts, and communities and grapple with the problems and issues affecting students and their families. The primary goal is to help students begin to think systematically about how teaching and learning influence and are influenced by social arrangements, practices, and beliefs and help them begin to develop strategies for addressing those aspects that work against students' opportunities to learn. Students will be introduced to questions and issues in education that are of concern to educators, researchers, and various interest groups, and the various (at times contradictory) positions, policies, and practices that have been devised. *Course required for all levels of teacher licensure.*

EDUC-302 Technology in Education III (1) SI/SII

Focuses on integration of pedagogy, content, and technology for pre-service teachers in a seminar-based format. This course prepares teacher education candidates to meet national and state standards for integrating technology into the classroom as an effective instructional tool, specific to content areas. Candidates explore how best teaching practices, content knowledge, and technology are combined to create meaningful learning experiences for their students. *Prerequisite: EDUC-202 with a grade of C or higher.*

EDUC-305 Curriculum and Methods for the Young Child (3) SI

Focuses on curriculum and assessment issues in early childhood education. Topics include child and school readiness, developmentally appropriate practice, formal and informal assessments, and role of play in learning. *Course required for elementary (primary and intermediate) licensure. Prerequisites: Admission to Teacher Education Program.*

EDUC-320 Technology in Education II (3) SI

Prepares students to meet technology standards and strategies for the integration and implementation of technology across the curriculum. Teachers design and develop lesson plans that incorporate the use of technology to address curricular needs. They also plan professional development activities for their building so that other teachers may become skillful technology users. Upon finishing this course, teachers demonstrate the value and function of instructional technology as a critical component to delivering 21st-century skills. Participants discuss the importance of maintaining an interest in and critical examination of developing trends in technology with emphasis on applications in education. *Participants need a working knowledge of computers as well as access to a computer and the Internet on a regular basis.*

EDUC-325 Teaching Math in the Primary Grades (2) SI

Prepares candidates to teach mathematics in kindergarten to second grade. Emphasis is placed on creating classrooms that encourage exploration and communication of ideas relating to numbers, patterns, shapes, and space. How to use informal and formal assessments to support learning and guide instructional decisions, ways to incorporate technology, and professional resources for mathematics teachers are addressed. *Course required for elementary (primary and intermediate) licensure. Prerequisites: MATH-208/210 with grades of C or higher and admission to Teacher Education Program.*

EDUC-326 Teaching Math in the Intermediate Grades (2) SII

Provides candidates with instructional strategies for teaching mathematics in grades three through six. Special attention is given to methods that promote multiplicative reasoning, equivalence, and computational fluency.

Modeling and developing problem-solving strategies, using language and other representation systems to communicate concepts, and exploring cooperative learning structures are studied. *Course required for elementary (primary and intermediate) licensure. Prerequisite: EDUC-325 with a grade of C or higher and admission to the Teacher Education Department.*

EDUC-334 Developmental Literacy (3) D

Helps both candidates and practicing teachers assess and teach literacy in classrooms. Emphasis is placed on working with students with learning disabilities. Candidates develop proficiency in administering, scoring, and analyzing interest/attitude surveys, individualized reading inventories, and writing samples with a small group of students. Using the results of these diagnostic tools, the candidates design and implement one-on-one lessons to build on the strengths and meet the needs of students. *Course required for all-grade and secondary education teachers seeking an endorsement in Mild Interventions.*

EDUC-335 Literacy in the Primary Grades of Elementary School (4) SI

Focuses on children's literacy development in the primary grades (grades K–2). Instructional and assessment strategies are demonstrated and applied in field experiences (EDUC-338) developing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates learn about a balanced literacy program that includes reading aloud, shared reading and writing, guided reading and writing, word study, self-selected reading, and bookmaking. *Course required for elementary (primary and intermediate) licensure. Course taught on-site at a local school. Register concurrently with EDUC-338. Prerequisite: Admission to the Teacher Education Program.*

EDUC-336 Literacy in the Intermediate Grades of Elementary School (4) SII

Focuses on children's literacy development in the intermediate grades (grades 3–6). Instructional and assessment strategies are demonstrated and applied in field experiences (EDUC-339) developing fluency, vocabulary, and comprehension with fictional and informational texts. Candidates learn about literacy instruction through basal work, literature circles, reading-writing workshop, process writing, and content area reading-writing. Candidates learn to monitor students' literacy development through informal reading inventory and portfolio assessment. *Course required for elementary (primary and intermediate) licensure. Course taught on-site at a local school. Register concurrently with EDUC-339. Prerequisite: EDUC-335 with a grade of C or higher and admission to the Teacher Education Department.*

EDUC-338 Field Experience (1)

Register concurrently with EDUC-335.

EDUC-339 Field Experience (1)

Register concurrently with EDUC-336.

EDUC-360 Literacy and Pedagogy in the Content Areas (3) SI

Provides necessary background material and strategies related to new literacies across the curriculum. The course also integrates learning for unit and lesson planning. Students learn specific strategies related to new literacies and learning, with some emphasis on teaching English language learners. Students review traditional classroom materials, the role of supplemental texts, and applications of Web 2.0. The role of writing to learn also is addressed, with specific strategies and applications appropriate to various content areas. *Course required for secondary and all-grade licensure. Register concurrently with EDUC-371 and EDUC-365. Prerequisite: Admission to Teacher Education Program.*

EDUC-365 Middle School Practicum (1) SI

Provides students with opportunities to design and implement lesson plans, assess student work, and evaluate the effectiveness of the instruction. *Register concurrently with EDUC-360 and EDUC-371. Prerequisite: Admission to Teacher Education Program.*

EDUC-371 Special Needs in the Secondary Classroom (3) SI

Provides a general introduction to the characteristics, history, and identification of students with mild disabilities. Students use case studies to assess student needs, plan differentiated instruction, and design behavior intervention plans. The course examines models of coteaching, strategies for working collaboratively with professionals and families, and applications of assistive technology to accommodate needs of diverse learners. *Course required for secondary and all-grade licensure. Register concurrently with EDUC-360 and EDUC-365. Prerequisite: Admission to Teacher Education Program.*

EDUC-372 Teaching Learners with Mild Disabilities (3) SI

Provides models of effective instruction for students with diverse learning needs who are educated in the general education classroom. An emphasis is placed on promoting culturally responsive teaching and strategies to differentiate and adapt instruction to accommodate exceptional learners. Curriculum that promotes the academic, social, and behavioral competence of students is demonstrated in addition to data-based instructional systems such as curriculum-based measurement. Applications of assistive technology to support learners are emphasized. *Course required for an elementary and special education license in mild interventions. Register concurrently with EDUC-373. Prerequisite: Admission to Teacher Education Program (elementary majors). EDUC-272 with a grade of C or higher or consent of the instructor. (Note: The second requirement pertains only to candidates seeking Mild Intervention License.)*

EDUC-373 Field Experience (1) SI

Provides students with the opportunity to work with students with diverse learning needs. Placement is based on license developmental levels. *Register concurrently with EDUC-372.*

EDUC-374 Assessment and Instruction of Learners with Mild Disabilities (3) SII

Presents various models of formal and informal assessment to discern the needs of students with diverse learning profiles. The linking of assessment and intervention to promote optimal outcomes for students is emphasized. Students learn to administer, evaluate, and interpret various tests, rating scales, and classroom-based assessments to determine appropriate instructional strategies. Assessment procedures by other service providers such as occupational therapists are observed. Curriculum-based assessment and measurement are used as an operational model to inform teaching and learning. Assistive technology applications are explored to support assessment and instruction. *Course required for an elementary and special education license in mild interventions. Register concurrently with EDUC-375. Prerequisites: EDUC-372 with a grade of C or higher and Admission to the Teacher Education Program.*

EDUC-375 Field Experience (1) SII

Provides students with the opportunity to work with students with diverse learning needs. Placement is based on license developmental levels. *Register concurrently with EDUC-374.*

EDUC-378 Family and Professional Collaboration (2) SI

Explores the dynamics of empowerment as a basis to develop effective school-family partnerships. The history of empowerment is explored along with requisite principles and strategies to promote collaboration and com-

munication between families and professionals. The values and principles of a “system of care” approach that supports family voice and choice will be discussed and demonstrated. An emphasis is placed on understanding disability, cultural and linguistic biases, and barriers to shared decision-making from the perspective of the family and student. *Course required for a special education license in mild interventions.*

EDUC-385 Classroom Management Through Positive Behavior Support (3) SII

Presents a framework for creating an instructional environment based on positive behavior support and school-wide discipline. Knowledge and skills of proactive classroom management to promote the academic, behavioral, and social success of students is presented. These approaches range from the techniques of self-management to collaborative problem solving. Functional assessment and analysis as methods to determine causes of challenging behavior and academic failure are stressed. An overview of conflict resolution curricula is provided as are strategies to manage and prevent school-based needs. *Course required for a special education license in mild interventions. Field experience required. Prerequisite: EDUC-372 with a grade of C or higher or consent of the instructor.*

EDUC-386 Multimedia Presentation (3) SII

Introduces concepts and applications in the development of multimedia presentations. Course incorporates entry-level skills of Web development, image editing using Photoshop, digital movie editing, PowerPoint, principles of interactive multimedia authoring systems, and effective multimedia presentation design. *Prerequisite: Completion of computer requirement for major or permission of the instructor.*

EDUC-390 Methods of Teaching: Middle Level/Junior High and High School Subjects (3) SII

Explores the theories and methods of effective instruction in specific content areas (art, biology, business education, English, foreign languages, mathematics, music, physical education, science, social studies, and theatre). Students develop lesson plans and assessments, teach lessons using a variety of methods appropriate for the subject and developmental levels of diverse populations of students, incorporate appropriate technology and literacy elements, and reflect critically on their work. *Course required for secondary and all-grade licensure. Register concurrently with EDUC-391. Prerequisite: EDUC-360 and 371 with a grade of C or higher or permission of instructor.*

EDUC-391 High School Practicum (1) SII

Course provides students with opportunities to design and implement lesson plans, assess student work, and evaluate the effectiveness of the instruction. *Register concurrently with EDUC-390.*

EDUC-402 Science for Elementary Teachers(2) SI

Explores classroom organization and curriculum development in science for elementary teachers. Students learn management techniques, hands-on science activities, and methods for promoting, designing, and implementing science inquiry into various types of instruction. *Course required for elementary (primary and intermediate) licensure. Prerequisites: EDUC-326 and 336 with grades of C or higher or consent of the instructor.*

EDUC-405 Social Studies for Elementary Teachers (2) SII

Explores classroom organization and curriculum development in social studies for elementary teachers. Students learn to design and implement instructional and assessment strategies that help students conduct research, practice democratic citizenship, and learn age-appropriate content from the social studies disciplines. *Course required for elementary (primary and intermediate) licensure. Prerequisites: EDUC-326 and 336 with grades of C or higher or consent of the instructor.*

EDUC-420 Children's Literature (3) SII

Explores the many genres (both fiction and nonfiction) and formats (e.g., picture books, magazines, and media) of children's literature that are appropriate for use in elementary classrooms. Students learn how to evaluate texts for literary and visual quality and use these texts to support their future students' understanding of themselves and the world around them. Special attention is given to motivating students to become lifelong readers. *Prerequisite: EDUC-335 with a grade of C or higher. Course required for elementary (primary and intermediate) licensure.*

In order to enroll in any of the supervised teaching courses listed below, a student must meet all criteria as outlined in the Teacher Education Undergraduate Handbook.

EDUC-471 Supervised Teaching: Primary/Elementary School (10) A

Observation, participation, and student teaching at the primary level under the supervision of a cooperating teacher and the direction of the University supervisor. *Prerequisite: Completion of all education and major requirements.*

EDUC-472 Supervised Teaching: Intermediate/Elementary School (10) A

Observation, participation, and student teaching at the intermediate level under the supervision of a cooperating teacher and the direction of the University supervisor. *Prerequisite: Completion of all education and major requirements.*

EDUC-480 Supervised Teaching: Reading (1) SII

Advanced study in the area of reading. Major trends and current issues in reading education are explored. Supervised experience, which includes diagnostic/prescriptive approaches for remedial reading, is provided. Course applies toward a reading license. *Prerequisites: Completion of all education and major requirements.*

EDUC-485 Supervised Teaching: Special Education (10-Elementary, 4-Secondary/All-Grade) A

Supervised interaction with students with mild disabilities experiencing significant difficulties in academic, social, and/or behavioral functioning. Placements are arranged at appropriate schools. *Prerequisite: Complete all education and major requirements.*

EDUC-492 Exit From Program Portfolio (.5) A

Students develop the Exit From Program Portfolio, a requirement for passing student teaching. *Course required for all levels of teacher licensure. Enroll concurrently with first student teaching placement. Prerequisite: Completion of all education requirements (elementary) or all education requirements (secondary/all-grade). Register concurrently with EDUC-471 or 472 (Elementary, Semester I) or EDUC-495 and EDUC-496 (Secondary/All-grade, Semesters I or II).*

EDUC-495 Supervised Teaching: High School (6) A

Observation, participation and supervised teaching under the supervision of a cooperating teacher and the direction of a University supervisor. *Prerequisite: Completion of all education requirements. Register concurrently with EDUC-496 and 492.*

EDUC-496 Supervised Teaching: Middle School (6) A

Observation, participation, and supervised teaching under the supervision of a cooperating teacher and the direction of a University supervisor. *Prerequisite: Complete all education requirements. Register concurrently with EDUC-495 and 492.*

EDUC-497 Special Topics in Education (1-3) Y

Group study in selected topics in elementary, middle, secondary, or curriculum development.

EDUC-498 Supervised Teaching: Elementary Experience (All-Grade majors only) (4-6) A

Observation, participation, and supervised teaching under the supervision of a cooperating teacher and the direction of a University supervisor. *Prerequisite: Completion of all education requirements. Register concurrently with EDUC-495 or 496.*

English Courses

English courses are offered through the English Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

ENGL-100 Basic Writing (3) A

Review of basic writing skills. Students are assigned to ENGL-100 on the basis of the English placement test. Students write short papers and focus on thesis development and paragraph construction; they also focus on strengthening their understanding and use of grammar and mechanics. Individual conferences are an important component of the class. Students must earn a C or better to receive credit for the course and to be allowed to enroll in ENGL-101. Students who do not earn a C or better in ENGL-100 will be required to repeat the course until a C or above is achieved. May not count on an English major/minor or the general education core.

ENGL-100 Basic Writing/BUILD (3) SI

Basic Writing (see description above) for students in the BUILD program.

ENGL-100 Basic Writing—ESL (English as a Second Language) (4) SI

Basic Writing (see description above) for non-native speakers with an additional component of listening and speaking. Students are placed in the course on the basis of the TOEFL or Verbal SAT and the English Department placement exam.

ENGL-101 English Composition* (3) A

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

** Students may obtain credit for ENGL-101 (and thereby may enroll in ENGL-102) in one of the following ways:*

- 1. completing ENGL-101 with a grade of C or above.*
- 2. successfully completing (C or above) a college-level English composition course at an accredited college or university.*
- 3. obtaining a score of 3 or higher on the College Board Advanced Placement (AP) English Language and Composition exam.*
- 4. obtaining a passing score (420) on the College Level Examination Program (CLEP) English Composition with Essay exam.*

ENGL-101 English Composition/BUILD (3) SI/II

English Composition (see description above) for students in the BUILD program.

ENGL-101 English Composition—ESL (English as a Second Language) (4) A

English Composition (see description above) for non-native speakers with an additional component of listening and speaking. Students are placed in the course on the basis of the TOEFL or Verbal SAT and the English Department placement exam.

ENGL-102 Western World Literature and Composition (3) A

Introduction to the ideas and literary works that have shaped Western civilization. The student writes multiple assignments, some of which include research, and receives instruction in library research, in documentation of sources, and in the organization, revision, and preparation of a final draft. An honors section of 102 is offered annually. *Prerequisite: ENGL-101 with a grade of C or above.*

ENGL-105 Freshman Seminar in English (1) SI

Course designed to provide students in English and English teaching with an orientation to the University of Indianapolis in general and to the study of writing, literature, and editing in particular. This course fulfills the University's freshman New Student Experience requirement. *Required for all English majors.*

ENGL-210 Introduction of Literary Criticism and Theory (3) SI

This course introduces students to the art of reading and writing critically using various theoretical approaches and accurate literary terminology. Students also will learn the skill of close reading in order to develop their own ideas in dialogue with other critics using a variety of print and electronic sources.

ENGL-211 British Literature I (3) SI

British Literature I is a survey course that explores British Literature from its beginnings with Old English poetry to 1750 C.E. Students will gain skills in reading early literature and come to understand the culture that produced it. *Prerequisites: ENGL-101 and 102.*

ENGL-212 British Literature II (3) SII

Survey of English Literature from the late 18th century to the present, with reading of poems and fiction by a diverse range of British authors and examination of the cultural, social, and political forces shaping British literature from Romanticism to the present. *Prerequisites: ENGL-101 and 102.*

ENGL-213 American Literature I (3) SI

Survey of the major authors, literary movements, and minority voices from colonial beginnings to the Age of Romanticism, with emphasis on Bradstreet, Rowlandson, Franklin, Poe, Emerson, Thoreau, Douglass, Jacobs, Hawthorne, Melville, Whitman, and the oratory and poetry of the American Indian. *Prerequisites: ENGL-101 and 102.*

ENGL-214 American Literature II (3) SII

Survey of the major authors, literary movements, and minority voices from the Age of Realism to the present, with emphasis on Dickinson, Twain, Crane, James, Frost, Faulkner, Miller, Williams, and O'Connor, including representative works of women's literature, African-American literature, and Jewish literature. *Prerequisites: ENGL-101 and 102.*

ENGL-220 Advanced Composition: Expository Writing (3) A

Practice in the techniques of exposition to promote effective writing. Class activities include intensive discussion of student papers. Model essays and other works are examined to study strategies of expository writing. *Prerequisites: ENGL-101 and 102.*

ENGL-260 Language Study for Teachers (3) SI/O

An introduction to the structural and social aspects of human language. Topics essential to prospective teachers are first and second language acquisition, usage, dialects, and grammar. *Prerequisites: ENGL-101 and 102.*

ENGL-270 Introduction to Creative Writing (3) SI

Designed for majors and non-majors with little or no previous creative writing experience, this course will teach students the basic techniques of the craft of creative writing of fiction and poetry, though the course may include drama and nonfiction. Though taught in a workshop format that emphasizes student writing, it also will focus on the work of contemporary writers for inspiration and technique. *No prerequisite is required.*

ENGL-305 Portfolio Development (2) SII

A course for junior English majors to prepare a preliminary version of the required English Portfolio.

ENGL-310 Creative Nonfiction (3) D

This course will explore Creative Nonfiction as a genre of American literature. Sometimes called the Fourth Genre, Creative Nonfiction is a relatively new genre that always has been defined by its writers, not its critics. Therefore, the readings in the class challenge categorization into different eras or movements like fiction or poetry. Assigned texts may include work by Truman Capote, Joan Didion, John McPhee, Annie Dillard, Terry Tempest Williams, and John Krakauer. *Prerequisites: ENGL-101 and 102.*

ENGL-311 Short Story (3) O

This course explores the short story as an international and multicultural literary genre, with emphasis on recent and innovative works. Particular attention will be paid to the development of the form, especially from the perspective of practitioners of the form. *Prerequisites: ENGL-101 and 102.*

ENGL-316 Popular Literature (3) D

This course explores literary genres and modes designed to appeal to a mass audience. Subjects may include science fiction, horror, mystery and detective fiction, romance, "chick lit," literature into film, and pulp fiction. Students will explore the relationship between popular literature and "high" culture, the social and political contexts of literature, and the role of marketing and distribution practices. This course may be taken twice for credit, provided the course content is new. *Prerequisites: ENGL-101 and 102.*

ENGL-325 Poetry (3) O/SII

This course not only introduces students to the terms and techniques used in studying and analyzing poetry but also aims as broadening students' understanding and appreciation of (and delight in) poetry. *Prerequisites: ENGL-101 and 102.*

ENGL-330 Drama I: An Historical Survey (3) O/SI

Introduction to historical and artistic developments in dramatic literature. This course provides a survey of the theatre from its classical Greek beginnings to the end of the 19th century. Stressing the relationship between social, religious, and political pressures, the course touches on major figures and movements in Western cultures in order to provide a basis for understanding today's theatre. *Prerequisites: ENGL-101 and 102.*

ENGL-331 Drama II: Contemporary Drama (3) O/SI

Historical and critical examination of the major developments, personalities, and achievements in drama in the 20th century. The course examines the interplay of philosophical and aesthetic changes and their influences on the theatrical product. Principal playwrights include Pirandello, Miller, Beckett, Fugard, and Wilson. *Prerequisites: ENGL-101 and 102.*

ENGL-340 Novel (3) O/SI

This course provides a study of the historical development of the novel as a genre from its 18th-century origins to the present day. Readings represent a diverse group of authors from a variety of cultural backgrounds. *Prerequisites: ENGL-101 and 102.*

ENGL-342 Women Writers (3) O

This course discusses women's writing as a literary tradition. Particular attention will be paid to the ways in which women writers from different time periods and cultures represent female subjectivity. *Prerequisites: ENGL-101 and 102.*

ENGL-343 Native American Literature (3) O

This course discusses Native American writing as a literary tradition. Particular attention will be paid to expanding students' knowledge of Native American histories and cultures in order to understand the myths, themes, and techniques that recur in the literature. *Prerequisites: ENGL-101 and 102.*

ENGL-344 African American Literature (3) O

This course discusses African American writing as a literary tradition. Particular attention will be paid to expanding students' knowledge of African American history and culture in order to understand the ways in which writers from different time periods explore recurrent themes, such as home, travel, music, and the intersecting axes of identity. *Prerequisites: ENGL-101 and 102.*

ENGL-350 Language Studies for Students of Writing and Literature (3) O/SI

Survey of the history of the English language that concentrates on (1) the external influences on the development of English, (2) the internal changes in the language (semantics, grammar, phonology), and (3) related linguistic issues (such as dialects and prescriptivism). Course objective is to put the history of the language in a social and philosophical context and to help students read English language texts of any period. May not be counted as a literature elective. *Prerequisites: ENGL-101 and 102.*

ENGL-365 Issues of Literacy and Language for the English Classroom (3) O/SI

This course examines the theoretical basis of teaching literature to young adults (grades 6–12). Students will read a variety of theories of teaching reading, examine critically the forces that keep adolescents from reading, and investigate the most current and research-based practices of teaching reading. *Prerequisites: ENGL-101 and 102. Junior standing required.*

ENGL-370 Poetry Writing Workshop (3) D

This course emphasizes the techniques of poetry and helps students discover a voice. Various sub-genres of poetry will be explored—from traditional forms such as sonnets and villanelles to the more experimental forms of prose/blues/jazz/hip hop poems—in order to broaden students' understanding and appreciation of the art of poetry writing and help them develop their style and voice. As part of the class, students also will have the opportunity to meet and hear contemporary poets and writers through the Kellogg Writers Series. *Prerequisite: ENGL-270.*

ENGL-371 Fiction Writing Workshop (3) D

Through writing exercises and discussion of student writing as well as that of published authors, students will learn about the techniques and craft of short story writing: plot and character development, setting, and point of view. Various sub-genres of fiction will be introduced to broaden students' knowledge and help to develop their voice and style. As part of the class, students will have the opportunity to meet and hear contemporary poets and writers through the Kellogg Writers Series. *Prerequisite: ENGL-270.*

ENGL-372 Etchings I: Manuscript Selection and Editing (1) SI

This course is to teach the process of compiling material for a literary and fine arts magazine. Class members will learn about the process of selecting manuscripts and artwork for publication in a magazine, of establishing criteria for selecting material for publication, and of reaching consensus for material to be included. The editing and preparation of manuscripts and artwork will be discussed. This course may be taken two times for credit. *Prerequisite: ENGL-270 or permission of the instructor.*

ENGL-373 Etchings II: Design and Publication (3) SII

The primary focus of this is the publication of UIndy's literary and fine arts magazine, *Etchings*. Students will learn about the printing and production process for a literary and fine arts magazine. This will include formatting and designing a literary and fine arts magazine, composing magazine pages using a desktop publishing program, editing and proofreading literary manuscripts for publication, and working with printers. This course may be taken two times for credit. *Prerequisite: ENGL-270 or permission of the instructor.*

ENGL-381 Substantive Editing: Making Text Readable (3) O

Study of the characteristics of easy-to-read text and of on-screen editing techniques to simplify difficult-to-read text while preserving the author's voice. Students learn to write better as well as to improve, through substantive revision, the writing of others. Emphasis is on conciseness, clarity, sentence variety, paragraph mastery, and style with grace. *Prerequisites: ENGL-101 and 102.*

ENGL-382 Basic Desktop Publishing: Adobe InDesign (3) SII/O

Hands-on introduction to the current version of InDesign. Students use this high-end desktop publishing program with Adobe's Classroom in a Book on InDesign to create on-screen a variety of documents at the student's own rate. Emphasis is on precise control of the program, editorial evaluation of the produced documents, and the concerns of a publisher's production department. Students are encouraged to market their newly learned skills in freelance desktop publishing assignments. *Prerequisites: ENGL-101 and 102.*

ENGL-383 Professional Editing (3) O

Acquisition of knowledge and skills required for on-screen copyediting of book manuscripts and long documents. An actual editing test acquaints students with publishing standards. Students gain proficiency to pass similar tests for full-time or freelance employment in the publishing industry. Emphasis on word processing techniques for on-screen revision. Students also learn word processing macros to automate editing tasks. *Prerequisites: ENGL-101 and 102.*

ENGL-384 Technical Writing and Editing (3) O

Study of on-screen writing and editing requirements of technical documents. Students learn about document design in technical communications. Students practice strategies for acquiring technical information from the World Wide Web and collaborating in technical writing and editing. The course includes information about technical writing and editing job markets. *Prerequisites: ENGL-101 and 102.*

ENGL-405 Portfolio Completion (1) SI

A course for English majors to prepare the final version of the required English Portfolio, taken during the fall of the senior year.

ENGL-410 Literary Theory and Criticism (3) O

Study of major schools of literary criticism. The course acquaints students with the ways in which verbal structures in general—but literary texts in particular—may be approached and understood, and how understanding of literary texts may be molded into coherent, developed arguments. *Prerequisites: ENGL-101 and 102.*

ENGL-411 Medieval Literature and Culture (3) D

This course examines literary texts from the beginnings of literature in the English language in the eighth century up to the Renaissance (1500). Students will read Old English poetry (in modernized texts) and Middle English literature along with a few brief non-literature pieces of historical and cultural significance. Cultural forms include the romance, religious treatises, lyric poetry, and drama. Information about medieval history and religion as well as cultural movements such as courtly love will enhance students' understanding of the literature of the period. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-412 Renaissance Literature and Culture (3) D

This course examines literary texts and literary movements in their cultural and historical contexts. Topics may include representative works of the poetry, drama, and prose (fiction and nonfiction) emerging during the 16th and early 17th centuries. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-413 Eighteenth- and Nineteenth-Century Literature and Culture (3) D

This course examines literary texts and literary movements in their cultural and historical contexts. Possible topics include Romanticism, the age of revolutions, realism, Victorian literature, fin de siècle literature, or a focus on a thematic preoccupation of 18th- and 19th-century writers, such as slavery, women's emancipation, or sciences and pseudosciences. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-414 Twentieth-Century Literature and Culture (3) D

This course examines literary texts, and literary movements, in their cultural and historical contexts. Possible topics include late realism, modernism, postmodernism, or a focus on a thematic preoccupation of 20th-century writers. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-415 Contemporary Century Literature and Culture (3) D

This course examines literary texts and literary movements in their cultural and historical contexts. Particular attention will be paid to postmodernism and 21st-century writers' responses to its texts and ideas. The impact of globalization on literary studies will be addressed also. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-435 Multicultural Literature (3) SI

This course discusses American works by minority authors as a literary tradition. Particular attention will be paid to the ways in which minority authors from different time periods and cultures represent their experiences in America. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-436 Postcolonial Literature (3) SII

This course discusses works by authors of colonized nations as a literary tradition. Particular attention will be paid to the ways in which postcolonial authors from different time periods and cultures present their perspectives on colonialism and postcolonialism. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-430 Shakespeare (3) SI

This class studies representative plays from Shakespeare's career, taking a chronological approach but spanning all principal genres—comedy, history, tragedy, and romance. Students approach Shakespeare's work as both theatre and literature, with some emphasis on contemporary social and political influences. The course objective is to enhance the appreciation of Shakespearean drama in both its original and modern contexts. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-440 Chaucer (3) SII/Once every three years

Reading in Middle English of the works of Geoffrey Chaucer. Students examine the moral vision, artistic unity, humor, and aesthetic beauty of Chaucer's art. Special attention is given to the narrative, dramatic, and poetic devices through which Chaucer's poetry achieves its effects. *Prerequisites: ENGL-101 and 102. ENGL-210 strongly recommended.*

ENGL-450 English Internship (1–4) A

Places students in settings in which they can practice writing and editing skills. Appropriate credit arranged for time spent. Workplace supervisor oversees work and English Department faculty member supervises and assigns grade (*Satisfactory or Unsatisfactory*).

ENGL-465 Teaching Writing: Theory and Practice (3) SII

An introduction to current theory and best practices in the teaching of writing at various developmental levels. *Prerequisites: ENGL-101 and 102.*

ENGL-471 Advanced Creative Writing Workshop (3) Y

This class aims at furthering students' understanding of the craft and techniques of poetry writing. Though the primary focus will be on workshopping student writing, students also will read and discuss essays by poets about technique, style, and craft to enhance their understanding of the art of writing poetry and hone not only their ability to write but also to critique their own poetry as well as that of others. As part of the class, students also will have the opportunity to meet and hear contemporary poets and writers through the Kellogg Writers Series. *Prerequisite: ENGL-370.*

ENGL-482 Writing for the Web and Content Management Systems (3) Y

This course will prepare students to write and edit content for websites and other online venues that they design and implement. Sometimes, written content is lost on Web pages because of overpowering multimedia, bad design, poor editing, or many other reasons. Web 2.0 softwares allow almost anyone to develop a content-rich and interactive website that can integrate many users and provide relevant information. This course will focus on making readable text an integral part of every page of a website.

ENGL-489 Writing for Nonprofit Organizations (3) D

Students enrolled in this course will focus on the writing, editing, design, and persuasion skills needed to develop many documents for nonprofit organizations. Service learning projects throughout the semester will culminate in writing a grant proposal for a local nonprofit organization. *Prerequisite: ENGL-101 and 102.*

Entrepreneurial Courses

Entrepreneurial courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

ENTR-280 Small Business Venture (3) SI

Provides essential knowledge for those interested in business start-ups, including search for venture opportunities; economic, technical, and operational feasibility of venture, financing, marketing, and legal operations; and franchising and partnering. Exposure to Indianapolis Entrepreneurial Academy members and alumni/programs. *Recommended prerequisites of the knowledge of accounting and some finance.*

ENTR-332 Entrepreneurship (3) SII

Emphasizes further detailed planning, development and management of an entrepreneurial organization, including pre-start-up, start-up, survival, growth, and transition to professional management. Explains the function of entrepreneurship and corporate entrepreneurship. *Prerequisite: ENTR-280.*

ENTR-443 Managing the Venture Financing Process (3) SI

Examines, compares and contrasts venture-financing options available for new business start-ups and growing businesses, including debt and capital management. Emphasizes creating and analyzing financial documents, approaching financial sources, and managing the venture's financial condition. Students prepare and present a full business plan to at least three qualified outside financing sources. *Prerequisite: ENTR-280, ENTR-332, ACCT-210, FIN-210.*

ENTR-444 Small Business Practicum (3) SII

Students consult, shadow, and network with local small businesses engaged in for-profit manufacturing, for-profit services and a not-for-profit firm. Students develop a thorough "Profiles in Entrepreneurship" journal for each firm, working on issues in accounting, production, marketing, personnel, finance, insurance, law, and/or information systems. *Prerequisite: ENTR-443.*

ENTR-445 New Venture Creation (3) SII

This capstone, case-driven course emphasizes the team study and analysis of advanced business development/management issues in an entrepreneurial setting, including near and long term strategy development and the expansion of critical thinking skills. *Prerequisite: ENTR-444.*

Experience Design Courses

EXD-101 Introduction to Experience Design (3) A

This course introduces students to the methods and concepts of experience design using hands-on methods and project management techniques. It can be taken as a stand-alone elective or serve as an introduction for students pursuing a major, minor, or concentration in experience design. There are no prerequisites.

EXD-250 For-Profit Experience Design (3) D

This course explores the ways in which society has come to rely on experiential design as a means of engaging visitors, audiences, and consumers. Through research and project-based learning, students will have the opportunity to look at a variety of for-profit applications by examining research, design, and management styles in fields ranging from the hospitality industry to event marketing to theme park design.

EXD-251 Nonprofit Experience Design (3) D

This course explores how a variety of types of learning centers (such as museums, galleries, science centers, libraries, outreach programs, and other cultural institutions) utilize experience design as a means of engaging visitors. Through research, guest speakers, fieldtrips, and project-based learning, students in this class will have the opportunity to explore various applications of experience design in the nonprofit sector.

EXD-399 Independent Study in Experience Design (3) D

EXD-450 Internship in Experience Design (1–3) D

Gain work experience in experience design at an approved site. Students are supervised on a day-to-day basis by a site supervisor and report to the instructor on a regular basis. Internships may be arranged during Semester I or II or in the summer.

EXD-472 Experience Design Theory and Methods (3) D

This course helps students to explore the theoretical literature and methodologies of the field of experience design. Through literature surveys, comparative research, and applied projects, students will learn how to apply theory and methods to specific content, design, audience, and environment requirements as might be encountered in a professional setting. This course is not open to freshmen.

EXD-480 Special Topics in Experience Design (3) D

Examination of a topic not covered thoroughly in other Experience Design courses. Topics vary, and students may repeat the course for credit if the topic is different. This course is not open to freshmen.

Finance Courses

Finance courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

FIN-210 Finance (3) A

This course provides an introduction to financial principles that can be utilized across multiple disciplines with the overall goal of maximizing shareholder value in the organization. The concepts of financial statement analysis, forecasting, leverage, working capital management, the time value of money, capital budgeting, security valuation, and capital markets will be addressed through both lectures and active approaches of problem solving and case discussions.

FIN-310 Real Estate Finance (3) SII

This course provides an introduction to the world of real estate finance through developing an understanding of essential topics and concepts including rights and ownership; title and sales contracts; lending practices including fixed rate, adjustable rate, and alternative financing; taxes and assessments; and escrow. Single-family residential property topics will include valuation, investment analysis, and tax considerations. Multi-family and commercial property topics will include property valuation, investment analysis, leasing, renting, financial leverage, and the markets involved. The subjects will be covered through lectures, guest presentations, and active approaches of problem solving and case discussions including group and individual programming. *Prerequisite: FIN-210.*

FIN-320 Financial Planning (3) SI

This course addresses the fundamentals of financial planning in order to make informed decisions related to spending, saving, borrowing, and investing that will lead to long-term financial security both for personal purposes and/or as a professional financial advisor. Topics include cash management and budgeting, tax strategies, housing decisions, investments, estate planning, financial independence/retirement planning, and insurance needs analysis. The course provides an active approach to learning the concepts by utilizing cases and allowing students to create their own financial plan. *Prerequisite: FIN-210.*

FIN-330 Risk Management and Insurance (3) SI

A study of risk and the risk management process begins the course. Types of applications of risk management include commercial risk, personal risk, and public risk. Each kind of insurance product is described fully and analyzed within the current marketplace. A study of the insurance industry's role in the economy, the financial markets, and the overall business community also is covered. The course provides in-depth analysis of the processing, investing, and evaluation of risk management. *Prerequisite: FIN-210.*

FIN-340 Financial Markets & Institutions (3) A

This course provides an understanding of financial markets and the financial institutions that serve those markets. Topics include a review of the Federal Reserve and monetary policy, interest rate drivers and forecasting, debt security markets, equity markets, derivative security markets, commercial banking, and non-bank financial operations with the overall goal of understanding the flow of funds between corporations, government, and individuals. An active approach to applying these concepts is utilized through real-world problems and cases. *Prerequisite: FIN-210.*

FIN-350 Investments (3) A

This course provides an introduction to the world of investing and provides a solid foundation of core investment theories and practices. The concepts of markets, exchanges, trading, portfolio theories, risk and return, portfolio management, and the understanding and valuation of various securities including common stocks, bonds, preferred stocks, convertibles, mutual funds, options, and futures will be addressed through both lectures and active approaches of problem solving and case discussions. *Prerequisite: FIN-210.*

FIN-401 Financial Wellness (1) D

This course is designed to provide students with basic knowledge of core personal finance topics. It is required for the Healthy Diploma program and represents one of the ten indicators of personal health. The key elements of the course include understanding debt and credit, banking, automobile purchase or lease and financing options available, home purchase or rental and mortgage alternatives, establishing goals and developing a budget to achieve these goals, tax returns, insurance, investments, and retirement planning. *Prerequisite: Open to Healthy Diploma students only or permission of instructor.*

FIN-410 Derivative Securities (3) A

Students gain a thorough understanding of options, futures, and other financial instruments. Skills are developed in basic pricing analysis, use of pricing models, and trading and hedging strategies. Students are first introduced to the basic techniques for pricing, hedging, and other analysis. Next, these techniques will be applied through an introduction of hedging strategies. The goal is to develop skills the students can apply in derivative markets. *Prerequisite: FIN-210.*

FIN-420 International Financial Management (3) A

Students are led through a study and examination of economic relationships and problems of international trade. Topics covered include currency risk and risk management techniques used in foreign exchange markets. Issues related to country and political risk also are addressed. *Prerequisites: FIN-210, ECON-110 and 111.*

French Courses

French courses are offered through the Modern Languages Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

FREN-101 French Language and Culture I (4) SI

This is an introduction to basic French and to French and Francophone culture. This course addresses the five language skills: listening, speaking, writing, reading, and culture. The course will concentrate primarily on the first three skills (listening, speaking, and writing). This course fulfills the modern language requirement of the general education core.

FREN-102: Introduction to French Language and Culture II (4) A

This is a continuation of the introduction to basic French and to French and Francophone culture. This course addresses the five language skills: listening, speaking, writing, reading, and culture. The course will concentrate primarily on the first three skills (listening, speaking, and writing). This course fulfills the modern language requirement of the College of Arts and Sciences core. *Prerequisite: FREN-101 or equivalent.*

FREN-201 French Language and Culture III (4) A

This course reviews concepts from FREN-101 and FREN-102 and introduces new grammar topics. This course concentrates on the refinement of students' French skills with particular regard to writing and reading. Students will work on developing more elaborate sentence structure through writing assignments. In addition to small readings throughout the course, students also will read a short novel. This course fulfills the modern language requirement of the bachelor of arts degree. *Prerequisite: FREN-102 or equivalent.*

FREN-310 French Conversation I (3) N/SII

This course is intended to perfect conversational skills in French using French cinema as well as current events. While speaking is the main focus, this course will use the films and current events to further develop and refine skills in certain grammar areas. Through conversations about film and the news, this course will continue to improve understanding of French and Francophone cultures and build vocabulary, as each film will have its own specific vocabulary set. *Prerequisite: FREN-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

FREN-311 French Conversation II (3) N/SII

This course is intended to perfect conversational skills in French using cross-cultural comparisons as a means to stimulate discussion. Students will develop oral skills in giving opinions and forming arguments about specific topics as they apply to the Francophone world and the U.S. such as education, globalization, gender equity, immigration, and individual vs. collective well-being. While speaking is the main focus, this course will use debate to further develop and refine skills in certain grammar areas. *Prerequisite: FREN-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

FREN-317 Culture and Civilization of the French-Speaking World (3) N/SI

This course is intended as an introduction to the cultures of the French-speaking world, in France and beyond. This course will explore how the French language has affected the cultural identity of various regions. However, it also will explore the problems of “colonial” language, which can be used as a tool for self-determination, cross-cultural dialogue, and a source of tension. This course also will examine the relationship between Francophone countries and the United States. Students will discover how language and culture are valuable tools in understanding the global world and how language and culture can be misunderstood, creating stereotypes. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-318 Francophone Culture through Media (3) N/SI

This course aims to introduce students to the daily life of the French. This course will address problems of culture shock and negotiating information in a “foreign” culture. This course will examine the differences between the structure of day-to-day civilization in the United States and France. This is an excellent course for those planning to study abroad and/or those planning on a career in the international domain. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-321 Introduction to Translation I (French to English) (3) O/SI

This course aims to help students acquire basic skills in the area of written translation from French to English. A diverse range of texts from the areas of business, politics and law, medicine, mass media, and literature will provide the basis of this course. The task of translating will aid students in perfecting comprehension skills in French. This course also will help students to develop an understanding of the problems of translating. Students will come away with the knowledge that translating is not simply a literal task, but one that demands an understanding of “culture” and the subtleties of both the source and target language. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-322 Introduction to Translation II (English to French) (3) O/SII

This course aims to help students acquire basic skills in the area of written translation from English to French. A diverse range of texts from the areas of business, politics and law, medicine, mass media, and literature will provide the basis of this course. The task of translating will aid students in perfecting writing and grammar skills. This course will help students to develop an understanding of the problems of translating. Students will come away with the knowledge that translating is not simply a literal task, but one that demands an understanding of “culture” and the subtleties of both the source and target language. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-345 French Writing and Correspondence I (3) O/SI

This course gives students practice in writing more complicated sentence structures by perfecting advanced grammar skills. The skills learned in this class will help students to produce more elaborate texts appropriate for advanced courses. Students will learn the classic French “essay” structure as well as vocabulary for developing convincing written arguments. This course also will teach the basic form of French correspondence. *This course may be taken concurrently with 201, only with consent from instructor.*

FREN-346 French Writing and Correspondence II (3) N/SI

This course gives students practice in writing more complicated sentence structures by perfecting advanced grammar skills. The skills learned in this class will help students to produce more elaborate texts appropriate for more specialized types of writing including business, journalism, and technical writing. Students will learn how to vary the register of their writing depending on the style demanded by the writing task. *This course may be taken concurrently with 201, only with consent from instructor.*

FREN-415 Early French Literature (3) N/SII

This course is a survey of the major French works of the pre-modern era (pre-Revolution), and it will provide both breadth and depth in understanding of early French literature and its evolution. This course will cover the principal themes of literary and historical movements of each period. This course also includes practice with close reading and expanding that knowledge to fit into the larger context of the literary periods. Literature courses are offered spring semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-425 Modern French Literature (3) N/SII

This class includes a survey of the major French works of the modern era (post-Revolution), and it will provide both breadth and depth in understanding of French literature and its evolution since the Revolution. This course will cover the principal themes of literary and historical, and political movements of each period. This course also includes practice with close reading and expanding that knowledge to fit into the larger context of literary history. Literature courses are offered spring semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-435 Francophone Literature (3) N/SI

This course covers the literatures of French-speaking countries outside of La Métropole in addition to studying the power of language over culture and vice versa. This class includes a survey of the contemporary and major francophone works. It will provide expand students’ understanding of French and francophone culture and its evolution. Students will come away with a broad understanding of the effects of cultural and linguistic imperialism on politics, literature, and history. Literature courses are offered spring semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-440 Directed Readings in French (3) (Y/D)

Readings in topics selected by the student with approval of the instructor. *Prerequisites: Junior or senior standing and consent of the instructor.*

FREN-461 Introduction to Business French (3) N/SI

This course aims to introduce students to basic business language and vocabulary and business protocol and culture in France and Francophone countries. This course will teach students to use their language skills to effectively manage the intricacies posed by cultural differences. Students will thus be able to conduct and participate in interviews, to make business presentations, and to navigate business correspondence. Business courses are offered each fall semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-462 Emerging Topics in Business French (3) N/SI

This course builds on the skills of basic business language and vocabulary. This course will concentrate particularly in emerging fields relevant to French studies (e.g., biomedical, technical, aerospace, etc.). Students will be able to perform a presentation in a selected field. Students will have the opportunity to practice their skills in real situations. This course will introduce students to important links in the international business community. Business courses are offered fall semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-463 Cross-Cultural Issues in the Francophone World (3) N/SI

This course applies the knowledge of French culture and protocol to the business setting. Students will gain an understanding of what it means to live and work in a foreign environment. This course prepares students to understand the differences in hierarchical structures and managerial/motivational styles in the U.S. and abroad. As more and more companies are sending employees to work abroad, this course is important for

those who intend to live abroad or work with colleagues to prepare them for life abroad. Business courses are offered fall semester as needed. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

FREN-480 Selected Topics in French Literature (2-3) N

Study of selected genres, periods, and/or authors in French literature. Students may enroll in this course any number of times as long as the topic is not a repetition of one for which credit already has been granted. *Prerequisite: FREN-201 or equivalent or consent of instructor.*

German Courses

German courses are offered through the Modern Languages Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

GERM-101 German Language and Culture I (4) SI

This is an introduction to basic German and the cultures of the German-speaking world. This course addresses the five language skills: listening, speaking, writing, reading, and culture. The course will concentrate primarily on the first three skills (listening, speaking, and writing). This course fulfills the modern language requirement of the general education core.

GERM-102 Introduction to German Language and Culture II (4) A

This is a continuation of the introduction to basic German and to German-speaking cultures. This course addresses the five language skills: listening, speaking, writing, reading, and culture. The course will concentrate primarily on the first three skills (listening, speaking, and writing). This course fulfills the modern language requirement of the College of Arts and Sciences core. *Prerequisite: GERM-101 or equivalent.*

GERM-201 Introduction to German Language and Culture III (4) A

This course reviews concepts from GERM-101 and GERM-102 and introduces new grammar topics as well. This course concentrates on the refinement of students' German skills with particular regard to speaking, writing and reading. Students will work on developing more elaborate sentence structure through writing assignments. Small readings throughout the course as well as the creation of a (digital) portfolio will help students with the transition to the upper-level courses. This course fulfills the modern language requirement of the bachelor of arts degree. *Prerequisite: GERM-102 or equivalent.*

GERM-310 German Conversation I (3) N

This course is intended to perfect conversational skills in German using German cinema as well as current events. Though speaking is the main focus, this course will use contemporary German cinema and current events to further develop and refine skills in certain grammar areas. Through conversations about film and the news, this course will continue to improve understanding of German and German-speaking cultures as well as build vocabulary, as each film will have its own specific vocabulary set. *Prerequisite: GERM-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

GERM-311 German Conversation II (3) N

This course is intended to perfect conversational skills in German using cross-cultural comparisons as a means to stimulate discussion. Students will develop oral skills in giving opinions and forming arguments about specific topics as they apply to the German-speaking world and the U.S., such as education, globalization, gender equity, immigration, and individual vs. collective well-being. While speaking is the main focus, this

course will use debate to further develop and refine skills in certain grammar areas. *Prerequisite: GERM-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

GERM-317 Culture and Civilization of the German-speaking World (3) O/SII

This course is intended as an introduction to the cultures of the German-speaking world. This course will explore how the German language has affected the cultural identity of various regions worldwide. In addition, it will explore the areas of cross-cultural dialogue, collaboration, and trade. This course will emphasize the relationship between the German-speaking world and the United States. Students will discover how language and culture are valuable tools in understanding the global world and how language and culture can create problematic stereotypes. Either 317 or 318 offered in the spring semester of odd years. *Prerequisite: GERM-201 or equivalent.*

GERM-318 German Culture through Media (3) O/SII

This course aims to introduce students to the daily life of the Germans. This course will address problems of culture shock and negotiating information in a "foreign" culture and will examine the differences between the structure of day-to-day living in the United States and Germany. This is an excellent course for those planning to study abroad and/or those planning on a career in the international domain. Either 317 or 318 offered in the spring semester of odd years. *Prerequisite: GERM-201 or equivalent.*

GERM-321 Introduction to Translation I (German to English) (3) O/SI

This course aims to help students acquire basic skills in the area of written translation from German to English. A diverse range of texts from the areas of business, politics and law, medicine, mass media, and literature will provide the basis of this course. The task of translating will help students to further perfect their comprehension skills in German. This course will help students to develop an understanding of the challenges of translating. Students will come away with the knowledge that translating is not simply a literal task, but one that demands an understanding of "culture" and the subtleties of both the source and target language. Offered fall semester of even years. *Prerequisite: GERM-201 or equivalent.*

GERM-322 Introduction to Translation II (English to German) (3) O/SII

This course aims to help students acquire basic skills in the area of written translation from English to German. A diverse range of texts from the areas of business, politics and law, medicine, mass media, and literature will provide the basis of this course. The task of translating will aid students in perfecting their writing and grammar skills. This course also will help students to develop an understanding of the challenges of translating. Students will come away with the knowledge that translating is not simply a literal task, but one that demands an understanding of "culture" and the subtleties of both the source and target language. Offered spring semester of odd years. *Prerequisite: GERM-201 or equivalent.*

GERM-345 German Writing and Correspondence I (3) O/SI

This course gives students practice in writing more complicated sentence structures by perfecting advanced grammar skills. The skills learned in this class will help students produce more elaborate texts appropriate at the advanced level. Students will learn the classic German "Aufsatz" structure as well as vocabulary for developing convincing written arguments. This course will teach basic forms of German correspondence. *This course may be taken concurrently with 201, only with consent from instructor.* Either 345 or 346 offered fall semester in odd years.

GERM-346 German Writing and Correspondence II (3) O/SI

This course gives students practice in writing more complicated sentence structures by perfecting advanced grammar skills. The skills learned in this class will help students to produce more elaborate texts appropriate for more specialized types of writing including business, medical, and technical writing. Students will learn how to vary the register of their writing depending on the style demanded by the writing task. *This course may be taken concurrently with 201, only with consent from instructor.* Either 345 or 346 offered fall semester in odd years.

GERM-415 Early German Literature (3) N/SII

This course is a survey of the major German works of the pre-modern era, and it will provide students with a broad understanding of early German literature and its evolution. This course will cover the principal themes of literary and historical movements of each period, and also include practice with close reading. This course includes texts such as the *Nibelungenlied*, examples of Gryphius's Baroque drama and poetry, drama and poetry of the Sturm und Drang, Enlightenment, and major works of Classicism and Early Romanticism. Literature courses are offered spring semester as needed. *Prerequisite: GERM-201 or equivalent.*

GERM-425: Modern German Literature (3) N/SII

This class includes a survey of the major German works of the modern era, and it will provide students with a broad understanding of German literature and its evolution since Romanticism. This course will cover the principal themes of literary, historical, and political movements of each period and also includes practice with close reading and will help deepen the knowledge and understanding of literary history. This course includes works from Realism, Naturalism, Symbolism, Expressionism, and WWII. Literature courses are offered spring semester as needed. *Prerequisite: GERM-201 or equivalent.*

GERM-435 Literature of the German-Speaking World (3) N/SII

This course covers the literatures of German-speaking cultures in and outside of Germany and addresses the power of language as a means of shaping culture. This class includes a survey of the contemporary and major works of German-speaking authors and movements. Authors in this course include Heinrich Böll, Monika Maron, Ingeborg Bachmann, Peter Handke, Friedrich Dürrenmatt, Irina Liebmann, and Emine Segvi Ozdamar. Literature courses are offered spring semesters as needed. *Prerequisite: GERM-201 or equivalent.*

GERM-440 Directed Readings in German (1–8) Y/D

Readings in topics selected by the student with approval of the instructor. *Prerequisites: GERM-201, junior or senior standing and consent of the instructor.*

GERM-461 Introduction to Business German (3) N/SI

This course aims to introduce students to basic business language and vocabulary and to business protocol and culture in Germany and German-speaking countries. This course will help students to use their language skills to manage effectively the intricacies posed by cultural differences. Students will be able to conduct and participate in interviews, make business presentations, and to navigate business correspondence. This class is an introductory course and will concentrate on major sectors of German business such as telecommunications, technology, marketing, commerce, tourism and hospitality, and customer service. Business courses are offered each fall semester as needed. *Prerequisite: GERM-201 or equivalent.*

GERM-462: Emerging Topics in Business German (3) N/SI

This course builds on the skills of basic business language and vocabulary. It also explores the culture and protocol in the specific skill of presenting. This course will concentrate particularly on the fields of technical,

medical, and legal presenting. Students will be able to successfully present both in written and in oral form in each of these areas. Students will have the opportunity to practice their skills in real situations. This course will introduce students to important links in the international business community. Business courses are offered each fall semester as needed. *Prerequisite: GERM-201 or equivalent.*

GERM-463 Cross-Cultural Issues in the German-Speaking World (3) N/SI

This course applies the knowledge of German culture and protocol that students have learned in previous courses to the business setting. Students will gain an understanding of what it means to live and work in a foreign country and how to prepare others to function in a foreign environment. This course prepares students to understand the differences in hierarchical structures and managerial/motivational styles in the U.S. and abroad. As more and more companies are sending employees to work abroad, this course is important for those who intend to live abroad or work with colleagues to prepare them for life abroad. Business courses are offered each fall semester as needed.

GERM-480 Selected Topics in German Literature (2-3) N

Study of selected genres, periods, and/or authors in German literature. Students may enroll in this course any number of times as long as the topic is not a repetition of one for which credit already has been granted. *Prerequisite: GERM-201 or equivalent or consent of instructor.*

Gerontology Courses

GERO-301 Interdisciplinary Perspectives on Aging (3) SI

An introductory-level gerontology course. It will provide the student with an introduction and overview of the field of gerontology including terminology, theoretical perspectives, research and demography, public policy, ageism, history of the study of aging, cross-cultural study of aging, end-of-life issues, career exploration, and professional ethics. Course investigations will include readings from texts and articles, accessing websites, and exploring methods for transferring learning into application. Course assignments will include projects that will require students to interact with aging adults and aging network professionals as well as projects that will require students to explore personal value systems and perceptions of aging.

GERO-305 Physical Dimensions of Aging (3) SI

Study of the effects of aging on body systems and influence of such changes on health and function. The course will include opportunities for designing strategies that facilitate healthy aging. Students will be interacting individually with content and interacting with others about the content. Learning experiences will be connected to the real world and are designed to facilitate reflections, critical thinking, and application of principles learned.

GERO-310 Aging in Society and Community (3) SII

Examines aging from both macro and micro perspectives to explore how the aging individual is affected by social and cultural forces, and, in turn, how the aging population affects the greater society. Students will draw on sociological perspectives to increase understanding of applied and theoretical issues in aging, examine the social aspects of aging through roles and relationships, and explore aging as it is related to social institutions and the concept of community. Students will consider patterns of diversity in the aging population as evidenced by race, ethnicity, socioeconomic status, and gender.

GERO-320 Psychology of Aging (3) SII

This course examines psychological aging in terms of change processes. Psychological theories of aging will be covered as well as the content areas of cognition, personality, and mental health. Students will examine normal and pathological psychological development in these domains, and some of the factors that may influence variations in aging trajectories (i.e., patterns of change over time), including interventions. In addition, several issues in the psychology of aging will be addressed, such as suicide and recognizing the differences between dementia, delirium, and depression.

Greek Courses

Greek courses are offered by the Philosophy and Religion Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

GRK-101 Ancient Greek I (3) O/D SI

Study of the fundamentals of the ancient Greek language helps the student acquire effective translating skills. Students utilize the Greek of the New Testament. Primary emphasis is given to learning the tenses, voices, and moods of regular verbs, and the declensions of nouns, pronouns, and adjectives. Secondary emphasis is given to translating biblical texts.

GRK-102 Ancient Greek II (3) O/SII

A study of irregular verbs and nouns completes the student's grammatical base. The course emphasizes translating selected biblical texts and some nonbiblical ones. *Prerequisite: GRK- 101.*

GRK-105 Elementary Modern Greek I (3) D

An introductory course designed to prepare students to read, speak, and understand Modern Greek. Classes will focus on the study of grammar and vocabulary as well as on the reading of adapted passages. Classroom time will be spent on oral work and on elementary dialogues among the students and between the students and the instructor. These drills simulate everyday life situations. No previous exposure to the language is required.

GRK-106 Elementary Modern Greek II (3) D

A continuation of Elementary Modern Greek I, emphasizing the further development of skills in reading, speaking, and understanding Modern Greek. Reading selections are used from newspapers and other contemporary sources. Further classroom dialogues are written and presented among students and between students and the instructor. *Prerequisite: GRK-105 or permission of instructor.*

GRK-201 Ancient Greek III (3) O/SI

Emphasis is on translating and exegetical skills using biblical and some non-biblical texts. Students should acquire grammatical and syntactical skills as well as vocabulary proficiency. *Prerequisite: GRK-102.*

GRK-202 Ancient Greek IV (3) D

Study of more difficult biblical and non-biblical texts increases the student's translating and exegetical skills. *Prerequisite: GRK-201.*

GRK-205 Intermediate Modern Greek I (3) D

The aim of the course is to enable students to become independent users of the language who deal effectively and with a good degree of accuracy with familiar communication situations or situations of personal interest;

to understand the main points of conversations, descriptions, etc.; and to connect phrases in a simple way. *Prerequisite: GRK-106 or permission of instructor.*

GRK-206 Intermediate Modern Greek II (3) D

The course is to enable students to become independent users of the language who understand extended speech; to interact fluently and spontaneously; to understand main ideas of abstract and concrete topics; to present clear and detailed accounts on a variety of topics. *Prerequisite: GRK-205 or permission of instructor.*

History Courses

History courses are offered by the History and Political Science Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

HIST-101/201 World History to 1700 (3) A

Survey of major themes in world history from ancient times to 1700. The course focuses on the emergence, evolution, and interaction of world civilizations and their religions, social systems, ideologies, technologies, and legacies to the modern world. *Enrollment in 101 sections restricted to freshmen.*

HIST-102/202 World History Since 1700 (3) A

Survey of the major themes in world history since 1700. Special attention is given to providing students with a basic framework of chronology and geography for understanding these themes, for appreciating the interaction among civilizations and cultures over time, and for acquiring a familiarity with the historical roots of contemporary global realities. *Enrollment in 102 sections restricted to freshmen.*

HIST-207 Brief History of the United States I (2) SI

Survey of selected topics in United States history through the Civil War period. Students may not receive credit for both HIST-207 and HIST-217. *This course does not fulfill the core history requirement. It does not count toward a history major or minor unless taken along with HIST-208 and HIST-209.*

HIST-208 Brief History of the United States II (2) SII

Survey of selected topics in United States history since the Civil War period. Students may not receive credit for both HIST-208 and HIST-218. *This course does not fulfill the core history requirement. It does not count toward a history major or minor unless taken along with HIST-207 and HIST-209.*

HIST-209 Readings in U.S. History (2) D

A reading course in United States history designed for students who have taken HIST-207 and HIST-208 but, owing to a change in major, need credit for HIST-217 and HIST-218. *Prerequisite: HIST-207 and HIST-208. This course does not fulfill the core history requirement. It does not count toward a history major or minor unless taken along with HIST-207 and HIST-208.*

HIST-217 United States History to 1865 (3) SI

Survey of United States history from the European exploration and colonization of America through the Civil War era with special attention to the formation of American social and political institutions.

HIST-218 United States History Since 1865 (3) SII

Survey of United States history from the late 19th century to the present with special attention to the progress and problems of the United States in the 20th century.

HIST-275 Transition/Outcomes Assessment I (1) A

This course is intended to monitor the transition of History majors out of their first year of undergraduate studies. It is designed to ensure that students, by the end of their sophomore year, have the competencies and are able to produce the outcomes requires to be successful in advanced 300-level and 400-level HIST courses. *This course is not open to freshmen. Prerequisite: ENGL-102.*

Courses numbered 300 or above are not open to freshmen.

HIST-303 Modern Europe (4) D

Study of European history from the French Revolution to the present. The course focuses on major social, economic, and political developments; the evolution of modern Western ideologies; and the changing role of Europe within the modern world.

HIST-331 History of Latin America (4) D

Study of the main themes in Latin American history that help to explain the region's current political, economic, and social conditions. Emphasis is placed on the historical relationship between Latin America and the United States. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-353 Modern Africa (4) D

Introduction to African peoples and cultures and a study of major themes that link Africa with other world civilizations and developments. These include the legacies of the slave trade and colonial domination, and problems experienced by modern African nations. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-375 Transition/Outcomes Assessment II (1) A

This course is intended to monitor the transition of History majors into their final year of undergraduate studies. It is designed to ensure that students, by the end of their junior year, have the competencies and are able to produce the outcomes requires to be successful in the HIST-475 Seminar in Historiography capstone course. *This course is not open to freshmen. Prerequisite: HIST-275.*

HIST-401 Colonial and Revolutionary America (4) D

A study of Colonial and Revolutionary America, 1607 to 1790. Emphasis is placed on the European background and colonial policy, the development of the different American colonies, the coming of the Revolution, the War for Independence, the Confederation Period, the Age of Federalism, and the impact of the Revolution in the Early Republic. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-402 Medieval Europe (4) D

This course focuses on the history of Europe from the fall of Rome through the Black Death. In addition to chronological coverage of the major political, economic, social, and cultural events of the period, readings in primary sources will allow students to gain more in-depth knowledge of both the subject matter and the historical methods associated with the study of the Middle Ages. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-403 Early Modern Europe (4) D

This course focuses on the history of Europe from the Renaissance through the Enlightenment. Lectures and a general text will provide the framework of chronology for the major political, economic, social, and cultural events of the period, and readings drawn from primary sources will give students an opportunity to explore the methodologies associated with the study of early modern European history. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-404 Early American Republic (4) D

Examination of the history of the United States from the Revolutionary Era to the antebellum period. Topics include the Jeffersonian Era, the Age of Jackson, Indian Removal, Slavery, the Market Revolution, the Second Great Awakening, Romanticism, Sectionalism, Women's Rights, and other social and cultural developments. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-405 Civil War and Reconstruction (4) D

Study of the American Civil War era through the end of Reconstruction. Emphasis is placed on the coming of the war, military and social aspects of the conflict, politics of the era, constitutional questions raised, and changes in American society and culture. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-406 The United States, 1877–1945 (4) D

Exploring the major trends of the Gilded Age, Progressive Era, World War I, the Great Depression, and World War II, this course examines the modernization of American social, economic, cultural, and political institutions in war and peace, with a particular focus on what that meant for Americans of different backgrounds. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-410 History of African Americans to 1910 (4) D

This course examines the rich and diverse history of African Americans in the United States, from the introduction of slavery to the American colonies until 1910. Via an examination of African American political, economic, and cultural history, this course provides students with the analytic framework for understanding the persistent issue of race in American life. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-415 History of the Civil Rights Movement (4) D

This class takes a broad perspective on the civil rights movement. By examining the movement's roots in the Second World War and the legacy of the movement into the decades following the 1960s, this course encourages students to think about the ways in which the civil rights movement served as a watershed in American cultural and political life. Students will be asked fundamental questions about the movement, including when it began, who belonged, and how historians have tried to write about it. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-416 The Third Reich: Rise, Fall, and Aftermath (4) D

Study of German history from 1918 to the present. Special attention is given to the rise of Hitler, the domestic and international politics of the Nazi period (1933–45), and the legacy of the Third Reich in the years since World War II. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-419 Modern Colonialism (4) D

Examination of the impact of modern European colonial domination on the peoples and cultures of Africa and Asia and its reflection in contemporary African and Asian attitudes, politics, and economics. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-420 Indiana and the Midwest (4) D

Study of the history of Indiana and the Midwest from settlement to the present era. Emphasis is placed on the political, economic, social, and cultural development of the state and region. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-422 History of the British Isles to 1714 (4) D

Survey of the history of Britain from the ancient world to 1714. Topics will include the development of medieval monarchies, legal, religious, and constitutional developments, and society and culture, focusing on issues of identity and nationality. Throughout the course the interaction between the “Four Kingdoms” (England, Ireland, Scotland, and Wales) will be stressed. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-423 Modern Britain (4) D

This course will study the evolution of Modern Britain and the role of Britain in modern history. Major themes will include the development of parliamentary government, the zenith and decline of the British Empire, and Britain’s evolving role in Europe. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-427 Modern Russia (4) D

History of Russia from tsarist times to the present. Topics covered include the problem of reform in Imperial Russia; the collapse of the old regime; Lenin, Stalin, and the establishment of the communist dictatorship; World War II and the Cold War; the post-Stalin era; and social, economic, and political issues in the former USSR today. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-464 United States Diplomatic History to 1945 (3) D

Investigation of major episodes in American foreign relations and a critical examination of the evolution of the nation’s diplomatic tradition from its founding through World War II. *This course is not open to freshmen.*

HIST-465 The United States and the World Since 1945 (3) D

Study of world affairs and especially the preeminent international role of the United States since World War II. Topics covered include the Cold War, the Korean War, nuclear strategy, disarmament, the Vietnam War, the Middle East, and the global economy. *This course is not open to freshmen. Prerequisite: ENGL-102.*

HIST-475 Seminar in Historiography (4) SI

Detailed analysis of the historical method and the problems of writing history. Students have the opportunity to conduct research and write history. *Prerequisite: HIST-375.*

HIST-480/481/482/483 Special Topics in History (1–4) D

Comprehensive examination of an historical topic not covered thoroughly in other advanced history courses. Topics vary, and students may repeat the course for credit if the topic is different. *This course is not open to freshmen. Prerequisite: ENGL-102.*

Honors Courses

Honors courses are offered through the Honors College. Information about the Honors College can be found in the section entitled Academic Programs.

These courses may be taken at any point in a student’s career, with the exception of the Honors section of HIST-102, which is exclusively for entering freshmen, and of HON-400 having to be taken before HON-490.

In addition to the courses listed below, Honors College students with at least 30 earned credit hours with a GPA of 3.3 or higher may elect to up to 6 credit hours of coursework as “Honors Option.” Honors Option affords students the opportunity to develop original work that explores innovative connections, the synthesis of ideas, in-depth analysis,

or creative expression beyond that offered in a standard course. Honors Option course proposals are due November 1 and April 1 and must be approved by the Honors College Committee prior to the start of the semester in which the Honors Option course is to be taken.

BIOL-155 Honors: General Biology I/Diversity of Life (4) SI

A broad survey of life and its history, diversity, and classification. Students will become acquainted with the major groups of prokaryotes, protists, animals, plants, and fungi. Three lectures and one two-hour laboratory period per week. *Prerequisite: MATH-105 or its equivalent.*

ENGL-102 Honors English: Western World Literature and Composition (3) SII

Honors English is an introduction to themes and genres of Western world literature. Students read and discuss classics from ancient Greeks to Shakespeare and the modern period. Students write short papers and a research paper, with emphasis on thesis, organization, documentation, style, and grammatical correctness. *Prerequisite: ENGL-101 with a grade of C or above.*

HIST-102 Honors: World History Since 1700 (3) SI

Students will focus their attention on 10 important issues selected from world history since 1500. For each of these issues, background readings and discussion will be followed by student activities designed to demonstrate understanding and critical analysis. *Note: This class is open only to entering freshmen.*

KINS-104 Honors Wellness and Fitness for a Lifetime (2) A

A highly experiential introduction to the eight dimensions of wellness: physical, mental, social, spiritual, intellectual, environmental, occupational, and financial. Students will determine their individual overall wellness level and engage in interdisciplinary activities, field trips, and projects to examine social, environmental, and other structural influences on wellness. *Lab fee: \$20.*

PHIL-130 Honors Philosophy: Leading Lives that Matter (3) SI

A selective study of major philosophical ideas with an emphasis on the meaning or significance of our lives. In examining ways in which philosophers, authors of fiction, theologians, political theorists, and other important persons approach and provide their understandings of the significance of human life, students will identify key features in the significant life and be encouraged to pose pointed questions related to ethics and the standards of conduct and responsibility they entail.

PSCI-101 Honors: American National Government (3) SI

This course challenges students to think critically and creatively about the federal government. Students study the core concepts of American democratic theory—judicial review, separation of powers, and balances and federalism. The course also explores the role of political parties, elections, and the media in American politics and examines the enduring significance of the civil rights movement and of the women’s movement.

REL-130 Honors: Readings in Christianity (3) SI

The Honors Religion course provides academically motivated students with a set of primary and secondary readings that allow them to engage texts and issues from the Christian tradition in a manner that satisfies the University’s religion requirement. The format of the course will be primarily discussion. The Honors Religion course combines primary source material (texts produced during the particular historical period under consideration) and the secondary sources (books, articles, etc. by scholars of that historical period). Within this format, different historical periods and different sets of primary source material can be offered, depending on the expertise of the individual instructor.

SOCS-200 Honors: Exploring Human Complexity (3) Y

An in-depth interdisciplinary study of the many components that influence the development of individuals within both their specific groups and the context of Western culture. Various elements in this multifactorial and reciprocal model of human functioning will be explored, with focus on the interaction between them. Each element influences both the individual and the impact of the other elements. Components of the model include topics in biology, anthropology, sociology, psychology, and family theory.

HON-201 Artistic Works, Value, and Criticism (3) O/SII

This course introduces students to fundamental philosophical problems in the fine arts and humanities (art, music, literature, theatre) with special attention given to the nature of artworks and character of aesthetic experience. The course also takes a historical approach to examine how our current understanding of the nature of artistry and artistic works developed and how theoretical work in the last fifty years currently influences our thinking on these matters. This course fulfills the philosophy requirement of the general education core.

HON-202 Nature and History: How the Natural World Influences the Course of Civilization (3) D

Years of formal education have created artificial barriers in students' thinking between the several disciplines. These barriers are particularly apparent between the sciences and the histories of human societies. This interdisciplinary course for students in the Honors College is designed to encourage students to think beyond those barriers and explore the relationships between nature, culture, and events in world history from different perspectives. Its secondary purpose is to compare and contrast two ways to approach answering questions—the scientific method and the historical method.

HON-301 The Arts: Connections and Relevance (3) O/SII

An interdisciplinary experience in the arts including investigation of interrelationships between a variety of art forms in the use of basic artistic elements, creation of styles, expression of emotion, and communication of ideas. Discussion of aesthetics and meaning in art, connections and relevance between arts and the broader spectrum of human endeavor past and present. Classroom experiences include presentations and interactions with practicing artists in music, visual arts, and theater. Field trips include museum, concert, theater, and other live arts experiences.

HON-340 Washington Semester Program Seminar (4–8) A

Highly interactive and in-depth examination of key issues related to one of the following focal areas of study: American Politics, Contemporary Islam, Economic Policy, Foreign Policy, International Business and Trade, International Environment and Development, International Law and Organizations, Print and Broadcast Journalism, Justice, Peace and Conflict Resolution, Public Law, or Transforming Communities. Seminars involve simulations, case study, debate, lectures, and class discussion. Integral to the seminar experience are meetings with leaders and experts in the field on at least a weekly basis. Students are evaluated on the basis of participation, exams, written assignments, group discussions, and group project. This class is held in Washington, D.C. in conjunction with American University. Some areas of study also require international travel. *Prerequisite: Permission of chair of Honors College required.*

HON-342 Washington Semester Program Internship (4) A

Practical experience in appropriate agency related to focus area of study, involving working two days a week (about 16 to 20 hours a week) combined with weekly, half-day class sessions to supplement and process field-based learning. Students participate in an internship placement fair and are required to interview at least three internship sites. This class is held in Washington, D.C. in conjunction with American University. Faculty at

American University facilitate student selection and placement, as well as supervise the internship. *Prerequisite: Permission of chair of Honors College required.*

HON-343 Washington Semester Program Research (4) A

A highly individualized course designed to develop basic research skills and engage in an in-depth study of a topic. This class is held in Washington, D.C. in conjunction with American University. A member of the American University faculty is assigned to the student to facilitate research. *Prerequisite: Permission of chair of Honors College required.*

HON-400/410 Honors Proseminar (0.5) A

Preparation for all phases of the capstone Honors Project and introduction to ethical considerations related to conducting research with human participants, funding project ideas, and selecting a faculty adviser to supervise the final Honors Project. Emphasis on developing a literature review, project methodology, the role of collaborative planning, and revision/resubmission processes. Students work together in a project team to troubleshoot, engage in peer review, and help one another produce successful project proposals. Additional topics and discussions are tailored to the development of each person's project. The class is graded on a credit/no credit basis based on submission of a full project proposal for review by the Honors College Committee. *Prerequisite: Permission of chair of Honors College required.*

HON-480 Honors Topical Seminar (1–3) D

Interdisciplinary topical study designed to challenge and broaden the intellectual horizons of Honors College students. Topics and format vary as determined by the special interests and needs of students and the expertise of faculty. May be repeated one time as topics change.

HON-490 Honors Project (3–6) A

A capstone experience of the Honors College. The student may register for HON-490 only after the Honors College Faculty Committee has approved the honors project proposal. *Prerequisite: HON-400 or HON-410 and permission of chair of Honors College.*

Human Resource Management Courses

Human resource management courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

HRM-381 Human Resource Management (3) A

Study of the organization, objectives, functions, and problems in human resource management. The management of EEO, affirmative action plans, unions, compensation and benefits, OSHA and EPA compliance, training and development of employees, and the importance of human resources in organizational effectiveness are primary topics.

HRM-384 Labor Law (2) SII

Review of labor statutes from the New Deal to the present. The National Labor Relations Act, Fair Labor Standards Act, regulations of OSHA and EEO, Americans with Disabilities Act, and similar laws are studied. *Prerequisite: HRM-381. (Management majors with HRM concentrations may substitute additional legal readings in lieu of the prerequisite.)*

HRM-385 Employee Benefits and Compensation (3) SII

Survey of the various employee benefits and administration of benefit plans, with special attention to IRS and DOL requirements. *Prerequisite: HRM-381. (Management majors with HRM concentrations may substitute additional legal readings in lieu of the prerequisite.)*

HRM-481 Organization Development (3) SI

This course introduces the field of Organization Development, the theory and practice of bringing planned change to organizations. OD focuses on ways companies and individuals diagnose and solve problems that limit organizational effectiveness. The course is theoretical and applied in terms of organizations, issues in OD, and OD tools and techniques. *Prerequisite: HRM-381.*

HRM-482 Collective Bargaining and Management (3) SI

Introduction to study, practice, and issues of collective bargaining. Topics include formation of unions, contract issues and formulation, violation of contract, and remedies; international unions; legal aspects of labor laws, employee rights, and employer rights; social environment; and ethical issues. The second half of the semester concentrates on management issues; departmental relationships; structure; unionized versus nonunionized environments; and accountability. *Prerequisites: MGT-281 or BADM-234, and junior or senior standing (HRM-384 is recommended).*

HRM-483 Training and Development (3) SII

This course is an overview and introduction to the discipline, skills, and knowledge base associated with training and development as done in organizations. The major focal points are to introduce students to what is actually done in organizations and prepare them for introductory positions in corporate training departments. *Prerequisite: HRM-381.*

Interdisciplinary Courses

The following interdisciplinary courses are offered through the College of Arts and Sciences. Information about the college can be found in the section entitled Academic Units.

INTD-101 New Student Experience (1) A

New Student Experience is designed to help new students at UIndy in their first semester of enrollment to develop skills and relationships that will serve them well as they pursue their degree and career goals. The course consists of a series of personal, academic, and campus success sessions designed to help new students make a successful transition to campus. The class uses a combination of in- and out-of-class programs to cover topics relating to academics, student involvement, relationships, career development, goals, diversity, wellness, campus safety, values, etc.

INTD-201/202 Lecture/Performance Series (.5) A

The 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. Varied events are scheduled throughout the semester. These events vary in length from one to three hours. To earn .5 hour of academic credit, a student must attend a total of 10 events. Requirement details are available on the UIndy intranet at my.uindy.edu.

International Business Courses

The international business course is offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

IBUS-201 International Business (3) A

Introduction to the field of international business: national economic and cultural differences; international trade policies and institutions; foreign direct investment; regional economic integration; global competition; and current international business trends and developments.

IBUS-410 Global Leadership Seminar (3) SII

The increasingly global economy, as well as the more diverse domestic environment, creates a need for individuals to increase international knowledge and skills. Consumer marketing, human resources, multinational manufacturing, recruiting, team coordination, negotiations, and conflict resolution are examples of business areas directly affected by domestic and international diversity. This course is focused on these issues and is designed to smooth the way for students who will face complex business issues in the global arena.

International Relations Courses

International relations courses are offered through the History and Political Science Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

IREL-100 World Regional Geography (3) A

Survey of world regions examining the environmental, cultural, historical, and economic processes that make each region unique, as well as its connections and commonalities with other world regions. The course considers cultural landscapes, human relationships with the natural environment, spatial patterns of human interaction including diffusion and settlement, and the uniqueness of place around the world.

IREL-101 Introduction to International Relations (3) A

An introductory survey of the issues and problems in relations among states. The principal objective is to introduce students to the discipline of international relations and to encourage a critical appreciation of contemporary international issues. Topics covered include international organizations and their role, international law and diplomacy, global and ethnic conflicts, and the functioning of the global economy.

Courses numbered 300 or above are not open to freshmen.

IREL-300 Model United Nations (1) SI

Study of contemporary international relations through simulation of the United Nations Security Council and other international organizations. Students research and prepare position papers and resolutions on issues from the perspective of various nations and participate in intercollegiate Model UN and European Union meetings. *This course is not open to freshmen. Prerequisites: IREL-101 and ENGL-102.*

IREL-302 Model European Union (1) SII

Study of contemporary European relations through a simulated exercise of the EU councils. Students participate as members of a country's delegation and research their own and other states' positions on EU affairs, culminating in an intercollegiate summit where they interact with other teams. *This course is not open to freshmen. Prerequisites: IREL-101 and ENGL-102.*

IREL-309 Economic Geography and Globalization (4) O

This course is an introduction to basic principles and different approaches to economic geography and globalization, including an historical perspective on contemporary issues of development, trade, and migration. *This course is not open to freshmen. Prerequisite: IREL-100 and ENGL-102.*

IREL-335 Comparative Politics (4) D

The course introduces students to types of government as well as to the methodology of comparison. This course is not open to freshmen. *Prerequisite: ENGL-102 and IREL-101 or PSCI-101.*

IREL-336 Political Development (4) D

This course will examine the nature of political development in different states and analyze why different trajectories have been and are being chosen. It introduces the notion of change through an examination of the developmental paths taken by developed and developing states and their respective problems. The course combines theory, history, and geography in its study of political development. Therefore, it will familiarize students with contemporary problems within the developing world, as well as fulfill the objective of introducing students to one of the three subfields of comparative politics. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-343 Foreign Policy Analysis (4) D

This course examines the leading theoretical approaches to the study of foreign policy. It seeks to provide students with the ability to critically evaluate theoretical literature on foreign policy. Theories representing all the major approaches including decision-making, leadership, public opinion, and psychology are explored. Topics covered include examination of Realist vs. Liberal paradigms, models of decision-making, and the role of culture in the making of foreign policy. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-345 International Relations Theory (4) SI

Survey of major theoretical schools and important concepts in the study of international relations. Areas covered include Realism and its variants, Neo-Liberal and Regime theories, and cognitive and perceptual decision-making models. Attention also is given to appropriate methods and research strategies in the study of international relations. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-346 U.S. Foreign Policy: Decision-Making and Process (4) D

Study of the processes of making and implementing foreign policy decisions in the United States federal government. Major topic areas include a survey of relevant federal agencies and branches of government, their inputs to the foreign policy decision process and their interactions; and theories of decision-making, including rational choice, bureaucratic and political models, and individual psychological explanations of foreign policy choice. Students should acquire a working knowledge of the mechanics of the U.S. federal government in the realm of foreign policy. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-347 International Conflict and Conflict Resolution (4) D

A study of causes, dynamics, and resolution of international conflict. Topics covered include theories of the causes of war at various levels of analysis; decision and social/psychological models of conflict dynamics; the role of military force in international conflict; theories of escalation and de-escalation; mediation and conflict resolution strategies; and problems of peace maintenance. Students are expected to research and analyze a recent international conflict. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-348 International Organizations and Interdependence (4) D

This course is designed to examine the efforts of the international community in instituting global governance and rules in varying areas of states' common interests. Apart from theoretical debates and approaches within the subfield, the course will highlight significant international organizations such as the UN and the Bretton Woods system and international regimes in the areas of human rights, nuclear nonproliferation, trade, and the environment. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-354 Terrorism: Past, Present, and Future (4) D

Examines the origins of terrorism and how the motives and methods of modern terrorists reflect both continuities and differences with those of the past. Topics include the psychological, socioeconomic, political, and religious causes of terrorist violence, as well as the strengths and weaknesses of various counterterrorism strategies. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-438 Politics of South Asia (4) D

This course addresses South Asian politics from the end of the colonial period in 1947 to the present. In addition to topics concerning India and Pakistan, the course examines the politics and foreign affairs of Bangladesh, Sri Lanka, and Nepal. *This course is not open to freshmen. Prerequisite: IREL-101 and ENGL-102.*

IREL-450 Internship in International Relations (1–15) D

Work experience in international relations (for example, with government offices, public agencies concerned with foreign affairs, lobbying organizations, or nongovernmental interest groups and agencies). Students are supervised on a day-to-day basis by the office staff and report to the instructor on a regular basis. A full-time internship of at least four weeks may be arranged during Semester I or II or in the summer. Up to eight hours of credit may be applied toward a major or minor; additional hours will be credited as elective. This course is not open to freshmen. *Prerequisite: IREL-101 and ENGL-102.*

IREL-476 Capstone Research Project (1) D

Provides a culminating experience for senior International Relations majors by helping them make connections among various courses taken in the major. This seminar builds on the skills students have developed through reading, research, writing, and presenting. It also strengthens community among International Relations majors. *This course is not open to freshmen. Prerequisite: PSCI-301.*

IREL-480 Special Topics in International Relations (1–4) D

Comprehensive examination of an international relations topic not covered in depth in another advanced international relations course. Topics vary, and students may repeat the course for credit if the topic is different. *This course is not open to freshmen. Prerequisite: ENGL-102.*

Kinesiology Courses

Kinesiology courses are offered by the Kinesiology Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

KINS-100 Methods of Teaching/Coaching Volleyball (2) SI

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of volleyball. This course will include evaluations of a collegiate and high school match. Working at least one match will be required for practical experience.

KINS-101 Wellness/Fitness for a Lifetime (1) A

This one-hour course includes eight dimensions: physical, mental, social, spiritual, intellectual, environmental, occupational, and financial. *Lab fee: \$20.*

KINS-102 Advanced Wellness and Fitness for a Lifetime (1) A

The purpose of this course is to provide a reflection and an expansion to the eight dimensions of wellness (physical, mental, social, spiritual, intellectual, environmental, occupational, and financial) addressed in KINS-101 and offers experiential and interdisciplinary activities, assignments, and projects to the advanced wellness student. As it is an advanced wellness course, students will be expected to apply critical thinking to their personal wellness dimensions through various authentic assignments. The concept of balance is key to everyday living, function, and outlook. Balance is attained through high levels of understanding and being active in each dimension of wellness. *This course is open to Healthy Diploma™ students only. Prerequisite: KINS-101.*

KINS-103 Aquatics (1) SI

This course covers the basic aquatic skills for personal survival in the water. Topics/skills covered include treading water, basic strokes of the front crawl and back crawl, and the survival strokes of the elementary backstroke and sidestroke. Student must either test out of the course (as determined by the instructor) or satisfactorily complete this course prior to taking KINS-310 Water Safety Instructor, which is required for PED5 majors.

KINS-104 Honors Wellness/Fitness for a Lifetime (2) A

The purpose of this course is to introduce the student to the eight dimensions of wellness and to assist the student in determining his or her own overall “wellness level.” This course is approached with a multi-dimensional view of wellness inclusive of all eight components—physical, mental, social, spiritual, intellectual, environmental, occupational, and financial—and offers experiential and interdisciplinary activities, assignments, and projects to the student. The concept of balance is key to our everyday living, our everyday function, and our everyday outlook, and balance is attained through high levels of understanding and being active in each dimension of wellness. As it is an advanced wellness course, students will be expected to apply critical thinking to their personal wellness dimensions through various authentic assignments. *This course is open to honors students only. Lab fee: \$20.*

KINS-105 Methods of Teaching Dance (1.5) SI

Study of the fundamentals of movement and rhythm necessary to all types of rhythmic activities, with attention given to the methods and materials involved in teaching these fundamentals.

KINS-110 Methods of Teaching/Coaching Basketball (2) SI

Study of the rules, techniques, fundamentals, organization, and teaching and coaching methods of basketball. This course will include the analysis of coaching systems of different leading basketball coaches as well as teaching methodology for physical education.

KINS-112 Social Dance (1) SII

This course is designed to teach the fundamentals of various forms of social dance. Students will develop their technique through increased complexity in class combinations, musical phrasing, and choreography. Group discussions center on dance vocabulary, dance history, current events, and choreography. Students will develop their skills in social dance through laboratory experience. Through the course, students will gain knowledge and skills needed to develop lifelong patterns of cardiovascular physical activity through dance. Dances may

include merengue, social foxtrot, salsa, tango, mambo, Lindy, and jitterbug. *Prerequisite: KINS-101 or KINS-104 or equivalent. Open to Healthy Diploma™ students only.*

KINS-113 Group Cardio Fitness (1) SII

This course will provide students with a background on the relationships between physical activity, physical fitness, and various health-related outcomes. Students will complete assessments of their health-related fitness and plan a personalized program to track their levels of physical activity. Through the course, students will gain knowledge and skills needed to develop lifelong patterns of cardiovascular physical activity. Activities may include cardio kickboxing, aerobics, and step aerobics. *Prerequisites: KINS-101 or KINS-104 or equivalent. Open to Healthy Diploma™ students only.*

KINS-114 Cardio Hip Hop (1) SII

This course is designed to teach the fundamentals of various forms of hip hop dance for cardiovascular benefits. Students will develop their base skills and technique through increased complexity in class combinations, musical phrasing, and choreography. Group discussions center on dance vocabulary, dance history, current events, and choreography. Students will develop their skills in cardio hip hop through laboratory experience. Through the course, students will gain knowledge and skills needed to develop lifelong patterns of cardiovascular physical activity through dance. Students will begin to master these synchronized skills in an upbeat and fun environment while learning that movement and dance is an energized way to stay fit and active. *Prerequisites: KINS-101 or KINS-104 or equivalent. Open to Healthy Diploma™ students only.*

KINS-115 Yoga (1) SI

This course is designed to improve muscular strength, endurance, flexibility, posture, balance, and relaxation techniques. Students will be provided with a beginner's working knowledge of yoga positions, knowledge of the benefits associated with yoga, and knowledge of skills needed to pursue independent training as part of their lifetime wellness program. *Prerequisites: KINS-101 or KINS-104 or equivalent. Open to Healthy Diploma students only.*

KINS-120 Methods of Teaching/Coaching Football (2) SII

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of football. This course includes terminology and number systems used as a means of communication between coach and player.

KINS-130 Methods of Teaching/Coaching Track and Field (2) SII

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of cross country and track and field. Students will be required to master, at a novice level, several track and field events. Working at least one track meet will be required for practical experience.

KINS-140 Methods of Teaching/Coaching Baseball (2) SII

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of baseball. Techniques for teaching baseball in physical education also will be covered.

KINS-150 Methods of Teaching/Coaching Softball (2) SII

This course is designed to prepare students for teaching and/or coaching softball. Study of the rules, techniques, fundamentals, organization, teaching techniques, and statistical methods will be included. Instructional cues and sequencing of fundamental skills will be addressed. The student will learn the important aspects of both slow- and fast-pitch softball.

KINS-160 Methods of Teaching/Coaching Soccer (2) O/SI

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of soccer.

KINS-170 Methods of Teaching/Coaching Competitive Swimming (2) O/SI

Study of the rules, techniques, fundamentals, organization, and teaching/coaching methods of competitive swimming.

KINS-180 Teaching Individual and Dual Activities (2) SII

Course focuses on skill development, teaching methodology, and curricular models for selected individual and dual games for K–12 students (e.g., tennis, badminton, golf, tennis, and pickleball) through participation and guided reflection. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences also will be addressed.

KINS-185 Teaching of Team Activities (2) SI

Course focuses on skill development, teaching methodology, and curricular models for selected team field, court, and invasion games for K–12 students (e.g., soccer, basketball, volleyball, team handball, and football) through participation and guided reflection. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences will be addressed.

KINS-190 Philosophies and Foundation of Kinesiology and Health (2) A

Course concerned with the comprehension and interpretation of the principles and philosophies of modern kinesiology-related programs. Contributions of historical programs related to development of current trends in program structure will be discussed. The foundations of sport, physical education, and health through civilizations and cultures will be a primary focus. Students will receive orientation to the majors of exercise science, sport management, health and physical education, and community health education. Various physical activity curricula also will be explored.

KINS-195 History and Culture of Sport (3) SII

The student will be able to recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psychosocial experiences. The student also will be able to understand that sport managers are immersed in the sociocultural milieu, with sport as the focus.

KINS-200 Lifeguarding/CPR-PR (2) SII

Course supplying the hours and skills necessary to fulfill lifeguarding requirements for the American Red Cross Advanced Lifeguarding Certification. It includes personal water safety, lifesaving/lifeguarding skills, CPR for the Professional Rescuer, and AED (Automated External Defibrillator) training. *Prerequisites: Swimming 500 yards, treading in deep water for two minutes, and surface diving to eight feet to retrieve a 10-lb. object. Lab fee \$10.*

KINS-201 Governance and Ethics in Sport (3) SI

Sport activities are governed by various agencies. The student will become familiar with these agencies, their authority, organizational structure and functions. Many sport activities occur in settings in which a person will have to choose a course of action based on ethical principles. Students will recognize and identify moral issues related to sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport management setting.

KINS-202 Sport Finance and Economics (3) SII

The student will understand why finance is a critical component of all sports related industries and become familiar with financial control and its methods and principles. Additionally, the student will understand that sport is an industry in the national economy that is shaped by external economic influences and contributes to national economy. The student also will gain an understanding of economic principles.

KINS-210 Introduction to the Business of Sports (3) SII

This course is designed to provide students with an overview of the basic organizational structure of the sport, fitness, and leisure industries. This course is intended to provide the foundational knowledge necessary for students pursuing careers in sport management, sport marketing, sport communication, or other careers within the sport industry.

KINS-220 Techniques and Methods of Conducting Physical Education (3) SII

Laboratory experiences providing opportunities for students to develop physical education teaching strategies, as well as classroom and laboratory experiences providing opportunities for the student to develop instructional strategies for leading and developing physical activity. Teaching methods and learning environments are analyzed; organizational and administrative techniques in sport and physical education areas also are discussed. This course prepares the student to teach physical skills effectively and lead learners through an effective physical activity program. *Prerequisites: EDUC-220, KINS-180, KINS-185.*

KINS-230 Officiations (1) SI

Course designed to equip the prospective teacher/coach with the skills necessary to maintain class and/or game control. Emphasis is on officiating techniques in baseball, softball, volleyball, track and field, basketball, wrestling, and football. Students have practical experiences in implementing various officiating procedures. An opportunity to acquire an IHSAA officiating license is offered. *Lab fee paid during class.*

KINS-235 Motor Learning (3) SII

This course is designed to provide the undergraduate student with an introduction to motor skill learning, performance, and control. A scientific approach will be used to identify and critically examine the psychological and neurophysiological factors that facilitate and/or inhibit the acquisition, refinement, and retention of motor skills.

KINS-240 Recreational Principles and Games (2) SI

Study of the purpose of recreational activity. Knowledge of recreational group activities and games for all ages, as well as exploration of methods used to develop desirable behavioral traits through their use.

KINS-245 Principles and Practices of Exercise Science (3) A

This course is an overview of the fundamental concepts concerning the interaction of biological and mechanical aspects of human movement as well as the human physiology parameters related to physical exercise and work. *Prerequisite: BIOL-103.*

KINS-249 Basic Sport and Community Nutrition (2) SI

The course focuses on nutrition for health. It will help prepare students for eating healthy throughout their lifespan. Students will exit the course being able to (1) describe where the scientific literature pertaining to nutrition comes from, what it is, and how it can aid in discerning fact from fallacy; (2) describe the basics of digestion; (3) describe what carbohydrates, fats, proteins, vitamins, minerals, and fluids are and what foods/

sources they come from; (4) describe how each of the above nutrients affects sports performance; (5) describe how diet can be used to aid in body weight manipulation; and (6) describe the need and function of the above-listed nutrients in health and disease.

KINS-250 First Aid and CPR-PR (1) A

Class designed to teach emergency response procedures. Topics include rescue breathing; cardiopulmonary resuscitation; airway obstruction emergencies that include adult, child, and infant CPR; rescue breathing; and principles of responding to emergencies. Student certified by American Red Cross upon satisfactory completion of course requirements. *Lab fee \$10.*

KINS-251 Advanced Sports Nutrition (2) SII

The course focuses on nutrition for sport and its application in physical conditioning to the competitive athlete and various special populations. It will help prepare the future physical educator, coach, athletic trainer, or other sports medicine personnel to better advise sport participants at all levels on sound nutritional practices. *Prerequisites: KINS-249, BIOL-103 and 104, CHEM-150 or ATRG-310.*

KINS-252 Weight Management (1) A

The Healthy Diploma curriculum is attentive to the leading health indicators that reflect the major public health concerns in the United States. A major goal of the program is to foster student self-responsibility to lead a healthy lifestyle, in particular the best practices of responsible weight management. Thus, the purpose of this course is to provide students with an opportunity to focus on behavior modification through having positive associations with food and eating, being mindful of one's cues and signals when eating, weight management and nutritional balance in action, and to demonstrate their competency by extending the basic nutrition skills learned in KINS-249. *This course is open to Healthy Diploma students only. Prerequisites: KINS-249.*

KINS-260 Introduction to Community Health in Diverse Communities (3) SI

This course is intended to serve as an undergraduate-level introduction to community health practice, including the latest trends and statistics in community health, the organization of the public health system, health advocacy, and delivery of community health services. Core topics will include epidemiology, community organization, program planning, minority health, health care, mental health, environmental health, drugs, safety, and occupational health. Emphasis will be on developing the basic knowledge and skills necessary for a career in community or school health education. The course will serve as a basis for the necessary Health Education Content Knowledge and also address the Indiana Standards for Teachers of Health Education.

KINS-266 Sexuality and Human Health (3) SII

This course is designed to provide Community Health, Health Education Teaching majors and other interested students with an introduction to issues associated with human sexuality and the impact it has on health. This course will focus on three primary goals: enhancing knowledge, increasing comfort with subject matter related to sexuality, and facilitating communication about sexuality. The purpose of this course is to (1) provide the student with opportunities to apply knowledge and skills related to sexuality and human health in the delivery of instruction; (2) enable the student to develop a broader knowledge and understanding of sexuality, particularly related to human health; and (3) enable the student to develop skills needed to engage in responsible sexual behaviors.

KINS-268 Stress Management and Human Health (3) A

This course is focused on stress, the impact of stress on human health, and the practice of stress management techniques. The course is designed to enable the student to develop an understanding of stress and stress management, the physiology of stress, the psychology of stress, the relationship between stress and disease, and the relationship of emotional or mental well-being to physical health. Methods of relieving and preventing distress and creating eustress will be discussed and explored. *Prerequisite: KINS-101 or KINS-104 or equivalent.*

KINS-271 Methods of Teaching/Coaching Golf (1) O/SI

Study of the rules, techniques, fundamentals, organization, and teaching and coaching methods of golf.

KINS-272 Methods of Teaching/Coaching Gymnastics (1.5) O/SII

Study of the rules, techniques, fundamentals, organization, and teaching and coaching methods of gymnastics.

KINS-273 Methods of Teaching/Coaching Wrestling (1) O/SII

Study of the rules, techniques, fundamentals, organization, and teaching and coaching methods of wrestling.

KINS-274 Methods of Teaching/Coaching Tennis (1) O/SII

Study of the rules, techniques, fundamentals, organization, and teaching and coaching methods of tennis.

KINS-285 Teaching Physical Education in the Elementary Schools (3) SII

Study of educational games, educational dance, and educational gymnastics, fitness, and wellness appropriate to the age and development of the child. The course focuses on the need for a high-quality physical education program in the elementary school and the unique outcomes of such a program. Developing curriculum, effective planning, discipline techniques, and legal liability are all areas that are covered in this course. For specialists in physical education, classroom teachers, and elementary school administrators.

KINS-286 Elementary Physical Education Field Experience (.5) SII

Provides a field experience component to KINS-285 Teaching Physical Education in the Elementary Schools. Lab experiences will be provided in a school system for the student to observe current teaching practices and teach mini-lessons to current students. A minimum of 15 hours in the school system is required. Must be taken concurrently with KINS-285 Teaching Physical Education in the Elementary Schools.

KINS-290 Introduction to Adapted Physical Education (2) A

Study of conditions that require physical education programs to be adapted to special needs of individuals. Principles and practices in application of exercises and activities appropriate for specific handicap conditions will be discussed. The course will identify various kinds of handicapped and learning-disabled students respective of characteristics and needs. One focus will be defining and understanding terms applicable to adapted, handicapped, and mainstreaming concepts. Principles and organization of specific programs for the physically handicapped and learning disabled will be outlined.

KINS-295 Applied Adapted Physical Education (2) SII

A study and application of physical activity practices of persons with common disabilities found across the lifespan. A review of the historical and philosophical basis for adapted physical activity and the impact of state and federal legislation are included. Analysis of the roles and responsibilities of the adapted physical education specialist and the inclusive educational environment also are examined. The main focus of this course will be applying and practicing concepts in a teaching environment. Various placements will be utilized throughout the city. This course is applicable to all disciplines pertaining to the disabled individual. *Prerequisite: KINS-290.*

KINS-305 Grant Writing in Health and Kinesiology (2) SI

This course is designed for students in the fields of health, exercise science, education, and sports to establish basic skills necessary in seeking financial assistance in the form of grants for projects and/or programs. The student will learn how to locate agencies and organizations that have funding available, how to contact them, how to read the requirements for preparing a grant proposal, and how to follow general guidelines for preparing a grant proposal. Students will prepare grant proposals for an individual or group project and develop the tools necessary to be a useful resource to a nonprofit organization or business as part of a grant-writing proposal team.

KINS-310 Water Safety Instructor (2) SI

Designed to give the student the knowledge and skills to be a certified American Red Cross Water Safety Instructor. This WSI certification will certify students to teach aquatic skills. Student will be American Red Cross-certified upon satisfactory completion of course requirements. *Prerequisite: KINS-103. Age: Minimum 16 years of age by the last day of the course. Skills: At level 6 proficiency (swim test): Front crawl, 25 yards; Back crawl 25 yards; Breaststroke, 25 yards; Elementary backstroke, 25 yards; Side stroke, 25 yards; Butterfly, 15 yards; Supine floating or sculling, 1 minute; and Tread water, 1 minute (all benchmarks must be met by the first day of class).*

KINS-315 Professional Seminar in Kinesiology (2) SII

This course is designed to equip students with the skills necessary to obtain an internship position and find employment in the fields of Kinesiology. Students will examine the expectations of professionals in these fields and participate in exercises that will enhance their job application, job interview, and job retention abilities. *Prerequisites: Junior or senior year, KINS majors only.*

KINS-320 General Safety (3) O/SI

The study of the nature and scope, cause and prevention, and statistical analysis of the various kinds of accidents that occur in our society. Occupational and recreational safety as well as natural and man-made disasters will be researched. This course focuses on home, school, and traffic safety, including all aspects of safety instruction and providing a safe environment.

KINS-325 Exercise Leadership and Programming (2) SII

This course is designed to provide students with an overview of the educational concepts, performance techniques, program design, and leadership skills needed to teach group-led exercise programs and design personal training programs. The course will include basic analysis and application of safe and effective exercise procedures for all fitness levels. The students will be expected to lead and perform aerobic and other group exercise activities. *Prerequisite: BIOL-103.*

KINS-330 Community Health Methods and Materials (3) SI

This course is designed to provide students with the necessary skills to plan and implement a variety of health promotion lessons and methods in the school, clinical, hospital, or worksite settings. Emphasis will be on facilitating prepared units/lessons to respective target populations, such as students, employees, patients, or community members. The course will enable the student to select methods and develop a presentation or lesson in order to effectively communicate an educational session with specific learning or behavioral objectives.

KINS-335 Motor Control (4) SI

The course provides an introduction to neurophysiology with emphasis on motor control. Topics include organization of the central nervous system, reflexes, integration of sensory information, experimental approaches

to study motor control, and contemporary motor control issues. Theories of motor control are discussed in detail. Three hours lecture, two hours laboratory per week. *Prerequisites: BIOL-103 and 104.*

KINS-336 Theories of Health Behavior (3) SI

This course will explore the contribution that basic behavioral and social science theories can make to the design and implementation of public health programs. Given that many public health interventions have as their goal to change the health behavior of a population or community, understanding the process of behavior change is critical to designing effective programs. In addition to theories that address individual motivations and obstacles to behavior change. The course will cover constructs and concepts that explain how health behavior is shaped by individuals' relationships to other individuals (interpersonal factors), to their geographic and cultural communities (community factors), and to the larger society (sociopolitical factors). Students will be capable of creating and implementing an individualized change program through a process of risk analysis, individualizing a behavior change program, counseling the client/student/patient toward success, and evaluating the impact of the program on the individual. *Prerequisites: KINS-260 and PSY-120 OR EDUC-203.*

KINS-340 Administration of Athletics (3) SII

This course is designed to provide students with the knowledge and skills needed to serve in an administrative capacity within various sport-related occupational settings. Sport administrators are responsible for managing people, finances, programs, and facilities. The student will engage in activities that will allow them to appreciate the multi-faceted nature of administration. *Prerequisites: KINS-202, 345 and 355.*

KINS-345 Legal Issues and Risk Management in Sport (3) SI

Most sport activities occur in settings that are potentially litigious. Students will become familiar with the legal concepts in those areas that they are most likely to encounter in the workplace and learn to develop strategies for dealing with the risks inherent in sport and sport activities. *Prerequisites: KINS-201 and 210.*

KINS-350 Exercise Physiology (4) SI

A study of physiological changes that occur with acute and chronic exercise. Integration of cardiorespiratory, muscular, and biochemical system responses and training adaptations are emphasized. Three hours lecture, two hours laboratory per week. *Prerequisites: BIOL-103, 104, KINS-245 or ATRG-100.*

KINS-351 Physical Education Methods for Elementary Classroom Teachers (1) A

Study of classroom organization and curriculum development in physical education. Students learn to design and implement a variety of instructional and assessment strategies. Activities relate research and theory of teaching methodology to practical problems faced in the field. Must be taken concurrently with student teaching.

KINS-352 Health Education Methods for Elementary Classroom Teachers (1) A

This course is designed to provide elementary education teachers with the knowledge and skills they will need to teach health education in elementary schools and be a partner in a coordinated school health program. This course is designed to align with the Indiana Professional Teacher Standards for the Early and Middle Childhood Generalist, such that pre-service teachers of early and middle childhood will be able to create opportunities for student development and practice of skills that contribute to good health.

KINS-355 Management and Design of Sports Facilities (3) SI

This course is designed to provide students with an orientation to the various theories, structural makeup, design, operations, and functions as related to recreational facilities. Following an overview of the foundations

of management and its various resources as they relate to facilities, the course will address facility development, its usage considerations, and auxiliary functions that have an impact on the manager's role. Understanding of organizational involvement, social and ecological issues, development of administrative and professional policy, management of programs, and current research findings relative to programming also will be included as topics. *Prerequisite: MKTG-290 or instructor permission.*

KINS-360 Organizational Leadership in Sport (3) SI

This course will study the necessary leadership skills and competencies of sports leaders. Throughout the course, personal styles of leadership will be addressed and students will learn to recognize leadership components. This course will allow students to learn leadership skills through theoretical study and assessment of leadership strengths and weaknesses. A key to this course will involve the students' willingness to learn and take responsibility for applying leadership skills in their organization's productivity. The intent of this course is to enhance the student's leadership development. *Prerequisites: KINS-210, 345, and 355.*

KINS-365 Worksite Health Promotion (3) SII

This course covers the design and implementation of worksite health promotion programs and the benefits these programs have for both employees and employers. Special attention will be paid to developing programs in the high need areas of healthy eating, physical fitness, and stress management. Students will review various health risk appraisals and plan theory-based incentive programs designed to promote positive lifestyles. *Prerequisites: KINS-190 and KINS-260 or permission of the instructor.*

KINS-370 School Health Methods (3) SII

This course focuses on the organization and development of the school health program and the coordination of the school health program with community health practices. This course offers practical experience in the state-mandated topics of school health: HIV/AIDS, drugs, organ donation, immunizations, and breast and testicular self-exams, in addition to other health issues. Health education teaching methods are explored and practiced. *Prerequisites: KINS-260, KINS-266, KINS-420.*

KINS-375 Resistance Exercise Assessment and Programming (2) SII

This course focuses on practical aspects of assessing strength and power, and creating resistance exercise programs, for the recreational or competitive athlete. Other topics include exercise programming to increase agility, and the use of plyometrics.

KINS-380 Sport and Exercise Psychology (2) SI

Provides students with a comprehensive view of sport and exercise psychology and bridges the gap between research and practice. Allows students to gain an understanding of the field while learning how to apply sport and exercise knowledge. Includes concepts in history; various roles of sport and exercise psychologists; personal factors that affect performance and psychological development in sport, physical education, and exercise settings; and situational factors that influence behavior: competition and cooperation, feedback and reinforcement. Topics include group interaction and processes; how psychological techniques may be used to help performance; roles psychological factors play in health and exercise; and the psychological development and well-being that are important to society as well as sport and exercise psychology, including children's psychological development through sport participation, aggression in sport, and moral development and good sporting behavior in sport and physical activity contexts. *Prerequisites: EDUC-203, PSYC elective, or permission of instructor.*

KINS-390 Health Communication and Social Marketing (3) SII

This course introduces the role of health communication in public health programs. The course will focus on the use of communication strategies to inform and influence individual and community decisions regarding health. Core topics will include health communication theory; the role of social marketing and mass media; management of communication programs; interpersonal communication; social networks and social change; legal and ethical concerns in health communication; and the design of health campaigns. *Prerequisites: KINS-190 and KINS-260 or permission of the instructor.*

KINS-395 Professional Practice Programs in Exercise Science (6) A

This course is the Exercise Science internship, in which the student culminates the degree in a career-related work experience.

KINS-400 Assessment and Research Principles of Physical Activity and Health (3) SII

This course will provide students with an understanding of the critical role of evaluation in assessing the effectiveness of community/school health and physical education programming. The course is designed to develop an understanding of the importance of utilizing various types of tests, measurement procedures, and assessment tools related to health and physical activity as an integral part of programming, curriculum, and instruction. Students will be exposed to the basic theoretical concepts as well as the methodology of program evaluation. The primary focus will be on the practical application of evaluation principles and methods. The study of elementary statistical techniques and terminology are included as well as developing class norms. Physical education and health principles and grading philosophies are discussed. Students will learn to conceptualize, design, implement, and evaluate the impact of a new or existing intervention. *Prerequisites: Math elective, EDUC-220 or COMP-150 or EDUC-497.*

KINS-405 Cardiovascular Exercise Assessment and Programming (2) SI

This course focuses on practical aspects of assessing cardiovascular fitness, and creating cardiovascular exercise programs, for the recreational or competitive athlete. Other topics include exercise programming to increase speed.

KINS-410 Biomechanics (4) SII

An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion, mechanics of fluids, mechanics of muscles, and analysis of selected sports activities. Three hours of lecture and two hours of laboratory per week. *Prerequisites: PHYS-150 or ATRG-215.*

KINS-420 Drugs and Social Involvement (3) SI

Study of drugs and their effects, both physical and mental, as seen in the behavior of the abuser toward his or her environment. Included in the course is a section on the health aspects of drug use and abuse along with community involvement. Also included is a discussion of the relevant issues of contracting HIV. The course relies heavily on open discussion, visual aids, and guest lecturers.

KINS-440 Epidemiology (3) SI

Epidemiology is the study of how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study and enhance the health of populations, as applied to both clinical and public health settings. Three basic themes are covered: (1) the epidemiological approach to disease and intervention; (2) using epidemiology to identify the cause of disease; (3) applying epidemiological principles to disease prevention. *Prerequisites: BIOL-103, BIOL-104.*

KINS-455 Personal Health Project (1) A

Seminar and capstone experience for senior students enrolled in the Healthy Diploma program. Students will propose and develop their personal health project and work with an adviser to complete. This is a self-directed course consisting of a research project, self-reflection, service project, or other project concept accepted by the Healthy Diploma faculty committee and Healthy Diploma coach. Projects must be personal and based on at least one of the eight dimensions of wellness: physical, mental, social, spiritual, intellectual, environmental, occupational, and/or financial. Each student completing the requirements for the Healthy Diploma will be expected to apply critical thinking and creativity to his/her personal wellness dimension project. Students will present their projects to a larger audience near the end of the term. *This course is open to Healthy Diploma students only. Prerequisites: KINS-101 or KINS-104, KINS-249, and two of the following: KINS-266, KINS-268, and KINS-420.*

KINS-460 Field Experience in Sport Management I (6) A

This course is designed to provide in-depth practical experiences to help the student bridge the gap between classroom learning and practical application in sport settings. This course will allow students to explore career options, develop management skills, and gain a greater understanding of the total operation of sport organizations. *Prerequisites: senior standing; KINS-340, 345, and 355.*

KINS-461 Field Experience in Sport Management II (6) A

This course is designed to provide in-depth practical experiences to help the student bridge the gap between classroom learning and practical application in sport settings. This course will allow students to explore career options, develop management skills, and gain a greater understanding of the total operation of sport organizations. *Prerequisites: senior standing; KINS-340, 345, and 355.*

KINS-465 Health Education Program Planning and Evaluation (3) SI

Careful planning and evaluation of public health programs are essential competencies for public health professionals. Students will gain a basic understanding of how to plan, implement, and evaluate the effectiveness of a community health program. This course is designed to be grounded in community health practice. Students will select a community organization interested in implementing a health education program, then work with the organization to plan, implement, and evaluate the effectiveness of the desired program. *Prerequisites: KINS-330, KINS-336*

KINS-470 Exercise Science Lab (4) SI

This laboratory is designed to provide students with practical experience in the collection of scientific and clinically relevant data in exercise science. Methods studied include (but are not limited to) assessment of aerobic and anaerobic capacities, body composition, muscle strength, endurance, and flexibility. *Prerequisites: KINS-335, KINS-350, KINS-410.*

KINS-480 Special Topics in Kinesiology (1–3) D

Comprehensive examination of a health or physical education topic not covered in depth in another health or physical education course. Topics vary, and students may repeat the course for credit if the topic is different.

KINS-485 Readings in Exercise Science (1) N

Students in this course will be expected to read and discuss papers, texts, and lay literature pertaining to exercise science. Readings can include original scientific literature, critiques of lay articles or lay websites, textbooks, society position statements, certification exam materials, review papers, meta-analyses, and other related materials.

KINS-490 Exercise Prescription (3) SII

A study of current science-based methods of prescribing exercise. Applications to various populations will be discussed, including the elderly, children, and medically at-risk individuals. *Prerequisites: KINS-350, KINS-335, and KINS-410 (KINS-410 can be taken concurrently with KINS-490).*

KINS-495 Professional Experience in Community Health Education (6) SII

The purpose of this course is to provide the student a link between classroom theory and professional practice through supervised work experience in a selected community health setting. *Prerequisites: KINS-365, KINS-390, KINS-465.*

KINS-499 Professional Seminar in Physical Education and Health Education (1) A

Seminar for senior students in teaching physical education and health. History and philosophy of physical education and health education as it affects curriculum, grading, professional development, public relations, and other critical issues in teaching of physical education and health will be addressed. Professional portfolio completion and exit interview will be included. *Prerequisite: EDUC-390.*

Language Studies Courses

Language studies courses are interdisciplinary courses offered through the Modern Languages Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

LANG-205 Foreign Language Diction (3) N/D

Designed to prepare students interested in vocal performance, news reportage, and foreign affairs to pronounce words and phrases in French, German, Spanish, and Italian. The study encompasses diction, intonation, and other pronunciation factors.

LANG-324 Literature in Translation (3) N/SII

This class includes a survey of the major Spanish, French, and German language works and provides both breadth and depth in the student's understanding of world literature in the languages offered by the Modern Languages Department. Specific attention is paid to how to address the problem of translation when reading world literature. Through the study of periods and genre, the course offers a broad understanding of literary movements that spread across languages and helped to shape thought across space and culture. In addition to gaining a broad understanding of literary history and genre, students will practice critical thinking skills through the analysis of close reading.

LANG-398 Multilingual Translation (French, German, Spanish) N/D

This course rotates between language pairings of French, German, and Spanish. Students from their own majors will learn the basics of a second language in order to experience the value of the multilingual context and expose students to another language. Students will gain knowledge in specific vocabulary sets as well as basic dialogue experiences. *Prerequisite: 201-level of one of the languages.*

LANG-400 Modern Language Service Learning (2) SII

Students use French, German, or Spanish in community service situations around the city. *Prerequisite for Spanish is SPAN-201 or equivalent. For French or German, FREN-201 or GERM-201 or consent of the instructor is needed.*

LANG-450 Internship in Modern Languages (2-4) Y/D

Students will have the opportunity to work at a local, national, or international business using their language skills. The internship is directed through the internship director at the location of the internship.

LANG-451 Practicum in Modern Languages (2-4) Y/D

Students will have the opportunity to work at a business using their language skills. The practicum is directed through the Modern Languages faculty.

LANG-485 Capstone Seminar in Modern Languages (2) D/SII

The capstone course for Modern Languages majors will tie together the experiences of the language major in all areas of study: literature, business, and teaching. Students will take an exit exam to ensure proficiency in all areas and will prepare a portfolio in order to ensure proficiency particular areas of study.

Management Courses

Management courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

MGT-234 Organizational Behavior (3) A

This course focuses on understanding and learning how to change organizations by working on issues related to individual motivation and development, group process and development, and organizational formation and development. Topical areas include ethics, time utilization, stress management, international/intercultural issues, self-management, and learning from experience.

MGT-334 Group Dynamics (3) SII

Course focuses on development and application of individual skills required for effective group membership and group leadership. Students will participate in an experientially based group development program. A major focus of the course will be application of developed skills in organizational contexts. *Prerequisite: Junior standing. (May substitute HRM-481 or HRM-483.)*

MGT-460 Business Leadership (3) D

The course is about leadership, with focus both on an individual and an organizational basis. Class time will be spent exploring ideas from reading, applying them to experience, interpreting and feeding back data from exercises, and applying knowledge. The class will require students to be both introspective and participative. *Prerequisite: Senior standing.*

Marketing Courses

Marketing courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

MKTG-290 Marketing (3) A

Overview of marketing planning and decision-making for the firm. Product planning, distribution strategy, promotional strategy, and pricing strategy are emphasized.

MKTG-295 Consumer Behavior (3) D

Study of the basic principles of consumer behavior, including a review of the scientific investigations on which knowledge of this behavior is based. The student should develop an awareness of how these consumer behavior findings can be applied practically to the professional practice of marketing. *Prerequisite: MKTG-290.*

MKTG-393 Advertising (3) A

Introduction to the problems and principles of effective advertising, including a study of advertising messages, layout, selection of advertising media, and evaluation of the advertising program. *Prerequisite: MKTG-290.*

MKTG-394 Sales and Sales Management (3) SII

Focus on developing modes of effective relationships, both as salespeople and sales managers. Renewed conceptions in the business of helping others solve problems (relationship sales) guide coursework through knowledge patterns about products/services, people interactions, industry processes, and competing companies. Inextricably linked, personal selling and managing sales are bound up narratively through field projects, cases, technology, and structures and tooled to compete effectively, ethically, and globally. "Learning by doing" is stressed. *Prerequisite: MKTG-290.*

MKTG-396 International Marketing (3) SI

Application of basic marketing principles and tools to the international environment. International marketing programs are analyzed from the determination of objectives and methods of organization through implementation of research, production, pricing, advertising, and distribution activities. *Prerequisite: MKTG-290.*

MKTG-420 Marketing Topics (3) D

Course focusing on a different marketing topic each time it is offered. Topics might include sports marketing, marketing for the arts, or marketing for nonprofit organizations. MKTG-420 also may be offered as a travel course with on-site visits to several European countries and with field experiences that show how culture influences marketing exchanges and institutions. Topics will rotate depending on demand. *Prerequisite: To be determined by topic.*

MKTG-494 Marketing Research (3) SI

Course designed to help the student develop an understanding of the types of information that can be made available through marketing research. The marketing research process and marketing decision process are presented and practically applied. The computer and statistical tools are used in this applied approach. *Prerequisite: MKTG-290, MATH-220, and junior standing.*

MKTG-495 Marketing Strategy (3) SI

An advanced, team-oriented, case-study course emphasizing the study of the synthesis of marketing concepts with the total decision-making activity of management, including the study of marketing as the strategic revenue-producing arm of a company and the complexity of the marketing function. *Prerequisite: MKTG-290, ACCT-210, ECON-110 and -111, and senior standing in the School of Business.*

MKTG-497 Marketing Simulation (3) SII

This capstone, team-oriented course is designed to offer students the experience of analysis, planning, and business-decision making in a marketing environment, and in which they must integrate what they have

learned in prior marketing courses. The course will be conducted through hands-on student engagement with a real-world organization and/or an appropriate computer simulation exercise. *Prerequisite: MKTG-495 and senior standing in the School of Business, or consent of the instructor.*

Sports Marketing Courses

Sports Marketing courses are offered through the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

MKTS-300 Introduction to Sports Marketing (3) SI

An overview of sports marketing as a component of a fully integrated marketing communication strategy. Students will study the history and contemporary application of sports marketing as a method to achieve specific business objectives. The course will provide an introduction to research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. *Prerequisite: MKTG-290.*

MKTS-350 Economic Aspects of Sports Marketing (3) SII

The study of finance and economics in sports, including budget development and management, funding, capital improvement and investments, supply and demand trends, and economic impact of sport and leisure events. The course will provide comprehensive coverage of traditional and innovative revenue acquisition methods available to sports organizations from public and private sources, as well as detailed consideration of venue-based income sources. *Prerequisite: MKTS-300.*

MKTS-410 Strategic Issues in Sports Marketing (3) SI

A strategic overview of sports marketing topics and issues concerned with customer analysis, market segmentation, positioning, promotion, sponsorship, distribution, and pricing. *Prerequisite: MKTS-300.*

Mathematics Courses

Mathematics courses are offered by the Mathematics Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

MATH-090 Elementary Algebra (*) A

A review of basic mathematics, essentially at the level of ninth grade algebra. Decimals, fractions, proportions, percents, introductory algebra, and geometry. This course may not count toward any degree program. A preparatory course, it does not carry college-level credit (earned hours) nor a grade. May not be taken on an audit basis. Does not satisfy the mathematics component of the core.

** Although the course does not carry college-level credit (earned hours), it counts for three hours toward athletic and financial eligibility. Three hours also will be applied to athletic and financial aid progress on successful completion of the course.*

MATH-105 Intermediate Algebra (3) A

Review of rational expressions; exponents, roots, and radicals; linear equations and inequalities; quadratics; quadratic equations and inequalities; systems of linear equations; matrices; graphing; introduction to functions. Designed as a bridge to more advanced coursework in mathematics for students with a particularly weak background in algebra. Students who have had a previous course in calculus will not be admitted into

MATH-105. *May not count toward any major or minor program in mathematics. Does not satisfy the mathematics component of the core.*

MATH-108 Discovery in Mathematics (3) A

Focuses on areas of management science (including graph theory, scheduling, etc.), statistics, and additional selected topics from linear programming, probability, combinatorics, and consumer finance. The course emphasizes problem-solving and real-world applications relating to these topics and is intended to promote critical thinking and mathematical skill. May not count toward any major or minor program in mathematics. *Prerequisite: MATH-090 or its equivalent. Cannot be substituted for MATH-105 or used as a prerequisite for any other course.*

MATH-150 Finite Mathematics (4) A

Graphical and algebraic methods for solving systems of equations and inequalities, matrices, linear programming (graphical and simplex methods), sets, counting techniques, and probability. Applications in a variety of fields. May not count toward any major or minor program in mathematics. *Prerequisite: MATH-105 with a grade of C- or better or mathematics competency (see page 74).*

MATH-180 College Algebra and Trigonometry (4) A

Products, factoring, fractions, linear and quadratic equations, graphs, inequalities, functions, exponents, logarithms, polynomials, complex numbers, and systems of equations. Trigonometric functions, solution of plane triangles, multiple-angle formulas, trigonometric identities, graphs of trigonometric functions, and inverse trigonometric functions. May not count toward any major or minor program in mathematics. It is recommended that students who have succeeded in a trigonometry course take a more advanced mathematics course. *Prerequisite: MATH-105 with a grade of C- or better or mathematics competency (see page 74).*

MATH-185 Orientation to the Mathematical Sciences (1) SI

A course for majors in mathematics, mathematics teaching, and computer science. This course is intended to acquaint students with the academic programs and facilities of the department and those of the University at large and to inform students about professional, educational, and technological issues and opportunities that they will confront in the long-term transition from student to professional. Should be taken as soon as possible by all majors in mathematics, mathematics teaching, and computer science.

MATH-190 Calculus and Analytic Geometry I (4) A

Limits, derivatives of algebraic and trigonometric functions, continuity, techniques of differentiation. Applications to graphing, optimization, velocity, and rate of change. Introduction to differential equations. *Prerequisite: MATH-180 with a grade of C- or better or its equivalent, or consent of department. (Most students whose background includes success in three years of high school mathematics will be well-prepared for this course.)*

MATH-191 Calculus and Analytic Geometry II (4) A

Antiderivatives, definite and indefinite integration; applications to area. Techniques of integration; applications of the definite integral. Indeterminate forms; infinite sequences and series. Differential equations. *Prerequisite: MATH-190 with a grade of C- or better or its equivalent.*

MATH-195 Discrete Mathematics (4) SI

A study of discrete structures, with topics selected from sets, functions, and relations, Boolean algebra, combinatorics, and graph theory. *Prerequisites: MATH-150 or 180 with a grade of C- or better or either equivalent.*

MATH-208 Elementary Teachers' Mathematics I (3) SI

Fundamental concepts of basic arithmetic for elementary teachers. Topics include problem solving, sets, whole numbers, numeration systems, number theory, integers, rational numbers, real numbers, and functions. *May not count toward a mathematics major or minor. Prerequisites: Two years of high school mathematics or MATH-105.*

MATH-210 Elementary Teachers' Mathematics II (3) SII

Fundamental concepts of geometry, statistics, and probability for elementary teachers. Geometric topics include figures, measurement, tiling, constructions, and similarity. *Prerequisite: MATH-208 with a grade of C or higher.*

MATH-220 Elementary Statistics (4) A

A noncalculus introduction to concepts of probability and statistics in various fields: graphical and numerical displays of data, descriptive linear regression and correlation, statistical design, probability, sampling distributions, interval estimation and hypothesis testing, and one-way analysis of variance. Computer lab sessions form an important part of the course. *May not count toward a mathematics major. Prerequisite: MATH-150, 180, or 190 with a grade of C- or better or the equivalent of any of these, or consent of department.*

MATH-245 Statistics for the Sciences (4) Y

An introductory course in statistics for the life sciences. Graphical and numerical techniques of description, probability, random variables, discrete and continuous distributions, sampling distributions, confidence intervals, hypothesis testing, statistical design, goodness-of-fit tests, contingency tables, analysis of variance, and simple linear regression. Computer lab sessions form an important part of this course. *Prerequisite: MATH-150, 180, or 190 with a grade of C- or better or the equivalent of any of these, or consent of the department.*

MATH-270 Calculus and Analytic Geometry III (4) SI

Vectors, curves, and surfaces in three dimensions; partial differentiation; multiple integrals; vector analysis. Parametric equations. Polar coordinates. *Prerequisite: MATH-191 with a grade of C- or better or its equivalent, or consent of department.*

MATH-280 Linear Algebra (4) A

Systems of linear equations, matrices, canonical forms, fundamental theorems of matrix algebra. Vector spaces and subspaces; dimension. Linear transformations and their matrix representation. The course will place equal emphasis on the geometric motivation of topics, the theoretical import of major theorems, and the application of concepts. *Prerequisite: MATH-191 with a grade of C- or better or its equivalent, or consent of department.*

MATH-300 Foundations of Abstract Mathematics (4) SII

A course for majors in mathematics and mathematics teaching, also appropriate for mathematics minors. This course emphasizes exploration, discovery, and proof as techniques crucial to the mathematician. It provides a conceptual "bridge" between the largely calculation-based mathematics encountered in the calculus sequence and the more abstract and theoretical expectations of later coursework. Topics include logic, set theory, graphs, and trees. *Prerequisite: MATH-191 with a grade of C- or better or its equivalent, or consent of the department. (MATH-280 is a recommended pre- or corequisite.)*

MATH-320 Problem Solving (1/2-1) SII

Techniques of problem solving in the mathematical sciences. Since the problems and topics studied in this course will vary from year to year, the course may be taken for credit up to four times. *Prerequisite or corequisite: MATH-190 with a grade of C- or better or its equivalent or consent of the department.*

MATH-325 Special Topics in Mathematics (1/2-4) D

Advanced or special topics not covered in other mathematics courses, such as advanced number theory, topics in advanced abstract algebra or real analysis or topology, differential geometry, mathematical logic, set theory, complex analysis, graph theory, actuarial mathematics, advanced statistics, directed student research, or operations research. Students may enroll in this course more than once, but only once for a given topic. *Prerequisite: Consent of the department.*

MATH-330 Differential Equations (3) SI

Ordinary differential equations, techniques for their solution, and various applications. *Prerequisite: MATH-191 with a grade of C- or better or its equivalent or consent of department.*

MATH-356 Mathematical Theory of Interest (3) SI

An introduction to financial mathematics. Topics include compound interest, annuities, yield rates, bonds, amortization schedules, and practical applications. *Prerequisite: MATH-191 with a grade of C- or better.*

MATH-380 Modern Geometries (3) SII

Plane geometry is developed rigorously from Hilbert's axioms with an eye toward understanding the dilemma of Euclid's fifth (parallels) postulate. The development of non-Euclidean geometry then is covered from Euclid through the 19th century, and theorems of Euclidean and hyperbolic geometry are explored. *Prerequisite: MATH-300 with a grade of C- or better, or consent of the department.*

MATH-400 History of Mathematics (3) D

Within the framework of the history of mathematics from Ancient Greece to the mid-19th century, certain developments will be studied in detail. Among possible topics are Greek geometry, Islamic mathematics (algebra and mathematical astronomy), Renaissance mathematics (algebra), the development of the calculus, and the development of non-Euclidean geometry. *Prerequisite: MATH-191 with a grade of C- or better or its equivalent, or consent of the department.*

MATH-420 Number Theory (3) D

Numbers and their representations, divisibility and factorization, congruences, modular arithmetic, Diophantine equations and their solution, quadratic residues, Pell equations. Primes and their distribution, number-theoretic functions, number-theoretic algorithms. *Prerequisite: MATH-300 with a grade of C- or better or consent of the department.*

MATH-430 Abstract Algebra I (3) O/SI

A course on group theory. Groups, subgroups, and normal subgroups, factor groups, product groups, homomorphisms, and isomorphisms. Fundamental homomorphism theorems, structure of finite abelian groups. *Prerequisites: MATH-280 and 300 with grades of C- or better or consent of department.*

MATH-431 Abstract Algebra II (3) O/SII

Continuation of MATH-430; a course on rings and fields. Rings, integral domains, fields and field extensions. Algebraic extensions, splitting fields, Galois theory. *Prerequisite: MATH-430 with a grade of C- or better or its equivalent.*

MATH-450 Probability and Statistics I (3) SI

An introduction to the calculus of probability; includes the axioms and properties of probability, conditional probability, independence, random variables, discrete and continuous distributions, mathematical expectation, moment generating functions, and multivariate and conditional distributions. *Prerequisites: MATH-191 and 280 with grades of C- or better or consent of the department.*

MATH-451 Probability and Statistics II (3) SII

Continuation of MATH-450; a course in mathematical statistics that includes sampling distributions, central limit theorem, point and confidence estimation, tests of hypotheses, linear regression, correlation, goodness-of-fit tests, contingency tables, analysis of variance, and nonparametric methods. *Prerequisites: MATH-450 with a grade of C- or better or its equivalent.*

MATH-456 Actuarial Mathematics (3) SI

An introduction to actuarial models and their application to insurance. Topics include survival distributions, life tables, life insurance, life annuities, premiums and reserves. *Prerequisites: MATH-356 and MATH-450 with grades of C- or better.*

MATH-466 Loss Models (3) SII

A study of loss models in an actuarial context. Topics include frequency and severity models, compound aggregate models, and ruin models. *Prerequisite: MATH-450 with a grade of C- or better.*

MATH-480 Real Analysis I (3) O/SI

Basic set theory, sequences and subsequences, structure of the real numbers, topology of the real line and Euclidean n-space, limits, convergence, continuity, derivatives, and functions of bounded variation. *Prerequisite: MATH-300 with a grade of C- or better or consent of the department.*

MATH-481 Real Analysis II (3) O/SII

Continuation of MATH-480. The Riemann-Stieltjes integral, Fourier series and integrals, infinite sums and products, sequences of functions, the Lebesgue integral, and L_p spaces. *Prerequisite: MATH-480 with a grade of C- or better.*

MATH-485 Topology (3) D

A course in elementary point-set topology. The basic topology of Euclidean and metric spaces. Topological generalizations of ideas of limit and continuity. Topological invariants, separation axioms, connectedness, compactness, topological morphisms; the classification of topological spaces. *Prerequisite: MATH-480 with a grade of C- or better or consent of the department.*

Music Courses

Music courses are offered through the Music Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

MUS-100 Music Fundamentals (3) SI

Basic music theory skills for students who require remediation in music, including rhythms, pitches, time signatures, key signatures, major and minor scales, intervals, and triads. Basic keyboard skills, sight-singing, and ear training. Regularly scheduled computer-assisted drill sessions. The course may not count toward a music major or minor.

MUS-101 Introduction to Music Theory (2) SI

An introduction to basic music theory skills including experiences with rhythms, pitches, time signatures, key signatures, scales, intervals, and triads involving sight-singing and basic keyboard skills in the Music MIDI laboratory. For non-music majors. Meets fine arts lecture/theory requirement in the core. *No prerequisites.*

MUS-104 Explorations in Music Education(2) SII

An introduction to teaching music in the public schools required of all students considering a music education major. Students are introduced to the K–12 National Music Standards, INTASC standards, and Indiana licensing procedures. Through reading, writing, field experiences, and discussions, student consider the implications of a particular philosophy of music education, various styles of teaching/learning, and music knowledge and skills, as well as dispositions necessary to become an excellent music teacher. Issues related to music assessment, classroom management, and different types of school settings are considered. *Field experience.*

MUS-105 Freshman Seminar in Music (1) SI

An introduction to skills, requirements, and resources for the freshman music major. Topics include general success strategies for college life, introduction to music research and resources, music department expectations and requirements, an overview of general education core and specific music degree requirements, basic music literacy, and a brief overview of historical music styles. *Required of all freshman music majors.*

MUS-110 Introduction to Music (2) A

Chronological survey of the Western world's great music, with an emphasis on listening to specific elements of music and on the relationship of music to cultural and social forces of its time. Units on jazz, American popular music, and non-Western music may be included. *For non-music majors.*

MUS-112 Introduction to Jazz (2) A

An introduction to jazz styles and jazz history from Dixieland, swing, and bebop to such contemporary performers as Herbie Hancock and Chick Corea. Elements of improvisation within a basic theoretical framework.

MUS-113 Voice Class (2) A

Practical study of the basic techniques of singing: breath control, register balance, and tonal focus. Rudiments of sight-singing to be learned in preparation of simple songs. *For non-music majors.*

MUS-114 Guitar Class I (2) A

Practical study of the basic techniques of guitar playing: note reading, chords, and finger-picking accompaniment. *For non-music majors.*

MUS-115 Guitar Class II (2) A

Continuation of MUS-114. *For non-music majors.*

MUS-116 Piano Class I (2) A

Practical study of the basic techniques of piano playing: note reading, technical exercises, and solo and ensemble playing. In a laboratory of digital pianos with disk drives, students will use accompaniment software written for graded repertoire, digitally record their own performances for playback analysis, and have the opportunity to create and record their own orchestrations. *For non-music majors.*

MUS-117 Piano Class II (2) A

Continuation of MUS-116. *For non-music majors.*

MUS-118 Keyboard Skills I (1) SI

Basic keyboard skills for music majors and minors whose primary applied area is not piano: scales, arpeggios, harmonization, transposition, sight-reading, and repertoire pieces. In a laboratory of digital pianos with disk drives, students will use accompaniment software written for graded repertoire, digitally record their own performances for playback analysis, and have the opportunity to create and record their own orchestrations. *Prerequisite: Note-reading proficiency.*

MUS-119 Keyboard Skills II (1) SII

Continuation of MUS-118.

MUS-121 Elementary Theory (3) A

Introduction to the tonal procedures of the Common Practice Period with an emphasis on related musicianship skills. Principles of chord progression and succession, triad inversion, figured bass, harmonization, part-writing, analysis, sight-singing, and rhythmic, melodic, and harmonic dictation. *Prerequisite: Demonstrated proficiency in music fundamentals or successful completion of MUS-100.*

MUS-122 Keyboard Skills III (1) SI

For Music Education majors who have completed MUS-119. Music majors who have completed MUS-119 and are not in Music Education are welcome on a space-available basis.

MUS-125 Microcomputer Applications in Music (2) SII

Introduction to applications of personal computers for the musician and music teacher. Laboratory experiences in word processing, database management, Web page design, Musical Instrument Digital Interface (MIDI), sequencing, music notation, and composition programs. Exploration of commercial software for music instruction and management. Meets core computer requirement. *Prerequisite: MUS-121 or consent of instructor. One section each semester designated specifically for Music Education majors.*

MUS-131, 232, 233, 332 Music History Survey I, II, III, IV (2, 2, 2, 2) SI, SII, SI, SII

Evolution of Western musical style from ancient Greece to the present day. Introduction to composers, schools of thought, and examination of representative works from all periods within the framework of cultural context, historical perspective, and stylistic influences. MUS-131 includes antiquity, Middle Ages, and Renaissance periods. MUS-232 includes Baroque and Classical periods through Mozart. MUS-233 includes Beethoven through 19th-century Romanticism. MUS-332 includes the 20th and 21st centuries.

MUS-140, 340 Private Applied Keyboard (1, 2, 3) A

(Section designation: 01-06, 09-Piano, 07-Organ, 08-Harpsichord)

MUS-141, 341 Private Applied Strings (1, 2, 3) A

(Section designation: 01, 07-Violin, 02-Viola, 03-Cello, 04-Bass, 05, 06-Guitar)

MUS-142, 342 Private Applied Brass (1, 2, 3) A

(Section designation: 01, 05-Trumpet, 02-French Horn, 03-Trombone, 04, 06-Tuba)

MUS-143, 343 Private Applied Woodwinds (1, 2, 3) A

(Section designation: 01, 06-Flute, 02, 07-Clarinet, 03-Oboe, 04-Bassoon, 05-Saxophone)

MUS-144, 344 Private Applied Percussion (1, 2, 3) A**MUS 145, 345 Private Applied Voice (1, 2, 3) A****MUS 150-156 Performance Disciplines: (1) A****MUS 150- 01 Woodwinds (1) A****MUS 150-02 Brass (1) A****MUS 150-03 Piano and Guitar (1) A****MUS 150-04 Percussion (1) A****MUS 150-05 Voice (1) A****MUS 150- 06 Strings (1) A****MUS 150- 07 Composition (1) A****MUS 150-SE Sophomore Evaluation (0) SII of the sophomore year (or as determined by the music department chair)**

An area-specific class required of all music majors in which the assessment evaluations for masterclass, departmental recitals, juries, and/or recital hearings are housed. Scheduled fees are assessed per specific instrumentation and support the accompaniment requirements necessary for that discipline. The MUS 150-SE is specifically for the Sophomore Evaluation performance assessments and must be registered for concurrently with another MUS-150 PD class in the second semester of the sophomore year or for transfer students as determined by the music department chair.

MUS-160 Concert Choir (.5/1) A

Mixed (SATB) choral ensemble that performs literature from the Renaissance to the 20th century, both a cappella and with instrumental accompaniment, and major works with orchestra. Concert tours to Europe on alternate years. Meets four hours weekly. *Audition required.*

MUS-161 Symphonic Wind Ensemble (.5/1) A

This wind and percussion ensemble presents multiple concerts each semester, with each designed to reflect great variety and a high level of musicianship. Musical repertoire includes highly regarded original band works as well as select transcriptions of orchestral repertoire. In addition to on-campus performances, the ensemble conducts regional and international tours. Meets four hours weekly. *Audition required.*

MUS-162 Pep Band (.5/1) A

This instrumental ensemble performs at all home football games and select home basketball games, with the primary goal of enhancing the atmosphere by providing spirited music. The ensemble meets one hour weekly; no audition is required. *No audition required.*

MUS-163 UIndy Jazz Ensemble (.5/1) A

A big band jazz ensemble of 15 to 18 members. Development of sight-reading and performance skills in various big band styles. Performs on campus and occasionally in local jazz clubs. Meets three hours weekly. *Audition required.*

MUS-165 Crimson Express (.5/1) A

A vocal ensemble that performs music in both popular and jazz genres, arranged and performed with acoustic and electronic accompaniment. Meets three hours weekly. *Audition required.*

MUS-166 Women's Chorus (.5/1) A

A choral ensemble made up of women's voices performing a cappella and accompanied literature of all periods. Meets two hours weekly. *Audition required.*

MUS-167 Musical/Opera Production (.5/1) SII

Full-scale opera or musical production with scenery, properties, costumes, and orchestral accompaniment. Jointly produced by the music and theatre departments. Occurs in opposite years. *Audition required.*

MUS-170 Small Ensembles (Vocal and Instrumental) (.5/1) D**MUS-171 Brass Ensemble (.5/1) D**

A coached ensemble with varied brass instrumentation. Meets two hours weekly. Performs on student recitals and for other functions. *Audition required.*

MUS-172 Baroque Ensemble (.5/1) D

A coached ensemble for varied baroque chamber music instrumentation. Meets two hours weekly. Performs on student recitals and for other functions. *Audition required.*

MUS-173 Guitar Ensemble (.5/1) D

A coached ensemble. Meets two hours weekly. Performs on student recitals and for other functions. *Audition required.*

MUS-174 African Drum Ensemble (.5/1) A

Performs (by ear) percussion music based in the African tradition in a concert each semester. Meets 90 minutes weekly. *No audition required.*

MUS-175 Percussion Ensemble (.5/1) A

Performs standard literature as well as ethnic and original works for mallet and other percussion instruments. Meets two hours weekly. *Audition required.*

MUS-176 Beginning Handbell Ensemble (.5/1) A

Development of the art of English handbell ringing. Ensemble performs in student recitals and participates in major concerts. Meets two hours weekly. Note-reading is not required, but recommended. *No audition required.*

MUS-178 Flute Choir (.5/1) D

Meets two hours weekly. Performs each semester in a chamber music concert. *Audition required.*

MUS-179 Collaborative Piano (.5/1) D**MUS-180 Chamber Orchestra (.5-1) A**

The Chamber Orchestra is open to all violinists, violists, cellists, and bassists with at least one year of playing experience. The ensemble rehearses twice per week and performs one or two concerts per semester. The winds and percussionist are selected from players in the Symphonic Wind Ensemble.

MUS-181 Choral Union (.5/1) S1/SIID

A choral ensemble made up of students, alumni, faculty, and staff that combines with other music department ensembles to perform major choral works. Choral Union also serves as a laboratory ensemble for advanced choral conducting students. Meets three hours weekly. *Audition required.*

MUS-207 Jazz Keyboard (2) SI

Practical study of jazz piano technique: voicings for the ii-V-I progression, recognition of form, the blues progression, chord substitutions, and study of jazz piano players and styles.

MUS-208 Jazz Improvisation I (3) SI

Beginning jazz theory: scale/chord relationships, beginning chord substitution, listening, and methods of practice. *Prerequisite: MUS-121.*

MUS-209 Jazz Improvisation II (3) SII

Advanced jazz improvisation theory, chord substitutions, song forms, licks, scale patterns, transcription. *Prerequisite: MUS-208.*

MUS-210 Music in World Culture (3) SII

Focus on musical traditions of the non-Western world, including folk and cultivated music of India, the Far East, the Middle East, and Africa. Emphasis on the role and meaning of music in human society. Field project. Meets core requirement for cross-cultural understanding.

MUS-213 Diction for Singers I (2) O/SI

An introduction to the International Phonetic Alphabet and rules of articulation and pronunciation of English and Italian. Geared for the vocal music major or minor. *Prerequisite: MUS-145 or consent of the instructor.*

MUS-214 Diction for Singers II (2) O/SII

An introduction to the rules for articulation and pronunciation of sounds in the German and French languages using the International Phonetic Alphabet. Geared for the vocal music major or minor. *Prerequisite: MUS-145 and 213 or consent of instructor.*

MUS-215 Introduction to Compositional Techniques (2) A

Classroom instruction for the novice composer. Written compositional exercises and short pieces for a solo instrument and/or a small ensemble are required. *Prerequisite: MUS-121.*

MUS-220 Intermediate Theory (3) A

Continued study of diatonic practices with an introduction to chromatic alteration and modulation. Seventh chords, secondary function, tonicization. Related musicianship skills. Written exercises, analysis, aural discrimination, sight-singing, dictation. *Prerequisite: MUS-121.*

MUS-223 Advanced Theory (3) A

Detailed study of chromatic harmony, including altered chords and modulation to remote keys. Small part forms, late Romantic procedures, and an introduction to nonfunctional usage. Written exercises, analysis, aural comprehension, sight-singing, dictation, keyboard harmony, score reading. *Prerequisite: MUS-220.*

MUS-226 Electronic Music Media I (3) SI

An introduction to the individual system components and their integration in a computer-based MIDI workstation. Students will acquire basic knowledge of synthesizer architecture and elementary sequencing techniques. Students will be encouraged to explore and develop their creative skills in the electronic medium. *Prerequisite: MUS-125.*

MUS-227 Audio Recording I (3) SII

An introduction to the principles of analog recording. Students will learn components of the recording chain, including basics of acoustics and sound, signal flow, microphone types and usage, console operation, and tape recorder operation. Course is split between classroom instruction and hands-on experience in basic recording environment. *Prerequisite: MUS-125.*

MUS-250 Voice Techniques (1) SI

Introduction to techniques of singing and pedagogy for teaching voice privately and in a group setting.

MUS-251 String Techniques (I) SI

Introduction to techniques of playing and pedagogy for teaching violin, viola, cello, and string bass privately and in a group setting.

MUS-252 Percussion Techniques (I) SII

Introduction to techniques of playing and pedagogy for teaching percussion instruments privately and in a group setting.

MUS-253 Woodwind Techniques (I) SII

This course prepares students who plan to teach instrumental music by addressing fundamental performance and pedagogical techniques on woodwind instruments (flute, oboe, clarinet, bassoon, and saxophone). Topics include teaching strategies, common performance problems, basic woodwind repair, equipment, and repertoire.

MUS-254 Brass Techniques (I) SII

Introduction to techniques of playing and pedagogy for teaching trumpet, French horn, trombone, baritone, and tuba privately and in a group setting.

MUS-257 Basic Conducting (2) SII

This required course for all music majors deals with the fundamental aspects of conducting, including basic baton technique, instrumental transpositions, and rehearsal technique. Students are in front of the instrumental/vocal group, made up of their classmates, at least twice per week.

MUS-260 Species Counterpoint (1-2) A

Students of composition gain experience in writing harmony built on the interplay of individual voices—called species counterpoint as developed by Classical-era composer J. J. Fux. Students complete weekly counterpoint exercises in Palestrina style. *Prerequisite: Permission of the instructor.*

MUS-271 Honors Brass Quintet (.5/1) D

Meets three hours weekly. Scholarship ensemble. *Audition required.*

MUS-272 Honors String Quartet (.5/1) A

Meets three hours weekly. Scholarship ensemble. *Audition required.*

MUS-273 Jazz Combo (.5/1) A

Faculty/student ensemble. Development of improvisation skills. Performs on and off campus. Meets two hours weekly. *Audition required.*

MUS-274 Piano Ensemble (.5/1) A

Performs music (for four hands and two pianos) from the 18th through the 20th centuries. Meets 90 minutes weekly. Open to piano majors by permission of the instructor.

MUS-275 Schola (.5/1) A

Chamber vocal ensemble of 14 to 16 singers performing primarily a cappella literature of all periods but concentrating on music of the Renaissance, the Baroque, and the 20th century. Meets three hours weekly. *Audition required.*

MUS-276 Advanced Handbell Ensemble (.5/1) A

Meets two hours weekly. *Audition required.*

MUS-277 Woodwind Ensemble (.5/1) D

A coached ensemble of varied woodwind instrumentation. Meets two hours weekly. Performs on chamber music recitals and for other functions. *Audition required.*

MUS-278 Saxophone Quartet (.5/1) D

Meets two hours weekly, once a week with coach. *Audition required.*

MUS-279 Campus Band (.5/1) SI

This ensemble meets once a week during the fall semester for 1.5 hours, and rehearses intermediate concert band literature. It is open to all students on campus and may serve as a laboratory ensemble for student conductors and music majors desiring to gain proficiency on a secondary instrument. *No audition required.*

MUS-301 Opera Scenes (.5/1) A

Meets two hours weekly. Open to all upper-division students studying voice, on recommendation of voice instructor.

MUS-307 Jazz History (2) O/SI

Study of the evolution of jazz including important periods and musicians, including listening. Eras covered: pre-jazz, New Orleans, swing, bebop, post-bebop, cool, hard bop, avant garde, fusion, and neoclassicism. *Prerequisite: MUS-121 or permission of instructor.*

MUS-308 Jazz Pedagogy (2) O/SI

Study of jazz instruction: rehearsal methods, instruments and rhythm section, programming, improvisation, and small and large ensembles.

MUS-309 Jazz Arranging (2) O/SI

Practical study of the techniques of arranging for small and large ensembles in jazz style including instruments, notation, form, voicings, and part and score preparation. *Prerequisite: MUS-121 or permission of instructor.*

MUS-311 Contemporary Vocal Styles (1) SII

Contemporary Vocal Styles is designed to acquaint students with the characteristics of vocal music in popular culture. Attention will be paid to the study of phrasing, diction, and tone color, as well as other performance practices unique to this genre. Equal emphasis will be placed on ensemble and solo singing. The development of music sight-reading skills also will be stressed.

MUS-315 Composition I (1-2) D

Private applied instruction. Original creative projects of moderate length (three to 10 minutes) for solo instrument or voice and/or small ensemble. May be repeated for credit. *Prerequisite: MUS-215 or consent of instructor.*

MUS-322 Tonal Forms (3) A

Classic forms and Romantic tropes, with an emphasis on structural function, large-scale tonal organization, motivic development, and linear connections. Includes some study of 20th-century neoclassicism as it relates to the music of previous eras. *Prerequisite: MUS-223.*

MUS-323 20th-Century Masters (3) O/SII

Intensive study of the innovations of Debussy, Bartók, Stravinsky, and Schoenberg. Systematic writing assignments will synthesize the concepts of nonfunctional harmony, free tonality, atonality, and “emancipation of the dissonance.” Important works of European composers such as Berg, Hindemith, Messiaen, Shostakovich, and Britten as well as the American masters Ives, Copland, and Carter. *Prerequisite: MUS-223.*

MUS-324 Counterpoint (3) O/SI

Study of contrapuntal genres and voice-leading models of the Baroque, with an emphasis on the works of J. S. Bach. Writing assignments in styles under consideration. *Prerequisite: MUS-223.*

MUS-325 Compositional Studies in Electronic Music (2) SII

Introduction to the fundamental techniques used in the creation of musique concrète. Technical knowledge covered may include principles of acoustics, digital and analog synthesis, sampling, and sequencing, as well as audio recording and editing software. Emphasis is placed on composition of art music.

MUS-326 Electronic Music Media II (3) SI

A more in-depth study of sequencing techniques. Students will gain familiarity with a wider variety of electronic instruments. Students will meet for one hour of class discussion and one hour of private tutoring weekly. Taught in the Music Technology Lab. Students are expected to complete several projects in their area of interest. *Prerequisite: MUS-226.*

MUS-327 Audio Recording II (3) SI

Continuation of the study of components in the recording chain with focus on the principles of multitrack recording/mixing techniques and the use of outboard signal processing equipment. Students will learn the basic operation of hard disk recording and editing as well as the operation of modular digital multitrack recording systems. *Prerequisite: MUS-227.*

MUS-340-345 Private Applied Lessons (1, 2, 4) A

(See MUS-140-145 for specific designations.) *Prerequisites: Music majors only, on successful completion of the sophomore evaluation.*

MUS-351 Music Methods for Elementary Classroom Teachers (2) A

Designed for the classroom teacher, an introduction to music fundamentals with methods, materials, and rationale for integrating music into the elementary curriculum. Skill development in playing classroom instruments, note reading, and singing. *Prerequisite: Junior standing or consent of instructor.*

MUS-362 Advanced Instrumental Conducting I (1) SII

The intellectual and expressive aspects of instrumental conducting using high-quality literature from several musical periods as the basis for this exploration. Additional focus will be on conducting and rehearsal techniques, score reading, score study and preparation, and introduction to the concept of comprehensive musicianship. *Prerequisite: MUS-352.*

MUS-363 Advanced Choral Conducting I (1) SII

The intellectual and expressive aspects of vocal conducting using high-quality literature from several musical periods as the basis for this exploration. Additional focus will be on conducting and rehearsal techniques, score reading, score study and preparation, and introduction to the concept of comprehensive musicianship. *Prerequisite: MUS-352.*

MUS-364 Advanced Instrumental Conducting II (1) SI

A continuation of the work begun in Advanced Instrumental Conducting I and the third year of the conducting curriculum. In addition to providing the opportunity for future conductors to be in front of and work with a real ensemble, the course will deal on a much more advanced level with such topics as score study and internalization, rehearsal psychology, and effective nonverbal communication. *Prerequisite: MUS-362.*

MUS-365 Advanced Choral Conducting II (1) SI

A continuation of the work begun in Advanced Choral Conducting I and the third year of the conducting curriculum. In addition to providing the opportunity for future conductors to be in front of and work with a real ensemble, the course will deal on a much more advanced level with such topics as score study and internalization, foreign languages, rehearsal psychology, and effective nonverbal communication. *Prerequisite: MUS-363.*

MUS-370 Junior Recital (0) A

Required for Music Education and Performance majors. Contingent on approval of faculty committee.

MUS-390 Secondary Choral Methods (3) SII

This course will focus on the theoretical and pragmatic aspects of establishing, building, and maintaining a successful choral music program in the middle, junior high, and senior high school levels. Through weekly observation and assisting of master teachers, students will demonstrate teaching strategies for performing and nonperforming classes based on national and state standards. They will establish a firm philosophical ground for teaching music and acquire a basic knowledge of secondary school budgets, human resources, and technology. *Field experience.*

MUS-391 Secondary Instrumental Methods (3) SII

This course will focus on the theoretical and pragmatic aspects of establishing, building, and maintaining a successful instrumental music program in the middle, junior high, and senior high school levels. Through weekly observation and assisting of master teachers, students will demonstrate teaching strategies for performing and nonperforming classes based on national and state standards. They will establish a firm philosophical ground for teaching music and acquire a basic knowledge of secondary school budgets, human resources, and technology. *Field experience.*

MUS-401 Teaching of Elementary School Music (4) SI

Students refine their philosophy of music education and acquire knowledge and skill in various methodologies for teaching general music at the elementary level (K–8). Through peer teaching and field experience, they demonstrate their ability to teach music content appropriate to the elementary level based on K–12 national music standards. Simultaneously, they demonstrate their understanding of INTASC standards regarding writing lesson plans that take into consideration individual learning styles, the school setting, diverse populations, use of technology, etc. *Field experience.*

MUS-402 Church Music Administration and Special Topics (II) SII

This course will deal with the principles of administration in church music with specific emphasis on resources, recruitment and delegation, and the working relationship with clergy and congregation.

MUS-409 Jazz Styles (2) SI

Study of jazz improvisation innovators, styles of improvisation, selection of a performer to transcribe, and a project focusing on a performer of the student's instrument. *Prerequisite: MUS-121 or equivalent.*

MUS-415 Composition II (1–2) D

Private applied instruction. Original creative projects including large and small forms for solo and/or small or large ensemble. May be repeated for credit. *Prerequisite: MUS-315 or consent of the instructor.*

MUS-420 Special Topics in Music (1–3) D

Topics of special interest in music for the music major or non-major that cannot be offered on a regular basis. Students may enroll in this course any number of times as long as the topic is different.

MUS-423 Issues in Analysis and Criticism (3) D

Advanced study of selected masterworks from the past five centuries, with an introduction to a variety of analytical approaches (Réti, Schenker, Tovey, etc.). Related readings chosen from the important thinkers and

writers of our own time with regard to musical perception, aesthetics, and criticism (e.g., Meyer, Cone, Rosen, Taruskin) will form a core component of the course. *Prerequisite: MUS-322.*

MUS-424 Contemporary Techniques (2) D

Important compositional trends of the past few decades with attention to the works of Lutoslawski, Crumb, Ligeti, Schwaner, Corigliano, and a wide variety of approaches taken by the musical pioneers of the last 50 years: European serialism, indeterminacy, musique concrète, eclecticism, minimalism, etc. *Prerequisite: MUS-223.*

MUS-428 Music Technology Capstone Project (1) SII

Student will oversee all aspects involved in the successful completion of an independent recording or electronic music project of considerable size and length. Focus will be on pre- and postproduction details of the recording session. Students will meet weekly to audition and discuss each other's work.

MUS-429 Internship (1–3) D

Those students who possess the necessary skills and have faculty approval may elect to pursue an internship experience. The student will spend one to three hours weekly in a commercial recording studio. *Prerequisite: Consent of the instructor.*

MUS-430 Piano Literature and Pedagogy (3) D

Survey of intermediate and advanced piano literature, piano teaching methods, and reference materials available to the pedagogue. Study of teaching/learning styles through observation and practical experience. *Prerequisite: MUS-130 and 140 or equivalent.*

MUS-431 Song Literature (2) D

Survey of the basic repertoire of old Italian arias, German Lieder, French melodies, and American and English art songs with the application of techniques of song study, interpretation, and program building to this literature. *Prerequisites: MUS-121 and 130.*

MUS-433 Instrumental Literature and Pedagogy (1–2) D

Survey of solo and chamber music repertoire for a designated orchestral instrument through the 20th century, with the study of teaching/learning styles through observation and practical experience. *Prerequisites: MUS-130 and one of the following: 341, 342, 343, or 344.*

MUS-434 Survey of Church Music Literature and Hymnody (3) SI

General hymn survey, anthems, psalms, large and small choral forms, mass settings, music of different denominations in the U.S., global church music, and contemporary styles over the expanse of time, from Gregorian chant to contemporary Christian music. Hymnal sources will include the *Hymnal 1982*, *Methodist Hymnal*, *Lutheran Book of Worship*, and other collections from different world traditions in Asia, Africa, and Latin America.

MUS-435 HON Beethoven/Schubert Honors Seminar (3) O/SI

Study of musical genesis and structure, source writings and historical studies, analytical approaches, and critical interpretations relating to the works of Beethoven and Schubert. *Prerequisite: MUS-223 or permission of instructor.*

MUS-454 Marching Band Techniques (1) A

This course for instrumental music education majors deals with the many aspects of directing a high school marching band. Topics include financial and logistical issues, traditional and corps style charting techniques, equipment and uniforms, and marching fundamentals. High school visitations are an important part of this course.

MUS-455 Instrumental/Choral Arranging (2) SI

Scoring procedures for small and large instrumental and choral ensembles, with emphasis on those used in public schools. *Prerequisite: MUS-223.*

MUS-470 Senior Recital (0) A

Required for Music Education and Performance majors. Contingent on approval of faculty committee.

Nursing Courses

Nursing courses are offered through the School of Nursing. Information about the school and its majors can be found in the section entitled Academic Units.

Associate of Science in Nursing Courses

ANUR-101 Nursing I (7) SI

The concepts and interrelationships of human beings, health, and nursing are introduced and explored. Nursing process is presented as the framework for nursing practice with emphasis on development of critical thinking ability. The associate degree nursing roles of provider of care, manager of patient care, and member of the profession within the framework of contemporary nursing practice are explored. Effective and therapeutic communication skills are introduced, and legal/ethical issues in nursing are explored. Selected resource laboratory and clinical experiences in health care facilities are provided to assist the student in the application of fundamental nursing knowledge and skills while providing direct nursing care for adult patients. *Prerequisites: Admission to the program, ENGL-101, BIOL-103 and 104, MATH-108. Corequisite: ANUR-285 if not previously completed.*

ANUR-102 Nursing II (9) SII

Nursing II focuses on nursing care of patients in childbearing and childrearing families. The interrelationship of the biological, psychosocial, sociocultural, and spiritual dimensions; human needs; life cycle; health; and nursing are developed further. Critical thinking is enhanced through the use of the nursing process and exploration of the legal/ethical dilemmas when caring for patients and their families. Effective therapeutic and technologic communication skills are employed with an emphasis on teaching patients and families. Resource laboratory experiences assist the student with application of nursing knowledge for the attainment of appropriate psychomotor nursing skills. Selected clinical experiences are provided that emphasize the assessment, nursing diagnosis, and planning phases of the nursing process. *Prerequisites: ANUR-101, ANUR-285.*

ANUR-201 Nursing III (9) SI

The focus of Nursing III is on nursing care of adult and gerontological patients with common health problems caused by interference with normal body systems functioning. The course is designed to further enhance critical thinking in application of the nursing process for providing total patient care. Effective therapeutic and

technological communication skills are emphasized, and various legal/ethical issues are considered. Resource laboratory and clinical experiences focus on attainment of psychomotor skills and multiple nursing actions. The student has increasing opportunity to design and implement an organized plan of care with consideration for time, cost, and resources. *Prerequisites: ANUR-101, 102, ANUR-285 and BIOL-209.*

ANUR-202 Nursing IV (9) SII

The focus of Nursing IV is nursing care of patients of all ages experiencing interference with psychosocial functioning and psychiatric illness, and care of adults with common health needs and problems of complex body systems. Opportunity is provided to develop increasing competence in utilizing the managing of total patient care using the nursing process and emphasizing evaluation. A prioritized plan of care is implemented in collaboration with members of the health care team. The student assumes increasing responsibility for total nursing care for a group of patients utilizing the primary nursing model and entire nursing process. Concepts of graduate nursing practice are presented via theories of management, legal/ethical issues, and current healthcare practice. *Prerequisite: ANUR-201. Corequisites: PSY-120; COMP-150; SOC-101 or 103; and KINS-101 if not previously completed.*

ANUR-285 Pharmacology for Health Professions (3) SI/Summer

This course is designed for nursing students and focuses on nursing interventions related to patient care and drug therapy. Principles of drug administration and documentation, appropriate use, therapeutic effects, toxicity, adverse effects, therapeutic and toxic interactions, dosage calculations, and cultural and lifespan considerations are discussed. Applicable oral, parenteral, and topical prototype drugs are presented for each classification. Case studies are used to enhance the application to clinical practice. Course is open to non-nursing majors. *(Cross-listed as NURB-285.) Prerequisites: BIOL-103 and 104, math proficiency through MATH-090. Open to all students at the University who meet the prerequisites or by permission of the instructor.*

ANUR-299 Independent Studies in Nursing (1–3) D

The student works independently with a selected faculty member to enhance learning in a defined area of nursing studies. *Prerequisite: Permission of the dean of the School of Nursing.*

Bachelor of Science in Nursing Courses

NURB-111 Nursing Freshman Seminar (1) SI

This course is designed for students interested in nursing. The course is divided into two sections. The first section concentrates on an orientation to the University, stress management, study skills, and self-care. The second section is an overview of the profession of nursing, including nursing education and areas of specialization. Teaching/learning strategies include in-class small groups, speakers, out-of-class attendance at University seminars/activities, and participation in a nurse-shadow experience.

NURB-225 Nutrition for Health Professionals (2) SI or SII

This foundational course will prepare the student with the basic knowledge of nutrition in a multicultural context. The role of nutrition in promoting and maintaining health is an important factor in the care of the well and ill health care recipient. The course emphasizes the importance of nutrition in the prevention and treatment of various diseases. The roles of communicator, collaborator, teacher, and counselor will be discussed and incorporated in the development of a nutrition health plan. The role of risk factors in the development of diseases will be discussed. Nutrition education strategies will be incorporated throughout the course. *Corequisite: Concurrent enrollment in NURB-231 if not taken prior to current semester (BSN students only).*

NURB-230 (AMP only) Health Assessment I (3) Summer

This foundational course focuses on holistic health and assessment of the individual and families across the lifespan. Emphasis is placed on self-care, communication, growth and development, nursing process, and critical thinking. Introduction to professional nursing issues and practice is integrated throughout the course. Experienced students explore all nursing roles with emphasis on the roles of communicator, caregiver, and advocate. Opportunities to apply nursing roles are provided in a variety of health care environments. *Prerequisite: Admission to AMP. Corequisite: NURB-340.*

NURB-231 Health and Assessment of Individuals and Families I (6) SI or SII

This foundational course focuses on holistic health and assessment of the individual and families across the lifespan. Emphasis is placed on self-care, communication, growth and development, nursing process, and critical thinking. Introduction to professional nursing issues and practice is integrated throughout the course. Students explore nursing roles with emphasis on the roles of communicator, caregiver, and advocate. Opportunities to apply nursing roles are provided in a variety of health care environments. *Prerequisite: Acceptance into the nursing program. Corequisite: Previous completion of or concurrent enrollment in NURB-225.*

NURB-232 (AMP only) Health Assessment II (5) Summer

This foundational course expands the concepts explored in NURB-230 by comparing wellness and illness of the individual and families across the lifespan. Emphasis is placed on physiologic and psychosocial needs of health care recipients and application of critical thinking and nursing process. The focus of role development includes the roles of caregiver, communicator, advocate, teacher, and leader/manager. Opportunities to compare wellness and illness of health care recipients are provided in a variety of health care environments. *Prerequisites: Successful completion of NURB-230. Corequisite: NURB-340.*

NURB-232 Health and Assessment of Individuals and Families II (5) SII

This foundational course expands the concepts explored in NURB-231 by comparing wellness and illness of the individual and families across the lifespan. Emphasis is placed on physiologic and psychosocial needs of health care recipients and application of critical thinking and nursing process. The focus of role development includes the roles of caregiver, communicator, advocate, teacher, and leader/manager. Opportunities to compare wellness and illness of health care recipients are provided in a variety of health care environments. *Prerequisites: Successful completion of NURB-225 and 231. Corequisite: NURB-285.*

NURB-285 Pharmacology for Health Professionals (3) SI or SII

This course is designed for nursing students and focuses on nursing interventions related to patient care and drug therapy. Principles of drug administration and documentation, appropriate use, therapeutic effects, toxicity, adverse effects, therapeutic and toxic interactions, dosage calculations, and cultural and lifespan considerations are discussed. Applicable oral, parenteral, and topical prototype drugs are presented for each classification. Case studies are used to enhance the application to clinical practice. Course is open to non-nursing majors. *Prerequisites: BIOL-103 and 104, math proficiency through MATH-090. Corequisite (BSN students only): Previous completion of or concurrent enrollment in NURB-232. Open to all students in the University who meet the initial prerequisites or by permission of instructor, if space permits.*

NURB-325 (AMP only) Community Health Nursing (3) SI

This population-focused course prepares students for entry-level community health nursing and public health nursing practice. Health promotion, risk reduction, and disease prevention are the foci of care. Special emphasis is given to health from global, environmental, and public policy perspectives. Experienced students work with

representatives of selected population groups to enhance the health status of a community. Nursing process is guided by the application of nursing and public health theories/models and standards for public health nursing practice. *Prerequisite: NURB-230, 232, and 340. Corequisite: NURB-360 and NUGR-519.*

NURB-330 Methods of Nursing Research (3) SI or SII

An introduction to basic research concepts and the research process as applied to evidence-based practice are presented in this course. Concepts include qualitative and quantitative research, statistics, and scientific writing. Knowledge of the research process and the concepts are demonstrated through writing critiques of published nursing research and a group presentation of an evidence-based project. This course provides the foundation for the reading and understanding of nursing research, incorporating nursing research into nursing practice, and collaboration on research teams. *Prerequisites: All 200-level Nursing courses; NURB-331 and 340. Corequisite: NURB-332. Prerequisite (AMP students only) Admission into AMP.*

NURB-331 Health Promotion Across the Lifespan I (7) SI or SII

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Knowledge of nursing, behavioral, and physical sciences is integrated and applied when providing nursing care. Reproduction, endocrine, and genitourinary body systems are included in the course content. Primary, secondary, and tertiary levels of prevention will guide professional nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisites: All 200-level Nursing courses and BIOL-209. Corequisite: NURB-340.*

NURB-332 Health Promotion Across the Lifespan II (8) SI or SII

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Knowledge of nursing, behavioral, and physical sciences is integrated and applied when providing nursing care. Cardiovascular, respiratory, neurological, and gastrointestinal body systems along with behavioral health are included in the course content. Primary, secondary, and tertiary levels of prevention will guide professional nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisites: All 200-level Nursing courses; NURB-331 and 340. Corequisite: Previous completion of or concurrent enrollment in NURB-330.*

NURB-335 Directed Studies in Methods of Nursing Research (1–2) D

This directed study experience is designed for the student who has completed and transferred in a class or classes in research in another area. The student works with the faculty member who teaches NURB-330 to gain the knowledge specifically needed to critically evaluate nursing research literature and apply evidence-based practice. *Prerequisites: NURB-331 and 340, transfer work in statistics and/or research, and permission of instructor of NURB-330.*

NURB-340 Pathophysiological Concepts for Professional Nursing (3) SI or SII

This foundational course focuses on holistic responses to changes in the internal and external environment. The concepts of adaptation and maladaptation are studied as they apply to holistic responses of persons across the lifespan. Pathophysiology and clinical manifestations of each disease are studied with emphasis given to defining scientific rationale for nursing actions. *Prerequisites: Successful completion of all 200-level nursing courses and BIOL-209. Corequisite: NURB-331.*

NURB-340 (AMP only) Pathophysiological Concepts (3) Summer (online)

This foundational course focuses on holistic responses to changes in the internal and external environment. The concepts of adaptation and maladaptation are studied as they apply to holistic responses of persons across the

lifespan. Pathophysiology and clinical manifestations of each disease are studied with emphasis given to defining scientific rationale for nursing actions. *Prerequisite: Admission to AMP. Corequisite: NURB-230 and 232.*

NURB-360 (AMP only) Lifespan I (6) SI

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Knowledge of nursing, behavioral, and physical sciences is integrated and applied when providing nursing care. Reproduction, endocrine, and genitourinary body systems are included in the course content. Primary, secondary, and tertiary levels of prevention will guide professional nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisite: NURB-230, 232, and 340. Corequisite: NURB-325 and NUGR-519.*

NURB-370 (AMP only) Lifespan II (7) SII

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Knowledge of nursing, behavioral, and physical sciences is integrated and applied when providing nursing care. Reproduction, endocrine, and genitourinary body systems are included in the course content. Primary, secondary, and tertiary levels of prevention will guide professional nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisite: All Summer and Semester I courses. Corequisite: NUGR-512 and 518.*

NURB-398 Validation of Practica Skills for the BSN Program (1–3) D

This course is designed to allow new students who are transferring some nursing courses from another nursing program and University of Indianapolis students who have been out of nursing courses for a year to validate their practica skills. Successful completion of this course allows the students to continue their Bachelor of Science in Nursing education at the appropriate level. *Prerequisite: Permission of the dean of the School of Nursing.*

NURB-399 Independent Studies in Nursing (1–3) D

The student works independently with a selected faculty member to enhance learning in a defined area of nursing studies. *Prerequisite: Permission of the dean of the School of Nursing.*

NURB-431 Health Promotion Across the Lifespan III (7) SI or SII

Health promotion is explored across the lifespan. A holistic approach is utilized to address the complex health problems and lifelong health requirements of diverse populations in the community. Musculoskeletal, hematological, and immune body systems along with end-of-life and behavioral health issues are included in course content. Knowledge of nursing and behavioral and physical sciences is integrated and applied when providing nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisite: NURB-440 and 450.*

NURB-435 (AMP only) Lifespan III (6) Summer

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Musculoskeletal, hematology, immunology, human immunodeficiency virus, acquired immunodeficiency syndrome, trauma, violence, personality disorders, anxiety disorders, chemical dependency, eating disorders, multiple organ dysfunction syndromes, and end-of-life issues are included in the course content. Knowledge of nursing and behavioral and physical sciences is integrated and applied when providing nursing care. Continued development of core competencies, core knowledge, and role development is emphasized. *Prerequisite: All 200- and 300-level Nursing courses and NUGR-512, 518, and 519.*

NURB-440 Promoting Healthy Communities (4) SI or SII

This population-focused course prepares students for entry-level community health nursing and public health nursing practice. Health promotion and protection, risk reduction, and disease prevention are the foci of care. Knowledge of global and environmental health is integrated and applied to public health. Special emphasis is given to public health policies, core functions in public health, standards of public health nursing, and the theories/models of public health. Students work with representatives of selected population groups to enhance the health status of a community. The application of nursing process is utilized for directing the care of public health. *Prerequisites: All 300-level nursing courses. Corequisite: NURB-450.*

NURB-450 Managing and Leading in Nursing (4) SI or SII

The role of the nurse as manager and leader is the focus of the course. Traditional leadership and management perspectives are integrated into contemporary nursing trends and practical application in various health care settings. Management and leadership theories, organizational characteristics, management functions, legal, ethical, and cultural issues, data management and informatics, managed care concepts, health care policy, and professional development are included in the course content. *Prerequisites: All 300-level nursing courses. Corequisite: NURB-440.*

NURB-455 (AMP only) Nursing Leadership (2) Summer

The role of the nurse as manager and leader is the focus of the course. Traditional leadership and management perspectives are integrated into contemporary nursing trends and practical application in various health care settings. Management and leadership theories; organizational characteristics; management functions; legal, ethical, and cultural issues; data management and informatics; managed care concepts; health care policy; and professional development are included in the course content. *Prerequisite: All 200- and 300-level Nursing courses, NUGR-512, 518, and 519.*

NURB-460 Capstone Professional Nursing Practicum (3) SI, SII or Summer (AMP only)

Students are provided an opportunity to develop an individualized plan of study in collaboration with faculty. The practicum assists students in synthesizing nursing knowledge and skills, thereby facilitating their transition to professional practice. Roles for development include caregiver, educator, counselor, leader, manager, change agent, political activist, researcher, and advocate. The experienced student will, in collaboration with faculty, develop an overall goal for the practicum, identify learning objectives and strategies, identify and negotiate a practicum experience, identify a site and preceptor. *Prerequisites: All other 400-level nursing courses.*

Nursing Courses for the Registered Nurse

NURN-320 Conceptual Basis of Professional Nursing (5) SI

This transitional nurse-centered course is designed for graduates of diploma and associate degree nursing programs. An overview of the BSN program's major organizational concepts is presented. The concept of community-based care is introduced. Students explore the meaning of professionalism, commitment to personal and professional growth, and professional socialization from a nursing perspective. Students explore all nursing roles with an emphasis on the roles of political activist, advocate, researcher, and leader/manager. The concepts of wellness and illness are explored. Students select and apply nursing concepts in appropriate health care environments. *Prerequisite: Acceptance into the program. Corequisite: NURN-330 and 340.*

NURN-330 Methods of Nursing Research (3) SI

Basic research concepts, the research process, and evidence-based practice are introduced in this course. The differences between qualitative and quantitative research are discussed. Interpretation of statistics commonly

found in nursing research is explored. A method of scientific writing is presented. Knowledge of the research process, statistics, scientific writing, and critical thinking is demonstrated through the writing and presentation of critiques of published nursing research. This course provides the foundation for the application of nursing research in nursing practice. *Prerequisite: NURN-320.*

NURN-340 Pathophysiological Concepts for Professional Nursing (3) SI

This foundational course focuses on holistic responses to changes in the internal and external environment. The concepts of adaptation and maladaptation are studied as they apply to holistic responses of persons across the lifespan. Pathophysiology and clinical manifestations of each disease are studied, with emphasis given to defining scientific rationale for nursing actions. *Prerequisites: NURN-320 and NURN-330.*

NURN-416 Health Promotion across the Lifespan (7) SII

Health promotion is explored across the lifespan. A holistic approach is utilized to address the lifelong health requirements of diverse populations in the community. Knowledge of nursing, behavioral, and physical sciences is integrated and applied when providing nursing care. Continued development of core competencies, core knowledge, and role development is emphasized with primary focus on disease prevention/health promotion. *Prerequisites: NURN-320, 330, and 340.*

NURN-420 Faith Community Nursing/Primary Health Ministry (3) A

The Faith Community Nursing/Primary Health Ministry course provides a basis for understanding and initiating the parish nursing role and health ministry programming within a congregational community. Emphasis is placed on discussion and application of theory as well as community assessments. Health promotion, health maintenance, and illness prevention programming integrating faith and health within a congregational community and diverse community partnerships are discussed. A comprehensive paper and health promotion program plan using Healthy People 2010 guidelines are completed. *Requirements: RN with three years' experience, permission of instructor, partnership with sponsoring partner and congregation. RN license must be current.*

NURN-421 Promoting Healthy Communities (4) SII

This population-based course prepares students for entry-level community health nursing and public health nursing practice. Health promotion and protection, risk reduction, and disease prevention are the foci of care. Knowledge of global and environmental health is integrated and applied to public health. Special emphasis is given to public health policies, core functions in public health, standards of public health nursing, and the theories/models of public health. Students work with representatives of selected population groups to enhance the health status of a community. The application of nursing process is utilized for directing the care in public health. *Prerequisites: All 300-level nursing courses, and NURN-416.*

NURN-422 Managing and Leading in Nursing (4) Summer

The role of the experienced nurse as manager and leader is the focus of the course. Traditional leadership and management perspectives are integrated into contemporary nursing trends and practical application in various health care settings. Management and leadership theories, organizational characteristics, management functions, legal, ethical, and cultural issues, data management and informatics, and managed care concepts are included in the course content. *Prerequisites: All 300-level nursing courses, NURN-416 and 421.*

NURN-480 Capstone Professional Nursing Practicum (4) Summer

This course provides graduates of ASN and diploma programs an opportunity to direct their learning in a clinical area of interest. Students will design and implement their own learning experience. The course incorporates adult learning principles using a process-driven approach. *Prerequisites: All nursing courses.*

Elective Course for RNs

The following course is an elective only for RNs who have been in practice for at least three years. It can be taken for BSN or MSN credit or for continuing education.

NURN-420 Faith Community Nursing/Primary Health Ministry (3) D

The Parish Nursing Primary Health Ministry course provides a basis for understanding and initiating the parish nursing role and health ministry programming within a congregational community. Emphasis is placed on discussion and application of theory as well as community assessments. Health promotion, health maintenance, and illness prevention programming are discussed, as well as integrating faith and health within a congregational community and diverse community partnerships. A comprehensive paper and health promotion program plan using Healthy People 2010 guidelines will be completed. *Prerequisites: Current RN license plus three years of experience, permission of the instructor, and partnership with sponsoring partner and congregation.*

Occupational Therapy Courses

The majority of Occupational Therapy courses are open to students admitted to the OT graduate program only. See prerequisites by course.

OT-401 Occupational Behavior (3) SI

The study of development from infancy through adolescence, with emphasis on how social conditions, activity demands (through task analysis), and developmental changes in client factors affect the development of performance skills and contribute to children's engagement and participation in childhood occupations within all contexts. Developmental theories and appropriate models of occupation are emphasized. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program register for this course.*

OT-402 Biomechanical Foundations (2) SII

Students use biomechanical principles to understand human movement and occupational performance. Students use standardized and nonstandardized assessments of joint motion and muscle strength as applied to human occupation. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-403 Introduction to Occupational Therapy (2) SI **

This course explores the history of occupational therapy, its underlying philosophy, the meaning and complexity of occupation, and the diverse roles fulfilled by the occupational therapist within a variety of practice and non-practice environments. The influence of legal, ethical, and professional standards on clinical decision-making and service delivery is explored.

OT-406 Research Application 1 (1) SI

Applied research relevant to occupational therapy through location and evaluation of current research evidence, with emphasis on understanding and applying APA writing style, searching skills, and applying basic understanding of quantitative and qualitative research methods to critique research evidence in order to write a thorough literature review reflective of established research questions. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-410 Research Application II (1) SII

Applied research relevant to occupational therapy involving original research projects in small groups with faculty advisor. Skill development in completion of full research proposal including introduction, revision of literature review, methodology, and IRB submission. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-412 Occupational Behavior II (3) SII

Study of the development and role of theory within the occupational therapy process. Specific theories of occupation will be analyzed and used to develop an understanding of occupational performance of adults. The impact of contextual factors on occupational engagement, and the role of occupation in influencing health and well-being, are addressed. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-415 Neuroscience for OT (3) SII

This course assists students in learning the major structural and functional features of the central nervous system. The course will apply the basic principles of neuroscience and use of these principles along with critical thinking to identify normal and abnormal neurological conditions that affect occupational performance. The implications of neurological disorders in occupational therapy evaluation and intervention are presented. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-421 Therapeutic Skills (3) SII

Presents group theory and group dynamics. Teaches basic group and individual client-therapist interaction skills including selecting a theory base, designing groups, writing group protocols, analyzing group activities, implementing specific group techniques, and evaluating progress of group members. Methods of establishing rapport, giving feedback, and employing therapeutic use of self are emphasized. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-468 Research Methodology (2) SI

Introduction to clinical research methodology as related to the field of occupational therapy, including qualitative and quantitative research. Skill development in the review of research literature, formulation of problem statements and research questions, research design, and critical analysis of published research. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-469 Research Analysis (2) SII

Introduction to qualitative and quantitative data analysis as a part of clinical practice and research. The Statistical Package for the Social Sciences (SPSS) program will be utilized as a platform for providing students with hands-on practical application of data analysis. Students will learn to define, enter, recode, and transform data for qualitative and quantitative data analysis. Using simulated and actual clinical data sets, students will learn descriptive and graphical procedures to describe data and evaluate assumptions necessary for advanced qualitative and statistical data analysis. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-471 Conditions in Occupation (3) SI **

This course examines the effects of cognitive conditions, mental health issues, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. Relationships among disorders, impair-

ments, activity limitations, function/dysfunction, and participation restrictions are emphasized in terms of the impact on occupation. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-475 Issues in Practice (1) SI

Students begin the process of professional development as they are introduced to the professional roles and responsibilities of the occupational therapy practitioner, the various practice settings in which occupational therapy practitioners work, and the impact of internal and external systems on occupational therapy practice. Students are required to begin a formal professional development plan in which competency skills in basic clinical and ethical reasoning, professional communication, and professional advocacy are self-assessed, documented, and measured. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-476 Issues in Practice II (1) SII

Issues in Practice II builds on the introductory material introduced in Issues in Practice I regarding the professional roles and responsibilities of the occupational therapy practitioner. Professional competencies are discussed and demonstrated in the following areas: basic clinical/critical/ethical reasoning skills; professional written and verbal communication; and introductory advocacy, collaborative, and supervision skills within occupational therapy. Students participate in Level I Fieldwork experiences in which these skills are role modeled and that enable the demonstration of these professional competencies. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

OT-480 OT Process I (2) SII

Gain knowledge of, select, administer, and interpret standardized and non-standardized screening and assessment tools used to evaluate occupational performance for the planning of intervention and discharge for occupational therapy consumers from a variety of populations across the life span. Theories, models of practice, frames of references, and evidence-based practice will guide decision making throughout the evaluation process. *Prerequisite: Must be accepted into the Master of Occupational Therapy Program to register for this course.*

***Segments of course maybe delivered in an online format*

Organizational Leadership Courses

The organizational leadership courses are offered through the School for Adult Learning and are available only to students admitted to that school. Information about the School for Adult Learning and its majors can be found in the section entitled Academic Units.

ORGL-302 Introduction to Leadership Theories and Models (3) A (Accelerated)

The course will introduce students to current theories and models of leadership, including traits, situational, functional, and transformational. The class emphasizes that leadership is a lifelong process and recognizes that responsible leaders maintain the highest possible standards of ethics. *Prerequisite: MGT-281.*

ORGL-304 The Ethical Leader (3) A (Accelerated)

The focus of study is on characteristics of effective leadership. Personal traits or characteristics that bring credibility to the leader are presented by lecture, discussion, role-playing, case study, and audiovisual presentations. The ethical component to leadership is emphasized. *Prerequisite: ORGL-302.*

ORGL-306 Behaviors of Effective Leadership (3) A (Accelerated)

The focus of study is on behaviors of effective leadership including effective decision-making, role-modeling, strategic planning, crisis management, conflict management, negotiation, team building, mentoring, lifelong learning, and critical thinking. Various teaching/learning methods are used to support the focus. *Prerequisite: ORGL-304.*

ORGL-308 Data Management (3) A (Accelerated)

This course provides the student a nontechnical introduction to data acquisition and analysis and provides an opportunity to employ the use of qualitative and quantitative data in decision-making and strategic planning. *Prerequisite: ORGL-306.*

ORGL-404 Project Management (3) A (Accelerated)

This course is designed to introduce students to the concepts and process of project management. The course will include the project manager's role, defining goals and objectives, ownership, scheduling and planning, executing, and monitoring the project. *Prerequisite: ORGL-306.*

ORGL-405 Quality Management (3) A (Accelerated)

This course is designed to introduce students to the background of quality management in the business setting. Students will become fluent in the key terms and concepts of total quality management and will be introduced to the work of recognized leaders in the field. Case studies will be used to acquaint students with the application of total quality management skills. *Prerequisite: ORGL-306.*

ORGL-406 Change Management (3) A (Accelerated)

This course is designed to introduce students to change models and the change process in contemporary business. Students will learn about factors necessary to effect change in organizations and about the impacts of political, economic, and demographic factors on employees. Students will gain experience in conflict management and conflict resolution and will be introduced to the meaning of cultural competence. *Prerequisites: ORGL-404 and ORGL-405.*

ORGL-410 Excellence in Leadership (3) Y (Accelerated)

This course provides a capstone experience for students majoring in organizational leadership. Students will be given case studies that integrate previous leadership challenges. Students will be expected to apply their knowledge from previous classes to demonstrate their learning. Basic concepts will not be reintroduced. *Prerequisite: ORGL-406.*

Philosophy Courses

Philosophy courses are offered by the Philosophy and Religion Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

PHIL-101 Introduction to Philosophy (3) A

Students explore selected philosophical problems, utilizing a wide range of texts from ancient through contemporary sources. One major objective is to investigate what philosophy itself is.

PHIL-109 Philosophy Freshman Seminar (1) S1

General orientation to the philosophy curriculum. Attention is given to general concepts, academic literature, library skills, and basic writing skills in this major. Required of all freshman departmental majors. (*Cross-listed with REL-109.*)

PHIL-110 Critical Thinking (3) A

Critical Thinking provides instruction for students to develop the practical skills necessary to think clearly and rationally. Areas covered include argument analysis, informal fallacies, deductive inference, inductive generalization, analogical reasoning, and explanation.

PHIL-130 Honors Philosophy (3) SI

A selective study of major philosophical topics such as moral responsibility, what makes a life meaningful, paradoxes, or other topics chosen by the instructor.

PHIL-201 Ethics (3) A

Ethics examines standards of conduct and the responsibilities they entail. Ascertaining these moral demands depends on sound strategies for justifying the theories that generate them. Hence, issues in metaethics, normative ethics, and moral psychology are discussed. Readings include treatments of current moral problems.

PHIL-215 Aesthetics (3) O

This course introduces students to fundamental philosophical problems in the fine arts and humanities (art, music, literature, theatre) with special attention given to the nature of artworks and character of aesthetic experience. Core questions the course will examine include: What is the aesthetic? What makes something an artwork? How can we adequately judge or interpret artworks? Can artworks have moral and political implications, and if so, how should they affect our judgment of those works?

PHIL-230 Issues in Applied Ethics (3) Y

This course focuses on one or more of the moral and social issues that confront contemporary society (i.e., affirmative action, environmental destruction, treatment of animals, racism/sexism, abortion), or on the ethical issues that arise within a given profession (e.g., the medical, mental health, or business professions). The topic is selected by the instructor, who considers student interests in determining the nature of the course in a given semester.

PHIL-240 Social and Political Philosophy (3) N

What are the fundamental principles of political life? What is the proper role of government in the life of society? Where should the line be drawn between individual freedom and social control? This course is about how these and related questions have been addressed by political philosophers in the Western tradition. Although the main focus is on contemporary views (e.g., those of Rawls, MacIntyre, and Sandel), some attention is given to the historical antecedents of these views (e.g., those of Plato, Locke, Rousseau, Mill, and Marx).

PHIL-260 Asian Philosophy (3) N

An introduction to some of the most important contributions to human thought by Asian philosophers in the Classical period. The course will focus primarily on Chinese philosophy and its two most influential movements: Confucianism and Daoism. Some attention will be paid to rival philosophical schools that flourished during this period (e.g., Legalism, Mohism). The study of these movements will enable participants in the

course to engage in a comparative study of Western and non-Western philosophy. *(This course will satisfy the cross-cultural requirement in the General Education Core.)*

PHIL-299 Issues in Philosophy (3) N

A selected philosopher, tradition, or issue of philosophic interest constitutes the content of the course. The topic is selected by the instructor, who considers student interests in determining the nature of the course in a given semester.

PHIL-301 Ancient and Medieval Philosophy (3) O

This survey of philosophy from the pre-Socratics through the 15th century examines the birth of classical philosophy, its development, and its amalgamation into the great religious traditions of the West. Readings come from such pivotal figures in the history of Western ideas as Plato, Aristotle, Augustine, Aquinas, and Ockham. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-302 Modern Philosophy (3) O

With the breakdown of the medieval synthesis and rise of modern science, philosophy would never again look the same. Investigating the issues that separated the rationalists, empiricists, and idealists, this course focuses on the birth of modern philosophy in the 16th, 17th, and 18th centuries. Readings include works from Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-320 Philosophy of Mind (3) N

Problems that surround the relationship of the mind and body constitute the core of Philosophy of Mind. Students study each of the major solutions that have been offered in response to these problems. In addition, the course includes discussion of such related topics as artificial intelligence, death, dreams, the status of animals, creativity, and action theory. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-330 Philosophy of Science (3) N

The analysis of scientific rationality is the overarching issue in Philosophy of Science. It includes an examination of the views of the logical positivists and their critics. The course also deals with the relation of the history of science to the philosophy of science and of the various sciences to one another. It includes the analysis of such fundamental scientific concepts as theory, explanation, and causality. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-335 Philosophy of Law (3) N

A survey of central topics in jurisprudence, including the nature of legal interpretation, the relationship between law and morality, moral justifications for legal punishment, the nature of legal responsibility, and the moral status of legal interference (e.g., censorship laws). *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-340 Philosophy of Religion (3) O

Students study such issues as the existence of God, the nature and destiny of persons, the relation of faith and reason, and the nature and diversity of religious experience. These issues include such traditional problems as those concerning evil, free will, and religious language. *(Cross-listed as REL-340.) Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-350 Christian Ethics (3) SII

In this course we will explore some of the concerns and interests that Christian ethicists have in common with secular philosophers, including the nature of deontological, utilitarian, and virtue ethics. Also explored will be some of the many ways that Christian ethics has its own distinctive set of concerns, especially ethical decision-making's relations with scripture and doctrine. *(Cross-listed as REL-310.)*

PHIL-360 Symbolic Logic (3) D

This course introduces the basic ideas and methods of modern symbolic logic. Students will learn the formal systems of propositional and predicate logic so that they are both able to accurately represent reasoning as it occurs in ordinary discourse and evaluate that reasoning. *Prerequisite: PHIL-110 or consent of instructor.*

PHIL-370 Kant and His Legacy (3) N

A close study of Immanuel Kant's theory of knowledge and philosophy of mind, as well as reactions to his work as found in one or more of the following philosophical traditions: the analytic tradition (e.g., Frege, Russell, and Kripke), the pragmatist tradition (e.g., Peirce, James, and Dewey), and the continental tradition (e.g., Hegel, Husserl, Heidegger, and Sartre). *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-410 Issues in Philosophy (3) N

A selected philosopher, tradition, or issue of philosophic interest constitutes the content of the course. The topic is selected by the instructor, who considers student interests in determining the nature of the course in a given semester. *Prerequisite: One prior philosophy course or consent of instructor.*

PHIL-420 Metaphysics and Epistemology (3) N

A survey of historical and contemporary answers to some of the central questions in metaphysics and epistemology. Possible topics in metaphysics include reality, existence, substance, necessity and possibility, causation, space and time, universals and particulars, and free will. Possible topics in epistemology, or the philosophical study of knowledge, include truth, belief, perception, justified belief, and knowledge. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-430 Advanced Ethical Theory (3) N

An in-depth examination of select topics in metaethics and normative ethics. Possible topics in metaethics include moral truth, skepticism about morality, moral disagreement, and topics concerning moral psychology. Possible topics in normative ethics include detailed evaluations of consequentialism, deontology, and virtue ethics. *Prerequisite: One prior Philosophy course or consent of instructor.*

PHIL-440 Philosophy of Language (3) N

This course is an intensive survey of some of the main problems and theories in the contemporary philosophy of language. Among the issues that will be discussed include meaning, reference, attributions of attitudes, proper names, descriptions, and indexicals. Though many readings will be taken from contemporary philosophers (e.g., Saul Kripke, David Kaplan, John Perry, and Hilary Putnam), we will begin our discussions by examining some of the historically important attempts at resolving these problems (e.g., the work done by J. S. Mill, Gottlob Frege, and Bertrand Russell.) *Prerequisite: One prior Philosophy course or consent of instructor.*

Physical Therapist Assistant

PTA-203 Professional Issues I

This course will introduce students to basic information necessary to become a physical therapist assistant. An overview of the American Physical Therapy Association and brief history of the profession of physical therapy, including role delineation between a physical therapist and a physical therapist assistant, will be covered. The scope of practice and laws governing physical therapy practice will be included. Medical terminology, documentation, universal precautions, and professional behaviors are among the topics that will be covered.

Prerequisite: Admission into the Physical Therapist Assistant program.

PTA-204 MS I: Functional Anatomy and Kinesiology

This course provides an introduction to normal functional anatomy and kinesiology and serves as a foundation on which future physical therapist assistant classes are based. *Prerequisite: Admission into the Physical Therapist Assistant program.*

PTA-205 MS I: Patient Care Orientation

Basic patient care techniques such as patient education, bed mobility, transfers, and gait training are taught in lecture, demonstration, and laboratory formats. An overview of the basic components of medical equipment, wheelchairs, and orthoses is given. The appropriate utilization of such equipment is practiced during simulated patient care. *Prerequisite: Admission into the Physical Therapist Assistant program.*

PTA-206 Cardiopulmonary Rehabilitation

This course is an introduction to the cardiovascular and pulmonary systems in the human body as these systems relate to physical therapy. Wellness and prevention of cardiopulmonary conditions are addressed. The purpose and procedures for measuring vital signs are covered. Cardiovascular conditions and pulmonary disorders are introduced. Pulmonary hygiene is included. Information will be presented in lecture and laboratory settings. *Prerequisite: Admission into the Physical Therapist Assistant program.*

PTA-223 Integumentary Rehabilitation

This course provides an introduction to the human integumentary system as it relates to the physical therapist assistant. Medical and rehabilitation interventions are presented in relation to inflammation, skin conditions, burns, and wounds, as well as circulatory and edematous conditions involving the integumentary system, utilizing lecture and laboratory formats. *Prerequisites: Successful completion of ENGL-101, BIOL-103, CHEM-103, PTA-203, PTA-204, PTA-205, PTA-206.*

PTA-224 MS II: Physical Agents I

The physiology and psychology of pain are presented as a foundation relating the use of a variety of therapeutic agents for the physical therapist assistant. The basic physics of electromagnetic radiation is presented. Therapeutic interventions covered in this class include superficial heat, cryotherapy, traction, and ultrasound. Introductory massage and soft tissue and joint mobilization techniques are practiced. Information is presented in lecture and laboratory settings. *Prerequisites: PTA-203, 204, 205, 206.*

PTA-225 MS II: Therapeutic Exercise I

This course presents the therapeutic techniques of ROM, manual muscle testing, and muscle length testing. Treatment progressions also are introduced. Subsequent courses in the curriculum will build on the principles and techniques presented in this course. *Prerequisites: PTA-203, 204, 205, 206.*

PTA-243 Professional Issues II

This course presents professional issues and the relevance to clinical practice. Lifespan issues, cultural diversity, and gender and religious issues are examined in light of the current health care environment. Students are introduced to contemporary trends in the healthcare industry such as reimbursement, quality assurance, and administration. Professional skills such as résumé development, interviewing, continued education, and further professional development will be discussed. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, 262, and the general education courses prior to this semester.*

PTA-244 MS III: Physical Agents II

The basic physics of electromagnetic radiation and electricity are presented. Specific therapeutic intervention techniques covered in this class include electrical stimulation, EMG, and biofeedback. Compression, hydrotherapy, and aquatic therapy also are presented. *Prerequisites: PTA-203, 204, 205, 206, 262, 223, 224, 225, 291 and the general education courses prior to this semester.*

PTA-245 MS III: Therapeutic Exercise II

This course builds on fundamental principles established in Functional Anatomy. Principles and scientific basis of various components of therapeutic exercises are presented in a lecture and laboratory format. Exercise techniques and functional progressions that are performed by physical therapist assistants are introduced. Therapeutic exercise components covered in this class include strength, muscular and cardiovascular endurance, flexibility, stabilization, motor control, and proprioception. *Prerequisites: PTA-203, 204, 205, 206, 262, 223, 224, 225, 291, and the general education courses prior to this semester.*

PTA-246 Neuromuscular Rehabilitation II

This course provides a lifespan overview of normal motor development, followed by introduction to common adult neurological pathologies. Students are introduced to movement analysis, patient handling, and treatment intervention. Lecture, video, and laboratory formats will be utilized. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, 262, 291, and the general education courses prior to this semester.*

PTA-262 NMI: Pathophysiology

This course provides an introduction of common pathologies treated by physical therapist assistants. Medical terminology is applied in the context of these diseases and disorders. An introduction to diagnostic procedures is included. Medical interventions and rehabilitation interventions are presented in relation to the pathological conditions covered within this course. *Prerequisites: ENGL-101, BIOL-103, CHEM-103, PTA-203, 204, 205, 206.*

PTA-263 Neuromuscular Rehabilitation III

Information from previous courses is applied to the treatment intervention for patients with neurological dysfunctions. Physical therapy interventions for persons with traumatic brain injury, spinal cord injury, cerebrovascular accident, and other neurological conditions are covered. The pathophysiology of developmental anomalies common to the pediatric physical therapy setting also is presented along with age-appropriate intervention approaches. Movement analysis, handling techniques, and treatment interventions over the lifespan will be developed further in lecture, video, and laboratory formats. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, 243, 245, 246, 262, and the general education courses prior to this semester.*

PTA-264 Musculoskeletal Rehabilitation IV

Specific disorders of the hip, knee, ankle, shoulder, elbow, wrist and hand, and axial skeleton will be presented. Concepts learned in previous courses will be integrated into the comprehensive treatment of patients with

musculoskeletal pain and dysfunctions. *Prerequisites: PTA-203, 204, 205, 206, 262, 223, 224, 225, 291, and the general education courses prior to this semester.*

PTA-291 Clinical Education I

Students participate in a five-week clinical rotation in a facility affiliated with the PTA program. Emphasis is on demonstration of basic clinical skills. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, and 262.*

PTA-292 Clinical Education II

Students participate in a seven-week clinical rotation in a setting affiliated with the PTA program. This rotation builds on the skills acquired during the first clinical experience and emphasizes beginning acquisition of entry-level skills. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, 262, 243, 244, 245, 246, 263, and 264.*

PTA-293 Clinical Education III

Students participate in a seven-week clinical rotation in a setting affiliated with the PTA program. This rotation builds on skills acquired during the first two clinical experiences and emphasizes demonstration of entry-level clinical skills. Students will return to the classroom for two days to discuss clinical and overall curriculum experience and process professional issues in physical therapy. *Prerequisites: PTA-203, 204, 205, 206, 223, 224, 225, 262, 243, 244, 245, 246, 263, and 264.*

Physics Courses

Physics courses are offered by the Physics and Earth-Space Sciences Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

PHYS-100 Elements of Chemistry and Physics (3) A

Elements of Chemistry and Physics is a one-semester integrative chemistry and physics course intended for students who wish to learn fundamental principles relating to the structure of matter, energy transformations, motion of objects and waves, and the forces of nature. Students will learn these fundamentals through active participation in “hands-on, minds-on” group activities. While doing the activities, the students will demonstrate scientific habits and gain insight into the nature of science. May be taken for chemistry or physics credit. (Cross-listed as CHEM-100.) Elements of Chemistry and Physics may not count for a chemistry or physics major or minor. *Prerequisite: Math proficiency through MATH-105.*

PHYS-103 Introduction to Physics (4)

Introduction to physics as applied to the allied health fields, primarily for the physical therapist assistant program. Topics covered include basic mechanics (including Newton’s Laws), energy, momentum, waves, electricity, magnetism, optics, and radioactivity. Fundamental principles will be presented along with applications related to human health and physiology. Five hours per week (lecture and lab combined). *Cannot count toward a physics major or minor. Cannot be substituted for PHYS-150 or 160. Students must have working knowledge of algebraic fundamentals and the construction and interpretation of graphs, as found in the course description for MATH-105. MATH-108 will not count as a prerequisite.*

PHYS-110 Freshman Seminar (1) SI

A general orientation to the University of Indianapolis for physics and engineering majors, the seminar uses a project-based curriculum in which freshmen and upperclass students work together to complete several projects or an extended project with multiple facets. *Required of all freshman physics and engineering majors.*

PHYS-150 General Physics I and Lab (4) A

Kinematics, dynamics, statics, momentum, energy, rotational motion, heat, wave motion, and sound. Applications in various disciplines. Students who have taken PHYS-100 may not receive double credit for both PHYS-100 and PHYS-150. Two hours of lecture, two hours of lab, and two hours of discussion per week. Prerequisites should have been completed within one to two years (preferably one year) before taking this course. Prerequisites should have been completed within one to two years (preferably one year) before taking this course. *Prerequisite: MATH-180 with a grade of C- or better (C+ or better preferred) or consent of department.*

PHYS-153 General Physics I and Lab, Calculus-Based (4) SII

Contents are the same as for PHYS-150; however, the course is designed for students whose background includes at least Calculus I (MATH 190) or equivalent, taken previously (within one or two years) or concurrently. The course will apply techniques of calculus to the subject matter. Course includes two hours of lecture, two hours of lab, and two hours of discussion per week. *Prerequisite: MATH-190 (may be concurrent, check with instructor) with a grade of C- or better (C+ or better preferred), or consent of department.*

PHYS-160 General Physics II and Lab (4) A

Electricity, magnetism, geometrical optics, some introduction to physical optics and to modern physics. Two hours of lecture, two hours of lab, and two hours of discussion per week. For students whose background does not include calculus. Prerequisites should have been completed within one to two years (preferably one year) before taking this course. *Prerequisites: PHYS-150 or 153 and MATH-180, or consent of department.*

PHYS-163 General Physics II and Lab, Calculus-Based (4) SI

Contents are the same as for PHYS-160; however, the course is designed for students whose background includes at least Calculus II (MATH-191) or equivalent, taken previously (within one to two years) or concurrently. The course will apply techniques of calculus to the subject matter. Two hours of lecture, two hours of lab, and two hours of discussion per week. *Prerequisites: PHYS-153 and MATH-191 (may be concurrent), or consent of department.*

PHYS-207 Astronomy (3) SI

Introductory course concentrating on three primary areas: (1) observational techniques, (2) solar system astronomy, (3) stellar and galactic astronomy. During each portion of the course there is a laboratory emphasis on observation and hands-on learning. Some observation is scheduled every clear night that the course meets, using the University’s Noblitt Observatory in Lilly Science Hall. Most years, the class takes an additional field trip to a local institutional observatory (e.g., the Link Observatory) or uses the University’s portable telescope. (Cross-listed as ESCI-207.) *Prerequisite: Math proficiency through MATH-105 or consent of department.*

PHYS-230 Laboratory Instrumentation I (2) SI

Properties of electronic components such as diodes, transistors, filters, and integrated circuits, and their uses in various digital and analog circuits; familiarization with laboratory instruments such as multimeters and oscilloscopes. Two two-hour laboratories. *Prerequisites: PHYS-160 or 163 and MATH-180, or consent of department.*

PHYS-250 Modern Physics (5) OI

Special relativity, wave and particle aspects of matter and electromagnetic waves, atomic and nuclear structure, nuclear reactions, and elementary particles. Four lectures and one two-hour laboratory. *Prerequisites: PHYS-160 or 163, and MATH-191 (may be concurrent), or consent of department.*

PHYS-270 Physics and Engineering Seminar (.5) SI

Builds on the foundation of Freshman Seminar. Uses a project-based curriculum in which freshmen and upper-class students work together to complete several projects or an extended project with multiple facets. *Required of all physics and engineering majors in each of sophomore, junior, and senior years.*

PHYS-280 Scientific Computing I (3) SII

Scientific problem solving with computers that will include an introduction to the computer languages and methods used in scientific computing. This will include mathematical modeling of simple systems and the development of numerical estimates of their solution. Other numerical techniques such as estimation of derivatives and integrals, interpolation, extrapolation, and curve fitting will be presented. Applications of modeling to diverse physical and biological systems will be explored. Introduction to various simple forms of visualization will be used to aid interpretation of calculated results. *Prerequisites: MATH-191 (may be concurrent), or consent of department.*

PHYS-310 Scientific Computing II (3) SII

Extension of PHYS-280 to include more complex situations, including many-body and continuous physical and biological systems. Application using both Fourier and finite element systems. Introduction to Monte Carlo, simulated annealing, and Markov techniques. Exploration of more advanced types of visualization. *Prerequisite: PHYS-250, PHYS-280.*

PHYS-330 Optics (3) O/SII

Geometrical, physical, and modern optics. Three lecture hours. *Prerequisites: PHYS-250 and 310, MATH-270 and 330, or consent of department.*

PHYS-360 Dynamics (3) O/SI

Kinematics and kinetics of particles and rigid bodies, work and energy, motion under a central force, simple harmonic motion, and introduction to Lagrange's and Hamilton's equations. Three lecture hours. *Prerequisites: PHYS-250 and 310 (may be concurrent), MATH-270 and 330, or consent of department.*

PHYS-370 Physical Chemistry I (3) SI

This course provides an introduction to the study of heat and energy and their influence in chemical and physical changes. Particular attention will be given to the concept of chemical equilibrium. Application of mathematical models will be extensive. May be taken for chemistry or physics credit. *(Cross-listed as CHEM-370.) Prerequisites: CHEM-160, MATH-190, and PHYS-160/161 or 163, or consent of instructor.*

PHYS-375 Physical Chemistry Laboratory (2) SII

This laboratory course is designed to give junior and senior chemistry students practice with designing experiments, collecting and analyzing data, and presenting experimental results in a written format. Students in this course will be required to complete a series of laboratory projects. For each project, the student will design an experiment, complete the experiment, and write a written report. *Cross-listed as CHEM-375.) Prerequisites: CHEM-160, MATH-191, and PHYS-160 or 163, or consent of instructor.*

PHYS-380 Physical Chemistry II (3) SII

This course builds on the concepts mastered in CHEM-370 and extends the study of thermodynamics into electrochemistry and the study of chemical kinetics. In addition, the fundamentals of quantum mechanics will be discussed and applied to concepts of chemical bonding and molecular behavior. *(Cross-listed as CHEM-380.) Prerequisite: CHEM-370, or consent of instructor.*

PHYS-390 Electricity and Magnetism (3) O/SI

Electric circuits and electric and magnetic fields. Three lecture hours. *Prerequisites: PHYS-250 and 330 (may be concurrent), MATH-270 and 280, or consent of department.*

PHYS-400 Special Topics in Physics (1–3) D

The study of a selected area in physics not covered by the established curriculum. These subjects are timely or focused toward student and market needs. Topics will be announced prior to semester registration. A student may receive credit more than once for different topics.

PHYS-410 Advanced Physics Laboratory (2–5) SII

Advanced experiments in mechanics, optics, electricity, magnetism, and/or modern physics; report writing and techniques of data analysis. *Prerequisites: MATH-270 and 330, PHYS-310, and 12 hours selected from PHYS-250, 330, 360, or 390, or consent of department.*

PHYS-415 Physical Measurement I (2) O/SII

The course is designed so that the student can experience hands-on applications of the physics discussed in PHYS-360 Dynamics and PHYS-460 Quantum Mechanics. Not offered the same year as Physical Measurements II. Four laboratory contact hours per week. *Prerequisites: PHYS-360 and 460 (may be taken concurrently).*

PHYS-420 Physical Measurement II (2) O/SII

The course is designed so that the student can experience hands-on applications of the physics discussed in PHYS-390 Electricity and Magnetism and PHYS-330 Optics. Not offered the same year as Physical Measurements I. *Prerequisites: PHYS-330 and 390 (may be taken concurrently).*

PHYS-460 Quantum Mechanics (3) O/SII

Experimental foundations of the Schroedinger equation and its applications to simple physical systems. Three lecture hours. *Prerequisites: PHYS-250 and 310, MATH-270 and MATH-330, or consent of department.*

PHYS-490 Senior Research (1–3) D

Introduction to the procedures and practices of scientific research. The student will be expected to pose a problem, suggest procedures to be used to solve the problem, and then work toward its solution. A final written report is required. *Prerequisite: Senior standing or consent of department.*

Political Science Courses

Political science courses are offered through the History and Political Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

PSCI-101 American National Government (3) A

Study of the federal government in its origins and development. Attention is given to political, economic, and philosophical factors in the formation of the Constitution and the role of the federal government in the present American system.

PSCI-205 State and Local Government (3) A

Study of the role of state and local government in the American political and constitutional system.

Courses numbered 300 or above are not open to freshmen.

PSCI-301 Research Design and Methods (4) SII

Study of the scientific method as applied to political and social phenomena. Topics covered include the nature of science as applied to politics; the basics of the scientific method; measurement and research design; how to work with quantitative data and statistics; and a basic range of statistical methods for analyzing data. Students will design a research project to answer an empirical question about political behavior and apply appropriate data and methods to their hypothesis to reach a conclusion. *This course is not open to freshmen. Prerequisites: ENGL-102 and PSCI-101 or IREL-101, or consent of instructor.*

PSCI-323 Public Administration (4) D

Study of the structure and function of public bureaucracy in the United States. The course focuses on the executive branch of the federal government, although comparisons will be made with state and local government. *This course is not open to freshmen. Prerequisite: ENGL-102.*

PSCI-356 Political Theory (4) D

Study of major concepts and systems of political theory with emphasis on the history of political thought. *This course is not open to freshmen. Prerequisite: ENGL-102.*

PSCI-410 Campaigns and Elections (4) O

This course examines the process and conduct of political campaigns and elections in the United States, from the state and local level to the national level. *This course is not open to freshmen. Prerequisite: ENGL-102.*

PSCI-444 Constitutional Law I: Powers of Government (4) O

Students will learn to read, brief, analyze, and interpret U.S. Supreme Court decisions dealing with the power of judicial review, the separation of powers, federalism, and interstate commerce. Students also will participate as attorneys or justices in a moot court that hears and decides an actual case being appealed to the Supreme Court. *This course is not open to freshmen. Prerequisite: ENGL-102.*

PSCI-445 Constitutional Law II: Civil Rights and Liberties (4) O

Students will learn to read, brief, analyze and interpret U.S. Supreme Court decisions dealing with First Amendment freedoms; the procedural rights of the Fourth, Fifth, and Sixth amendments; and with the Due Process and Equal Protection clauses of the Fourteenth Amendment. Students also will participate as attorneys or justices in a moot court that hears and decides an actual case being appealed to the Supreme Court. *This course is not open to freshmen. Prerequisite: ENGL-102.*

PSCI-450 Internship in Political Science (1–15) D

Work experience in politics and government (for example, with government offices, other public agencies, law offices, lobbying organizations, or political campaigns). Students are supervised on a day-to-day basis by the office staff and report to the instructor on a regular basis. Internships may be arranged during Semester I or II or in the summer. Up to eight hours of credit may be applied toward a major or minor; additional hours will be credited as elective. This course is not open to freshmen. *Prerequisite: PSCI-101 for internships related to the federal government; PSCI-205 for internships related to state or local government. Prerequisite: ENGL-102.*

PSCI-476 Capstone Research Project (1) D

Provides a culminating experience for senior Political Science majors by helping them make connections among various courses taken in the major. This seminar builds on the skills students have developed reading, through research, writing, and presenting. It also strengthens community among Political Science majors. *This course is not open to freshmen. Prerequisite: PSCI-301.*

PSCI-480 Special Topics in Political Science (1–4) D

Comprehensive examination of a political science topic not covered in depth in another advanced political science course. Topics vary, and students may repeat the course for credit if the topic is different.

Psychology Courses

Psychology courses are offered through the School of Psychological Sciences. Information about the school and its majors and minors can be found in the section entitled Academic Units.

PSY-100 Orientation to Psychology (0.5) A

Students are introduced to career options, research, professional practice, ethical principles in psychology, principles of scientific writing, methods of inquiry, and other conventions in the field. They are also acquainted with requirements in the major and departmental resources. Students should complete this course in their freshman or sophomore year, immediately after they declare a psychology major.

PSY-120 Introduction to Psychology (3) A

This course is an introduction to the scientific study of human behavior. Topics include research methods in psychology; biological bases of behavior; learning and cognition; influences of personality and sociocultural factors on behavior; and lifespan development. Historical background, major theoretical approaches, research findings, and applications are highlighted in each area.

PSY-205 The Psychology of Personal Adjustment (3) D

This course investigates how normal functional behavior develops and is sustained. Topics include intimacy and relationships, self-esteem, self-deception, motivation, altruism, tolerance of diversity, and pro-social behavior. The course is not merely a personal growth class but uses critical thinking skills and empirical research, as well as the student's personal experience, as tools for understanding healthy behavior.

PSY-215 Social Psychology (3) D

Scientific study of how social situations influence the thoughts, feelings, and behaviors of individuals. Topics covered include attitude formation and change, conformity, aggression, pro-social behavior, interpersonal attraction, the formation and maintenance of relationships, group structure and dynamics, and social perception. *Prerequisite: PSY-120.*

PSY-225 Research Methods (4) A

This course is part of the Research Methods core content area of the psychology major and provides an introduction to research methods in psychology, including experimental and correlational techniques. Topics include design of experiments, surveys, observational research, single-case studies, writing research reports, and ethics in research. Emphasis is on conceptual understanding of research issues and application of the principles of experimental design. *Prerequisite: PSY-120; MATH-220 or MATH-245 strongly recommended.*

PSY-230 Brain and Behavior (3) A

This course is part of the Biological Bases core content area of the psychology major and provides a survey of the biological bases of behavior. Topics include structure of the nervous system; neural function; neurotransmitters; and brain structures underlying behaviors such as sensation, sleep, memory, and language. *Prerequisite: PSY-120.*

PSY-235 Learning and Cognition (3) A

This course is part of the Learning and Cognition core content area of the psychology major and provides a survey of behaviorist approaches to learning and the cognitive approach to the study of memory and thinking. Topics from the behaviorist perspective include the basic concepts and theories of classical, operant, and social learning. The cognitive approach emphasizes mental processes and representations used in perception, language, memory, knowledge, and thinking. *Prerequisite: PSY-120.*

PSY-245 Lifespan Development (3) A

This course is part of the Developmental core content area of the psychology major and provides a survey of psychological approaches to the study of development over the lifespan. As with any survey of a scientific discipline, this course will include three major components: theory, methodology, and empirical findings. Students will be introduced to the major theories of human development in the cognitive, social, and emotional realms. Additionally, the practical application of theories, methods, and basic-science findings will be examined. *Prerequisite: PSY-120.*

PSY-250 Personality and Sociocultural Factors (3) A

This course is part of the Sociocultural and Individual Differences core content area of the psychology major. It surveys various theoretical conceptions of personality and the different types of data they are based on. Each approach is evaluated critically in light of its ability to explain and apply both the unique and common characteristics of individual patterns of behavior, as well as the behavioral influences of social and cultural exposure. *Prerequisite: PSY-120.*

PSY-255 Ethics, Advocacy & Social Responsibility in Psychology (1) A

The course will introduce students to topics in ethics, advocacy, and social responsibility. Students will learn about ethics and how ethical principles are applied in psychological research and practice. Concepts of social responsibility, social justice, and advocacy will be discussed as they relate to contemporary psychology. *Prerequisite: PSY-120.*

PSY-265 Educational and Career Pathways in Psychology (0.5) A

This course examines several components of careers as they pertain to psychology majors and encourages students to make a plan for how they can prepare for entrance into the working world or graduate school upon completion of their undergraduate degree. *Prerequisite: PSY-120.*

PSY-305 Tests and Measurement (3) SI

This course is part of the Research Methods core content area of the psychology major. The course will introduce students to the methodological and mathematical underpinnings of testing. This course focuses primarily on test development and explores the psychometric properties of tests. Classical and modern methods of assessing psychometric properties are covered. Students should gain sufficient understanding to evaluate tests encountered and to be able to identify some of the major ethical and professional issues involved in test development and administration. *Prerequisite: PSY-120; MATH-225 recommended.*

PSY-315 Health Psychology (3) SI

This course is part of the Biological Bases core content area of the psychology major. The course will introduce students to health psychology and focuses on the interaction of psychological and social factors on health, illness, and chronic disease. Topics may include (1) health related/compromising behaviors and primary prevention, (2) stress and coping, (3) the patient in the treatment setting, (4) the management of chronic and terminal illness, and (5) and research methods in health psychology. *Prerequisite: PSY-120; PSY-230 recommended.*

PSY-325 Learning and Behavior (3) SI

This course is part of the Learning and Cognition core content area of the psychology major and focuses on the nature of behavior with applications ranging from training animals to the treatment of behavioral problems in children and adults. Topics may include: learning paradigms of classical conditioning, operant conditioning, and observational learning. Students will learn about how psychological researchers and clinicians employ theories and techniques to understand, enhance, and or modify learning and behavior. *Prerequisite: PSY-120; PSY-235 recommended.*

PSY-330 Psychology of Gender (3) D

Gender and gender-related behaviors are studied from social and psychological perspectives. Major topics include the creation and development of gendered identities, gender in close relationships, social and cultural influences on the formation and maintenance of gender identity, gender issues in mental health, the influence of gender on work and achievement, and gender issues in aging. *Prerequisite: PSY-120.*

PSY-345 Abnormal Psychology (3) A

This course is part of the Sociocultural and Individual Differences core content area of the psychology major and examines the major forms of abnormal behavior. Topics include the symptoms and diagnostic criteria for various types of mental illness, theories about how different types of abnormal behavior develop and are maintained, and various therapeutic approaches used in treatment of mental disorders. Current research and empirical findings related to abnormal behavior are presented. *Prerequisite: PSY-120.*

PSY-360 Adult Development and Aging (3) A

This course is part of the Developmental core content area of the psychology major and examines individual and interpersonal aspects of development in adulthood and old age. Using an interdisciplinary orientation, this course covers topics involving biological, cognitive, emotional, behavioral, and social aspects of development during this period of the life course. *Prerequisite: PSY-120.*

PSY-365 Child and Adolescent Development (3) A

This course is part of the Developmental core content area of the psychology major. It examines the major theoretical perspectives and research findings in the study of prenatal development, infancy, childhood, and adolescence. The class covers the description and explanation of cognitive, language, personality, social, emotional, and physical development during these age periods. This course also acquaints students with current controversies, research methods, and applied issues in developmental psychology. *Prerequisite: PSY-120.*

PSY-370 Advanced Topics in Psychology (3) D

Presents offerings of standard topics in psychology at an advanced undergraduate level; this class is offered on a rotating basis. *Prerequisite: PSY-120.*

PSY-405 Advanced Research and Statistics (3) SII

This course is part of the Research Methods core content area of the psychology major. The class involves a detailed presentation of the various methods used by psychologists in experimental research and design, as well as the statistical techniques that are used to analyze data. Both parametric and non-parametric techniques are reviewed along with various experimental and quasi-experimental designs. Topics include hypothesis testing and the experimental methods, choosing appropriate statistical techniques, threats to internal and external validity, and varieties of experimental control and randomization. Students will be expected to perform statistical procedures on sample data sets and draw conclusions from the results of statistical analyses. *Prerequisite: PSY-120 and instructor permission; PSY-225 or MATH-225 recommended.*

PSY-415 Neuropsychology (3) SII

This course is part of the Biological Bases core content area of the psychology major. The class will examine human brain-behavior relationships. Emphasis will be placed on adult conditions, and the most commonly used approaches in the assessment and measurement of human behavior and how the human brain is responsible for cognition, language, memory, spatial processing, emotion, and personality. Students will gain understanding of principles of brain organization, individual differences, and professional and clinical issues in neuropsychology. *Prerequisite: PSY-120; PSY-230 recommended.*

PSY-425 Foundations of Psychotherapy (3) A

This course is part of the Sociocultural and Individual Differences core content area of the psychology major. The class examines the major theories of counseling and psychotherapy, such as humanistic, behavioral, cognitive, and psychodynamic. The course reviews various perspectives on how problems develop, how theories guide interventions, and ethical issues. In addition, students begin to learn about how these ideas are applied in therapeutic relationships. For instance, students learn the fundamentals of therapeutic relationships, basic listening skills, and defining and focusing of therapeutic goals. *Prerequisite: PSY-120; PSY-250 and PSY-345 recommended.*

PSY-435 Memory (3) SI

This course is part of the Learning and Cognition core content area of the psychology major and provides an overview of the scientific study of human memory. Topics may include: general knowledge; working memory; long-term memory; autobiographical memory; memory failures, and memory disorders. Cognitive and neuropsychological approaches to the study of memory are emphasized. *Prerequisite: PSY-120; PSY-225 and PSY-235 recommended.*

PSY-445 Psychology and the Arts (3) O/SII

This course is part of the Learning and Cognition core content area of the psychology major and provides a survey of psychological approaches to the study of the fine arts. Topics may include: the evolutionary basis of the arts; perception and the arts; cognitive structures involved in understanding the arts; cognitive neuroscience approaches to the arts; emotional responses to the arts; creativity; and personalities of artists. *Prerequisite: PSY-120; PSY-235 recommended.*

PSY-465 Thinking And Problem Solving (3) O/SII

This course is part of the Learning and Cognition core content area of the psychology major and provides a survey of the scientific study of human thinking. Topics may include: deductive reasoning; decision making; problem solving; systematic errors in thinking; and errors in everyday thinking. *Prerequisite: PSY-120; PSY-225 and PSY-235 recommended.*

PSY-470 Special Topics in Psychology (3) D

Study of a particular area of psychology not covered comprehensively in one of the other advanced courses. The topic for a given semester is announced prior to registration for the semester, having been selected in response to student needs and interests. Examples of special topics include psychology and the law, human sexuality, clinical psychology, industrial psychology, and child psychopathology. A student may receive credit more than once for PSY-470 if a different topic is covered each time. *Prerequisite: PSY-120.*

PSY-485 Emerging Adulthood (3) SII

This course is part of the Developmental core content area of the psychology major. This course offers an introduction to the developmental period of Emerging Adulthood. A brief overview of developmental science as a whole, key ideas in the field, and significant themes that affect one's entrance into and exit out of Emerging Adulthood will be discussed followed by an in depth exploration of Emerging Adulthood. *Prerequisite: PSY-120; PSY-245 recommended.*

PSY-495 Interpersonal Relationships (3) SI

This course is part of the Developmental core content area of the psychology major. This course offers an examination of the research on and theories about human relationships (their development, maintenance, and dissolution) including practical application of this knowledge. Topics include elements of successful relating (e.g. communication and conflict resolution), the effects of troubled relationships, and predictors of positive relationships. Of primary importance in this course is the integration of information from previous psychology classes in order to develop a comprehensive view of the science behind successful interpersonal relationships. *Prerequisite: PSY-120; PSY-245 recommended.*

PSY-498 Internship I (2-4) A

The internship involves the student being placed at a field site to observe and assist in the provision of psychological services. These services include testing, teaching, counseling, and advising. Working under the supervision of a qualified professional, the student is given tasks that are within the scope of the student's abilities and training. Research internships also are available through this course. This class does not meet a requirement for the major or minor. *Prerequisites: PSY-120 and junior or senior standing.*

PSY-499 Internship II (2-4) A

The internship involves the student being placed at a field site to observe and assist in the provision of psychological services. These services include testing, teaching, counseling, and advising. Working under the supervision of a qualified professional, the student is given tasks that are within the scope of the student's abilities and training. Research internships are also available through this course. This class does not meet a requirement for the major or minor. *Prerequisites: PSY-120 and junior or senior standing.*

Religion Courses

Religion courses are offered by the Philosophy and Religion Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

REL-100 Christianity (3) A

An introductory examination of the Christian movement from its Jewish background to its present status as a diverse world religious community. Particular attention is given to the historic traditions (Catholic, Orthodox, Protestant), different forms of worship and ritual, major religious tenets, and the corresponding variety of models for Christian community.

REL-101 Judaism (3) Y

An introductory examination of the Jewish tradition from the biblical period to its present status as a set of diverse world religious communities. Particular attention is given to the various communities that make up contemporary Jewry (Orthodox, Reform, Conservative, Reconstructionist), different forms of worship and ritual, major religious tenets, and the ways festivals and life-cycle events are celebrated. Other topics may include contemporary debates about the basis of Jewish identity, the relationship of American Judaism to the state of Israel, and the implications of the Holocaust for the ongoing dialogue between Jewish and Christian traditions.

REL-109 Religion Freshman Seminar (1) SI

General orientation to Religion, Pre-Theology, and Youth Ministry curricula. Attention is given to general concepts, academic literature, library skills, and basic writing skills in these majors. Required of all freshmen departmental majors. *(Cross-listed with PHIL-109. Does not satisfy the Judaic-Christian Religion requirement.)*

REL-130 Honors: Readings in Christianity (3) SI

The Honors Religion course provides academically motivated students with a set of primary and secondary readings that allow them to engage texts and issues from the Christian tradition in a manner that satisfies the University's religion requirement. The format of the course will be primarily discussion. The Honors Religion course combines primary source material (texts produced during the particular historical period under consideration) and the secondary sources (books, articles, etc., by scholars of that historical period). Within this format, different historical periods and different sets of primary source material can be offered, depending on the expertise of the individual instructor.

REL-200 Old Testament Life and Literature (3) A

This course attempts to understand the literature of the Old Testament in the context of the history and culture of the Ancient Near East. Students are introduced to what contemporary scholarship contributes to this endeavor.

REL-210 New Testament Life and Literature (3) A

This course attempts to understand the literature of the New Testament in the context of the history and culture of the Greco-Roman world. Students are introduced to what contemporary scholarship contributes to this endeavor.

REL-220 Christian Theology I (3) Y

This course introduces students to Christian theology as an ecumenical discipline. It is organized around several classical and contemporary questions: Who is God and what does God do? Who was Jesus and what did he do? How do we understand the Holy Spirit? What is the purpose of the church? What are sacraments and how are they to be understood? What is the nature of salvation? What is the relationship between reconciliation with God growing in the life of holiness and love? As a discipline that arises out of historical traditions (Orthodox, Catholic, Protestant), references are made to key theological texts and influential thinkers past and present. Consideration also is given to Christianity's relationship to Judaism and other religions.

REL-230 Sociology and Religion (3) N

Study of religion as a social institution and of the Christian church as a social organization. Attention is given to the interrelations of religion and other major institutions and the effect of religion on the individual. *(Cross-listed as SOC-230.)*

REL-250 History of Christianity I: 30–1500 (3) O/SI

This course focuses on the development of Christian thought and practice from the apostolic period through the medieval period to the eve of the Protestant Reformation.

REL-260 History of Christianity II: 1500–Present (3) O/SII

This course focuses on the development of Christian thought and practice from the era of the Protestant Reformation into the modern period.

REL-280 United Methodist Ecclesiology and Polity (3) N

Students gain a working knowledge of the nature, organization, and polity of the United Methodist Church against the historical backdrop of the pan-Methodist origins of contemporary institutions and movements. *(This course is available only to Youth Ministry Training Program majors and may not be used to satisfy the Judaic-Christian requirement for the General Education core.) Offered only at Christian Theological Seminary campus.*

REL-299 Issues in Religion (3) N

A special topic in Religion is chosen for study. The topic is selected by the instructor, who considers student interests in determining the nature of the course in a given semester.

REL-300 World Religions (3) Y

Looking particularly at non-Western traditions, this course uses comparative methods to explore and understand the diverse phenomena of religion around the world. It emphasizes both the cultural context of religious practice and the lived experience of the practitioners. *(This course will not satisfy the Judaic-Christian traditions requirement but will satisfy the Cross-Cultural Understanding requirement of the General Education core.)*

REL-310 Christian Ethics (3) SII

In this course we will explore some of the concerns and interests that Christian ethicists have in common with secular philosophers, including the nature of deontological, utilitarian, and virtue ethics. Also explored will be some of the many ways that Christian ethics has its own distinctive set of concerns, especially ethical decision-making's relations with scripture and doctrine. *(Cross-listed as PHIL-350.)*

REL-320 Interpretation of the Bible (3) N

Taught as a seminar, this course studies how the Bible has been and is being interpreted. Attention is given to the early church's ways of reading scripture and to the multiple readings of scripture present in contemporary society. *Prerequisite: REL-200 or REL-210.*

REL-330 Jesus (3) O

Central to Christian tradition, Jesus has appeared in different ways to Christians. The primary objective of this course is to reconstruct Jesus' message and ministry on the basis of available sources and historical methods. A secondary objective examines some of the ways in which Jesus' significance was expressed in the early church. *Prerequisite: REL-200 or REL-210 or permission of instructor.*

REL-340 Philosophy of Religion (3) O

Students study such issues as the existence of God, the nature and destiny of persons, the relation of faith and reason, and the nature and diversity of religious experience. These issues include such traditional problems as those concerning evil, free will, and religious language. *(Cross-listed as PHIL-340.)*

REL-350 Religion and Magic (3) O

Review of traditional, non-Western religious practices, providing a cross-cultural perspective on topics such as spirit beings, natural and supernatural forces, taboos, magic, witchcraft, sorcery, divination, healing, shamanism, totemism, death, ghosts, afterworlds, and revival cults. *(Cross-listed as ANTH-310.)*

REL-390 Honors Religion (3) N

A study of historical and/or contemporary developments in the Jewish and Christian traditions. Special attention may be given to the importance of Jewish and Christian practices in relation to each other and with other religious traditions.

REL-410 Issues in Religion (3) D

An advanced topic in religion is chosen for study. The instructor selects a topic considering student interests in determining the nature of the course in a given semester. *Prerequisite: Any 200-level Religion course or higher.*

Respiratory Therapy Courses

Respiratory Therapy classes are offered through the Biology Department and Clarian Health. Information about the department and its majors and minors can be found in the section entitled Academic Units.

Note: Respiratory Therapy courses may be taken by only 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 (2) D

This course gives respiratory therapy students a general introduction to a broad variety of human diseases. Etiology, diagnosis, and treatment will be discussed.

RESP-311 Cardiorespiratory Physiology (3) D

This course focuses on the normal anatomy and physiology of the cardiorespiratory system, including lung mechanics, ventilation, perfusion, diffusion, gas transport, and acid-base balance.

RESP-315 Cardiorespiratory Assessment and Patient Care (3) D

Basic cardiorespiratory assessment, vital signs, laboratory studies, and charting. Includes required preclinical skills and practice.

RESP-325 General Respiratory Care (4) D

This course focuses on basic respiratory therapy procedures. Physiologic applications, effects on the cardiopulmonary system, and hazards for each therapeutic procedure are discussed. Topics include physical principles, airway care, humidity and aerosol therapy, medical gas therapy, hyperinflation therapy, and chest physical therapy.

RESP-326 Respiratory Care Techniques I (2) D

This course focuses on the most important clinical laboratory procedures and on procedures used by the respiratory therapist. Specifically, this course instructs students in patient assessment, oxygen administration, humidity and aerosol therapy, chest physical therapy, hyperinflation therapy, and monitoring expired gases.

RESP-333 Cardiorespiratory Pharmacology I (2) D

This course provides an overview of the basics of pharmacologic therapeutics, focusing on dosages and solutions and bronchodilator drugs. Indications, side effects, mechanism of action, and route of administration are discussed.

RESP-350 Cardiorespiratory Diseases (3) D

This course outlines general cardiorespiratory diseases of the adult, including acute and chronic disorders. Respiratory therapeutics applied to these disorders are discussed.

RESP-355 Life Support (3) D

This course includes care of the artificial airway, cardiovascular monitoring and supportive therapy, principles of ventilatory care and maintenance, and physiologic effects and complications of airway pressure therapy.

RESP-356 Respiratory Care Techniques II (2) D

This course focuses on the most important clinical laboratory procedures and equipment used by the respiratory therapist to support critically ill patients. Specifically, this course instructs students in mechanical ventilators, pressure and heart rate monitors, pulmonary mechanics devices, and arterial blood gas sampling.

RESP-371 Pulmonary Diagnostics (3) D

This course outlines and discusses both normal and abnormal lung volumes and capacities, mechanics of ventilation, inspiratory and expiratory flows, and diffusion of the lung. Additionally, specialty diagnostic techniques such as x-rays, bronchoscopy, ventilation/perfusion scans, and exercise testing are overviewed.

RESP-385 Respiratory Care Practicum I (3) D

This course applies cardiopulmonary assessment techniques, information gathering, and communication skills in providing general respiratory care in the clinical setting, including medical gas, humidity and aerosol therapy delivery, and treatment modalities.

RESP-395 Respiratory Care Practicum II (4) D

This clinical practicum introduces students to variations in oxygen delivery and basic mechanical ventilation. Treatment modalities and hemodynamic monitoring on mechanically ventilated patients will be integrated.

RESP-405 Neonatal-Pediatric Respiratory Care (3) D

This course outlines fetal physiology, cardiorespiratory transition, and respiratory management of neonatal pathologies, including respiratory distress syndrome. Cardiorespiratory techniques for the pediatric patient as well as pediatric trauma and transport are reviewed.

RESP-420 Introduction to Research in Respiratory Care (2) D

This course examines research in respiratory care and applies basic statistics and concepts of research design.

RESP-430 Management and Leadership for Respiratory Care (3) D

Specific theory and practice applied to directing and managing a respiratory therapy department, including the managerial functions of budgeting, controlling, organization, planning, staffing, and coordinating. Leadership and skills pertinent to these functions as well as effective communication and professionalism are included.

RESP-440 Advanced Cardiac Life Support (2) D

This course introduces students to the didactic and technical skills needed for successful completion of the advanced cardiac life support proficiencies set forth by the American Heart Association.

RESP-444 Cardiorespiratory Pharmacology II (2) D

An overview of pharmacologic agents and their effects on the various body systems. Drug effects on the respiratory, circulatory, and nervous systems are emphasized.

RESP-445 Seminar in Cardiorespiratory Care (3) D

Specialty and expanded practice areas of emphasis for respiratory care presented in a seminar format. Emphasis will be placed on critical thinking, judgment skills, and communication abilities.

RESP-451 Cardiorespiratory Monitoring and Special Techniques (3) D

This course reviews electrocardiograms, intracranial pressure monitoring, capnography, and pulmonary artery monitoring techniques. Case studies emphasizing these special procedures are presented.

RESP-456 Respiratory Care Practicum III (6) D

This course allows students to provide advanced patient assessment techniques, information gathering skills, and communication and leadership skills in the neonatal/pediatric and adult critical care clinical settings.

RESP-461 Pulmonary Rehabilitation and Geriatrics (3) D

This course gives an overview of rehabilitation therapies and techniques applicable to chronic lung disease, as well as respiratory home care. Basic concepts of gerontology and geriatrics are presented.

RESP-480 Patient Education Techniques for Respiratory Therapists (3) D

Education techniques for patients and families dealing with chronic respiratory disease. Topics include asthma, COPD, and smoking cessation education. Assessment of learning readiness, reading levels, and patient comprehension will be addressed.

RESP-485 Respiratory Care Practicum IV (6) D

Students will manage patients in critical care settings with emphasis on cardiopulmonary assessment and monitoring. They will participate in pulmonary rehabilitation, homecare, advanced life support, pulmonary function, polysomnography, and other clinical specialties.

Science, Interdisciplinary

SCI-210 The Science of Food (4) D

A science course designed for non-science majors. Scientific principles will be explored with food and food preparation as a central theme. Students will use the scientific method and mathematical modeling to investigate the chemistry, biology, physics, and mathematics principles underlying various types of foods and food preparation. Topics include the chemical structure of sugars and starch, the biology and physics of making bread, exploration of animal development through observations of eggs, genetic engineering of corn, the ecology and evolution of apple trees, and the chemistry of fermentation. Three laboratory sessions per week emphasizing learning by inquiry.

SCI-230 Gender and Ethnicity in Mathematics and Science (3) D

Students will explore the history of women and minorities in math and science, including their contributions and the obstacles they overcame. Students will gain further insight into how societal influences have shaped the status of these groups within the scientific community. Topics also will include contemporary gender and ethnic issues related to math and science such as sexism and racism in classrooms and textbooks, single-sex classrooms, scientific research supporting stereotypical differences in abilities, math and science anxiety, and efforts to encourage the participation of underrepresented groups in scientific and math-related careers. This will be a discussion-based course with student-driven readings.

School for Adult Learning Courses

The following courses are offered through the School for Adult Learning and are available only to students admitted to that school. Information about the School for Adult Learning and its majors can be found in the section entitled Academic Units.

SAL-101 Return to Learning (1) A (Accelerated)

This course assists adult learners in returning to an academic environment. Topics covered include course registration, financial aid, and career services programs. Students complete a learning style assessment. Specific learning methods are discussed for each learning style.

SAL-280 Special Topics (1–3) Y (Accelerated)

Examination of a special introductory topic of interest to adult learners that is not covered in the regular curriculum. Topics vary, and students may repeat the course for credit if the topic is different.

SAL-410 Excellence in Liberal Studies (3) A (Accelerated)

Serves as the capstone experience for all adult students earning the Bachelor of Liberal Studies degree. Provides the venue for assessing at the program level the four University-wide learning goals.

SAL-480 Special Topics (1–3) Y (Accelerated)

Examination of a special, advanced topic of interest to adult learners that is not covered in the regular curriculum. Topics vary, and students may repeat the course for credit if the topic is different.

Social Work Courses

Social Work courses in the Phyllis Lan Lin Social Work program are offered through the Social Sciences Department. Information about the department and its majors and minors can be found in the section entitled Academic Units. Please refer to the Social Work Program Handbook for all policies regarding the Social Work Program.

SOWK-110 The Field of Social Work (3) A

Introduction to the social work profession. Course examines social work concepts, functions, roles, and value base. The class examines social conditions and problems for vulnerable populations and the service delivery systems in which social work is practiced. Tours of local agencies and interviews with professional social workers are included. *Open to all majors, this course is required for admission into the Social Work Program.*

SOWK-111 Field of Social Work Service Learning Lab (1) D

The lab introduces students to experiences of fieldwork related to the social work profession by allowing them

to learn through practice within a community agency/organization. The students spend 28 working hours at a social service agency during the semester. Students perform assigned agency duties and keep a reflective journal of experiences at the placement site. *Corequisite: SOWK-110.*

SOWK-200 Working with and for Children and Youth (3) SI

Survey of child welfare services and intervention strategies. Course examines developmental, health, risk, service, legal, and advocacy problems and issues for human services professionals engaged in practice with children and youth. Assessment and intervention strategies for children and adolescents are included as determined by student interest. *Elective: Open to all students.*

SOWK-210 Working with and for Older Adults (3) D

Examination of the broad spectrum of perspectives on aging. Topics include the images of the aged, work with aged individuals and their families, advocacy for the aged in institutions, skills for communicating with older persons, and assessment of senior citizens' needs. *Elective: Open to all students.*

SOWK-230 Foundations for Social Work Practice (3) SII

Course examines generalist intervention strategies on a systems perspective. Various models for problem solving at the level of individuals, families, groups, neighborhoods, organizations, and communities are studied. Fundamental skills in interpersonal communications and interviewing are included. Laboratory experiences include simulations, role plays, and videotaping. *Satisfactory completion of or concurrent enrollment in SOWK-110 is highly recommended. This course is required for admission into the social work program.*

SOWK-310 Social Work Practice with Micro Systems (3) SI

Social work practice with emphasis on small-systems perspectives. Emphasis is on theories, methods, and techniques of practice within the contexts of individuals, families, and small social networks. Documentation, assessment, networking, and the development and use of resources are examined. Approaches for integrating practice with larger systems are included. Laboratory work includes role playing, simulations, and videotaping as an integral part of the course. *Prerequisites: Admission to Social Work Program and completion of SOWK-360.*

SOWK-320 Social Work Practice with Mezzo Systems (3) SII

Social work practice with emphasis on medium-sized systems perspectives. Emphasis is on theories, methods, and techniques of practice within the contexts of secondary social systems such as reference, peer, and supportive groups. Approaches for integrating practice with smaller and larger systems are included. Laboratory work includes role playing, simulations, and possible field work as an integral part of the course. *Prerequisite: Admission to Social Work Program and completion of SOWK-360.*

SOWK-330 Social Work Practice Macro Systems (3) SII

Social work practice with emphasis on large-systems perspectives. Emphasis is on theories, methods, and techniques of practice within organizational, neighborhood, and community contexts. Change strategies such as mobilization, social action, citizen participation, advocacy, popular education, and services development are explored. Approaches for integrating practice with smaller systems are included. Laboratory work includes structured events, simulations, and electronic conferencing as an integral part of the course. *Prerequisites: Admission to Social Work Program and completion of SOWK-365.*

SOWK-340 Social Work Research (4) SI

Course designed to develop the student's use and appreciation of scientific knowledge for practice. Includes study and integrating knowledge, skills, and values in the areas of social work values and ethics, diversity,

social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, and field practice. Course focuses on both practice evaluation and program evaluation issues. Designed to strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. *Prerequisite: Acceptance into the major or permission of the instructor.*

SOWK-350 Junior Practicum in Social Work (6) A

Junior practicum in social work at a prearranged and approved social service agency. Obligations include 168 clock hours of direct experience at an agency, plus additional classroom integration seminars, readings, and assignments. *Prerequisite: Completion of one Practice course and admission to Social Work Program.*

SOWK-360 Micro-Mezzo Human Behavior in the Social Environment (3) SII

Course integrates and consolidates theories from prerequisite social, behavioral, and biological sciences courses from a human growth and development perspective. Themes include assessing and understanding human diversity in varying social contexts, social justice, oppression, cultural heritage, and concerns for specific vulnerable populations. Emphasis is on individuals, families, and groups, and the reciprocal interactions between them.

SOWK-365 Macro Human Behavior in the Social Environment (3) SI

This course is similar to SOWK-360 in that it integrates and consolidates theories from prerequisite social, behavioral, and biological sciences courses. Themes include assessing and understanding human diversity in varying social contexts, social injustice, oppression, cultural heritage, and concerns for specific vulnerable populations. Primary focus is on organizations, communities, institutions, and the reciprocal interactions between individuals and these systems.

SOWK-370 Social Welfare Policy and Services (3) SI

Course examines the characteristics of contemporary social welfare policies and services. Models for understanding intent, adequacy, effectiveness, costs, and equity are emphasized. Policy implications for practice within culturally diverse contexts are studied. Implications for practice with different sizes and types of systems and populations at risk are explored.

SOWK-390 Understanding Addictions (3) D

This course studies the dynamics of the addictions process, including causation, symptoms, consequences, prevention, and treatment options. Emphasis is placed on chemical dependency and the abuse of illicit chemicals. Other addictive behaviors also are explored. *Open to all students. (Cross-listed as CRIM-390.)*

SOWK-430 Topical Seminar: Social Work (3) D

Study of a particular area of social work not covered in another advanced course. The topic for the semester is announced prior to registration for the semester, having been selected in response to student needs and interests. A student may receive credit more than once for SOWK-430 if a different topic is covered each time.

SOWK-450 Senior Practicum in Social Work (6-12) A

Senior practicum in social work at a prearranged and approved social services agency. Obligations include 336 clock hours of direct experience at an agency plus additional classroom integration seminars, readings, and assignments. Course may be taken during one semester for a total of 12 semester hours or over a two-semester period for six semester hours per semester. Students may not accrue more than 12 hours for the senior practicum requirement. *Prerequisite: Completion of all Practice courses (or two with concurrent enrollment in one), and admission to the Social Work Program.*

SOWK-460 Capstone Seminar in Social Work (3) SII

Course examines historical contexts and philosophical perspectives on the development of social welfare institutions and the profession as a response to social conditions and human needs. Concerns for social and economic justice for diverse populations at risk are examined. *Prerequisite: Admission to the Social Work Program, completion of 90 hours, and completion of SOWK-350.*

Sociology Courses

Sociology courses are offered by the Social Sciences Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

SOC-101 Principles of Sociology (3) A

Introduction to the major concepts and theories of the field of sociology. The course seeks to acquaint the student with recognized group processes and resulting institutions and to show the effects of these on social behavior. The course discusses social forces for social stability and social change.

SOC-103 Social Problems (3) A

Introduction to the study of the major social problems characteristic of society. An attempt is made to show the interrelation of problems and to emphasize sociological causes.

SOC-104 Social Problems Service Learning Lab (1) A

Course is designed to add a real-world dimension to study of social problems by allowing students direct experience of addressing social problems in the community. Students will spend 28 hours working at an Indianapolis agency/organization over the course of the semester. Students will keep a journal and summary of site experiences in relation to material covered in the Social Problems course. *Corequisite: SOC-103.*

SOC-175 Applying Sociology (3) SII

Introduces students to the broad range of applications of sociological expertise. As such, it will emphasize sociological theory and research methods in addressing social issues and problems. The course will combine experiential learning with classroom discussion and lecture. There will be regular field trips to different agencies, organizations, and communities that will form the core of the course. The relationship of sociological theory to sociological practice will be emphasized in the classroom component. *Prerequisite: SOC-101 or 103.*

SOC-200 The Family: A Global Perspective (3) SII

Study of the family as a social institution. In addition to studying American family life, the course also explores cultural variations in family structure, life cycle, functions, and controls in selected contemporary societies.

SOC-220 Race and Ethnic Relations (3) A

Examination of the concept of race and of the relations between ethnic and racial groups in the United States. Emphasis is given to African Americans in America through readings in African American culture and history. *Prerequisite: SOC-101 or 103.*

SOC-230 Sociology and Religion (3) O

Study of religion as a social institution and of the Christian church as a social organization. Attention is given to the interrelations of religion, the other major institutions, and the effect of religion on the individual. *(Cross-listed as REL-230.) Prerequisite: SOC-101.*

SOC-235 Environmental Sociology (3) SI

Investigates the interplay between human communities and the physical environments including the ways that societies shape their physical space and how that physical environment shapes them. Includes an overview of ecology, environmental policy, environmental movements and organizations, conservation, pollution, brownfield remediation, environmental justice, the local food movement, ecotourism, and sustainability. The course incorporates classroom discussion, guest lectures by local environmental activists, field trips, and an optional service-learning opportunity (see SOC-236).

SOC-236 Service Learning In Sustainability (3) D

An option service-learning class connected with SOC-235: Environmental Sociology. Student can gain direct understanding of environmental issues in community settings. The course focuses on assisting the students in selecting and researching a problem, finding a suitable community setting for their work, coordinating their work with the local community, and integrating these experiences with what they learned in the classroom. *Prerequisite/Corequisite: SOC-235.*

SOC-240 Conflict Resolution (3) D

Examines conflict that occurs in interaction between individuals, small groups, and organizations. A framework for the systematic analysis of conflict and communication is provided. Case studies, role play, and other exercises are used to identify communication problems and learn strategies for addressing those problems.

SOC-250 Gender Issues in Law and Society (3) SII

Examination of the evolution of gender issues from traditional roles to nontraditional roles from an historical context to modern-day contemporary life. Gender is examined critically and reviewed at the macro and micro levels of various components of society with a focus on gender status, relationships, and treatment in different institutional, organizational, and group settings. Comparing the role of gender and its evolution in the United States to that of other countries, the focus will be on emerging and continuing issues of gender. *(Cross-listed as CRIM-250.)*

SOC-260 Chinese Culture and Society (3) D

Course about Chinese people, history, culture, and society. The contents of the course include a review of the history of China, an in-depth discussion of social institutions in Chinese society, an appreciation of various Chinese art forms from a sociocultural-historical perspective, and an investigation of Chinese in America with ethnic groups in comparative frames of reference.

SOC-315 Urban and Community Sociology (3) SI

Course designed to familiarize students with the basic structure of cities and communities. It will focus on the historical development of cities and communities, their contemporary characteristics, and future prospects as well as the social/psychological experience of living in cities and communities. Specific topics will include urban and community planning, community organizing, urban power, community policing, and intentional communities. *Prerequisite: SOC-101 or 103.*

SOC-320 Sociological Theory (3) SI

This course examines central issues in sociological theory using selected works of major theorists. Students will be introduced to different conceptualizations of social order, action, change, and inequality. Theoretical and methodological issues related to conducting social scientific work also will be explored. *Prerequisite: SOC-101 or SOC-103.*

SOC-321 Social Psychology (3) O

Study of the social processes of identity formation and self-presentation, the negotiation of meaning and roles, the construction of emotion, and small-group dynamics as reflected in the work of Mead, Simmel, Goffman, Blumer, Garfinkel, Hochschild, and others.

SOC-330 Introduction to Social Research (3) SI

Introduction to the basic problems and nature of research. Emphasis is placed on the areas of design and the construction of instruments of measurement of social data. The student is encouraged to design a research project in an area of interest. *Prerequisite: SOC-101.*

SOC-331 Quantitative Data Analysis (3) D

This course provides a hands-on introduction to commonly used methods of analyzing and interpreting quantitative social science data using secondary data sets. Students will learn how to prepare and enter data into SPSS and EXCEL, use and interpret a variety of descriptive statistics and other data summary techniques, calculate and understand simple relationships between variables, and analyze differences among various groups. In addition, students will formulate and investigate research questions that may be answered using publicly available secondary data sets. Students will be expected to apply the concepts and skills learned in the course by developing and examining a research question (or questions) analyzing data from a secondary data set and writing a report of their methods, findings, and conclusions. *Prerequisites: MATH-220 Elementary Statistics; SOC-330 Introduction to Social Research or SOWK-340 Social Work Research.*

SOC-332 Qualitative Methods of Research and Evaluation (3) D

This course examines different approaches to collecting, analyzing, and interpreting qualitative data. Methodological and ethical issues of doing qualitative research also will be explored. Students will have opportunities to engage in small class-designed research projects or larger ongoing projects when available. Each student also will develop a proposal for a study that uses qualitative or mixed (qualitative and quantitative) methods to collect data. *Prerequisite: SOC-330: Introduction to Social Research or SOWK-340: Social Work Research.*

SOC-350 Practicum in Sociology (1–8) A

Practical application of classroom knowledge to an actual work situation in the field, thus offering the student experiential learning in his/her chosen major. Field practica are arranged at community agencies and other sites meeting the needs of society. The student is supervised by an on-site professional as well as a faculty member. *Prerequisites: Junior or senior standing; major or minor in sociology; GPA of 2.3 or above; or consent of instructor.*

SOC-360 Advanced Practicum in Sociology (4–8) D

Allows the student to take on greater responsibility within an agency while still being supervised by professional staff and faculty. *Prerequisites: Junior or senior standing; major or minor in sociology; GPA of 2.3 or above; or consent of instructor.*

SOC-425 Law and Society (3) SI

Examines the functions of law, the impact of law on human relationships within society, intended and unintended consequences of laws, and the role and impact of legal processes, institutions, and practitioners, with a focus on both national and international contexts. *(Cross-listed as CRIM-425.)*

SOC-430 Topical Seminar: Sociology (3) D

Study of a particular area of sociology not covered comprehensively in one of the other advanced courses. The topic for a given semester is announced prior to registration for the semester, having been selected in response to student needs and wishes. A student may receive credit more than once for SOC-430 if a different topic is covered each time. *Prerequisite: SOC-101 or 103, or consent of instructor.*

SOC-440 Senior Seminar in Sociology I (3) SI

This seminar provides students with the opportunity to demonstrate and further develop their sociological knowledge and skills in preparation for a career or graduate studies. They will research, select, propose, and design a team project that will benefit the program, University, and/or community, in consultation with the instructor, other department faculty members, relevant community experts, and potential beneficiaries. Students also will individually develop and produce a research-based paper. Some meetings outside of class time may be necessary. *Senior standing or approval of faculty advisor or chair required.*

SOC-441 Senior Seminar in Sociology II (1) SII

This seminar provides Sociology students with an opportunity to present the results of their individual work from the first semester through formal presentations, continue their explorations of career opportunities, and complete their group project or individual papers (if needed). Some meeting outside of class time may be necessary. *Prerequisite: SOC-440.*

Social Science Courses

The following social science courses are interdisciplinary courses offered in the Social Sciences Department. Information about the department and its majors can be found in the section entitled Academic Units.

SOCS-200 Honors: Exploring Human Complexity (3) Y

An in-depth interdisciplinary study of the many components that influence the development of individuals within both their specific groups and the context of Western culture. Various elements in this multifactorial and reciprocal model of human functioning will be explored, with focus on the interaction between them. Each element influences both the individual and the impact of the other elements. Components of the model include topics in biology, anthropology, sociology, psychology, and family theory.

SOCS-204 Psychology of Development, Learning, and Instruction Service-Learning Lab (1) A

This service-learning experience provides students with an opportunity to develop observational and reflective thinking skills, apply concepts from EDUC-203, and analyze learning environments in child- and youth-related organizational settings. *Register concurrently with EDUC-203.*

SOCS-225 Community: Learning and Serving (3) SI

An introductory course in the study of community, this course is also a beginning course in the community-based service-learning curriculum. Course material includes community theory, community research, community diversity, community organizing and organizations, community planning, service learning, and working effectively in community settings. The first half of the semester prepares students for meaningful community work, while in the second half of the semester, students engage in that work with one of the University's community partners. Participation in the UIndy Service-Learning Expo (December or April) is a requirement of the course. *(Cross-listed as CSL-150.)*

SOCS-290 Honors Social Science (3) O

This course uses a humanistic approach to the study of persons as social beings. Students may discuss general concepts of anthropology, criminal justice, social work, or sociology, depending on the background of the instructor.

SOCS-300 Service Learning in the Social Sciences (3) SI

Course designed to involve students in the community through service learning activities. Students will work in a local community agency/organization on issues of current importance. Students will be expected to design and coordinate the implementation of a project of benefit to the agency/organization and/or the community at large. This will require working with the agency/organization to identify the problem, workable approaches, and the means for carrying out the preferred solution(s). Such projects will involve background research, community dialogue, and leadership development. A minimum of 84 hours of work is required at the agency/organization, as well as additional meetings with the course instructor.

SOCS-401 Undergraduate Community Project (3) SII

This is the capstone course for students completing the minor in Civic Engagement and Community Leadership or completing the Social Sciences concentration in Community Organizing. The first third of the semester involves classroom lecture and discussion on central features in community organizing and community leadership. Weeks 6–12 are focused on completion of each student's undergraduate community project. The final two weeks of the semester are devoted to discussing each project and participating in the UIndy Service-Learning Expo. (*Cross-listed as CSL-450.*) *Prerequisite: SOC-225 or CSL-150.*

Spanish Courses

Spanish courses are offered by the Modern Languages Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

SPAN-101 Spanish Language and Culture I (4) SI and SII

SPAN-101 is the first of three sequential courses designed to study the Spanish language. Emphasis is given to developing rudimentary oral proficiency in Spanish. Other skills, such as listening, reading, and writing also will receive serious attention. Another component of the course is the study of Hispanic culture and civilization. The course consists of lectures, videos, language drills, and conversational exercises.

SPAN-102 Spanish Language and Culture II (4) A

SPAN-102 is the second of three sequential courses designed to study the Spanish language. Emphasis is given to developing rudimentary oral proficiency in Spanish. Other skills, such as listening, reading, and writing also will receive serious attention. Another component of the course is the study of Hispanic culture and civilization. The course consists of lectures, videos, language drills, and conversational exercises.

SPAN-201 Spanish Language and Culture III (4) A

SPAN-201 is the third of three sequential courses designed to study the Spanish language. Emphasis is given to developing rudimentary oral proficiency in Spanish. Other skills, such as listening, reading, and writing also will receive serious attention. Another component of the course is the study of Hispanic culture and civilization. The course consists of lectures, videos, language drills, and conversational exercises.

SPAN-310 Spanish Conversation I (3) O/SI

The objective of this course is to increase and improve conversational techniques, expand vocabulary and improve fluency. The main emphasis will be oral practice, but we also will pay special attention to grammar, written production, and presentation as well as discussion of various topics of general interest in Spanish. *Prerequisite: SPAN-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

SPAN-311 Spanish Conversation II (3) O/SI

This course is intended to perfect conversational skills in Spanish using Spanish and Latin-American cinema as well as current events. While speaking is the main focus, we will use films and current events to further develop and refine skills in certain grammatical areas. Through conversations about film and the news, this course will help the student continue to improve understanding of Spanish and Latin-American culture. This course also will help to build vocabulary, as each film will have its own specific vocabulary set. *Prerequisite: SPAN-201 or equivalent. This course may be taken concurrently with 201, only with consent from instructor.*

SPAN-317 Culture and Civilization of the Spanish-Speaking World (3) O/SII

This course is a study of the culture, society, economy, politics and history of contemporary Hispanic nations. The class will consist of lectures, videos, readings, and discussions about current events and contemporary issues. *Prerequisite: SPAN-201 or equivalent.*

SPAN-318 (3) Hispanic Culture through Media O/SII

This course is an in-depth overview of particular aspects of the culture and life in the Hispanic nations. Commerce, influence of the media, banking and administrative issues, medical, and educational systems will be some of the main topics to be covered and discussed. *Prerequisite: SPAN-201 or equivalent.*

SPAN-321 Spanish Translation I (Spanish to English) (3) SI

This course introduces the basic skills in the area of written translation. The emphasis is on Spanish-to-English translation of a variety of different texts from the fields of business, law, literature, tourism, and science. *Prerequisite: SPAN-201 or equivalent.*

SPAN-322 Spanish Translation II (English to Spanish) (3) SII

This course, which is the second in a sequence of two translation courses (SPAN-321 and SPAN-322), aims to help students acquire the basic skills in the area of written translation. The emphasis of this course is on English to Spanish translation of a variety of texts from the fields of business, law, literature, tourism, and science. The students also will learn some basic theory principles and translation procedures considered to be a vital component in the formal training of a professional translator. *Prerequisite: SPAN-201 or equivalent.*

SPAN-345 Spanish Writing and Correspondence I (3) O/SI

Spanish 345 is the first sequence of an advanced course in Spanish grammar designed as a systematic study of Spanish vocabulary, morphology, sentence structure, and expository usage applied to various kinds of composition such as description, narration, and different types of argumentation. *Prerequisite: SPAN-201 or equivalent.*

SPAN-346 Spanish Writing and Correspondence II (3) O/SI

Spanish 346 is the second sequence an advanced course in Spanish grammar designed as a systematic study

of Spanish vocabulary, morphology, sentence structure, and expository usage applied to various kinds of composition such as description, narration, and different types of argumentation. In this sequence students will go more deeply into the concept of the composition, such as literary analysis and criticism and the essay.

Prerequisite: SPAN-201 or equivalent.

SPAN-415 Early Spanish Literature (3) N/SII

This class is a survey of major Spanish works of the Middle Ages, Renaissance, Golden Age, and 18th century. Through the study of these periods and genres, the student will gain a broad understanding of the most important literary movements in Spain and an understanding of the historical and social contexts that surrounded and shaped these works. Special attention will be given to the analysis of the most representative authors and their works. We will put into practice critical thinking skills through the *comentario de texto*.

Prerequisite: SPAN-201 or equivalent.

SPAN-425 Modern Spanish Literature (3) N/SII

This class is a survey of major Spanish language works from the 19th century through the present. Through the study of these periods and genres, students will gain a broad understanding of the most important literary movements and an understanding of the historical and social contexts that surrounded and shaped these works. Special attention will be given to the analysis of the most representative authors and their works. Students will put into practice critical thinking skills through the *comentario de texto*. *Prerequisite: SPAN-201 or equivalent.*

SPAN-435 Hispanic Literature (3) N/SII

This class is designed to offer an overview of the most important literary figures of the Spanish-speaking nations from the colonial period through the most contemporary authors. It emphasizes the historical circumstances and events that influenced and shaped the works of these authors. Through the study of these periods and genres, the student will gain a broad understanding of the most important literary movements in Latin America and an understanding of the historical and social contexts in which these works were created. Special attention will be given to the analysis of the most representative authors and their works. Students will put into practice critical thinking skills through the *comentario de texto*. *Prerequisite: SPAN-201 or equivalent.*

SPAN-440 Directed Readings in Spanish (3) Y/D

Readings in topics selected by the student with approval of the instructor. Speaking is emphasized. *Prerequisite: SPAN-201 or equivalent, junior or senior standing and consent of the instructor or department chair.*

SPAN-461 Introduction to Business Spanish (3) N/SI

This course is designed to engage students in a business environment and communicate effectively in real-life situations. It responds to the increasing need to prepare students in the growing business world. This class will introduce realistic situations and specialized vocabulary that business and finance professionals need to use with Hispanic members of the community in the course of their daily work and will teach students the cultural background that they will use in the business field. Business negotiations, styles, and strategies differ from one culture to another. We will discuss the differences and learn how to conduct business with those in Spanish-speaking countries. *Prerequisite: SPAN-201 or equivalent.*

SPAN-462 Emerging Topics in Business Spanish (3) N/SI

This course builds on the skills of basic business language and vocabulary. This course will concentrate particularly in emerging fields relevant to Spanish studies (e.g., medical, legal, technical). Students will be able to perform a presentation in a selected field. Students will have the opportunity to practice their skills in real situations. This course will introduce students to important links in the international business community.

SPAN-463 Cross-Cultural Issues in the Spanish-Speaking World (3) N/SI

This advanced language course focuses on current economic, political, and cross-cultural issues relevant to conducting business in the Spanish-speaking world. Spanish language news media, video, and Internet resources will help us to stay informed about contemporary development in the business scenes of the Spanish-speaking countries and Europe. Language skills practice will include writing, interviewing, debating, and negotiating.

Prerequisite: SPAN-201 or equivalent.

SPAN-480 Selected Topics in Spanish Literature (2–3) N

Study of selected genres, periods, and/or authors in Spanish literature. Speaking is emphasized. Students may enroll in this course any number of times as long as the topic is not a repetition of one for which credit already has been granted. *Prerequisite: SPAN-201 or consent of instructor.*

Supply Chain Management Courses

Supply chain management courses are offered by the School of Business. Information about the school and its majors and minors can be found in the section entitled Academic Units.

SCM-210 Principles of Operations and Supply Chain Management (3) A

Operations and supply chain management is concerned with the activities associated with the planning, production, and distribution of goods and services. This course surveys operating decisions and practices in both manufacturing and service-oriented firms. The goal of this course is to provide students with a basic understanding and working knowledge of the terms and concepts associated with the field of operations and supply chain management. Emphasis is placed on the systems approach to the efficient allocation of resources within the firm as well as the challenge of managing people, equipment, and materials to achieve organizational objectives.

SCM-386 Quantitative Methods (3) SI

Quantitative methods addresses the development of modeling techniques and decision analysis tools aimed at assisting managers in problem solving and the decision making process. This course introduces a number of tools and techniques commonly used in the operations and supply chain management function. Topics covered include: linear programming, sensitivity analysis, transportation problems, project management, queuing systems, forecasting, and simulation. This course provides a hands on approach to developing quantitative models and utilizes spreadsheets as the primary tool for analyzing and evaluating many common problems and issues facing supply chain managers. *Prerequisite: MATH-220 or MATH-280, and SCM-210.*

SCM-388 Production and Operations Management (3) SII

Application of management tools and techniques to the functions of manufacturing, distribution of goods, and management of service industries. Topics include product and service design; location planning, process selection and capacity planning; facilities layout; design of work systems; supply-chain management; aggregate planning; inventory management; materials requirements planning; and just-in-time systems. *Prerequisite: MATH-220 or MATH-280, and SCM-386.*

SCM-404 Project Management (3) SI

This course is designed to introduce students to the concepts and process of project management. The course will include the project manager's role, defining goals and objectives, ownership, scheduling and planning, executing, and monitoring the project. *Prerequisite: MATH-220 or MATH-280, and SCM-210.*

SCM-405 Quality Management (3) SII

This course is designed to introduce students to the background of quality management in the business setting. Students will become fluent in the key terms and concepts of total quality management and will be introduced to the work of recognized leaders in the field. Case studies will be used to acquaint students with the application of total quality management skills. *Prerequisite: MATH-220 or MATH-280, and SCM-210.*

SCM-473 Cost Price Analysis (3) D

Course will provide an understanding of the role of cost price analysis and contract pricing. It also includes an overview of the theories, techniques, and analytical skills and tools and the application of the knowledge of cost-price practices.

SCM-481 Purchasing and Supplier Relationship Management (3) SI

This course investigates the purchasing process and the supply environment. Topics include identifying the requirements for purchased products and services in accordance with organizational objectives and sourcing strategies; preparation of solicitations; cost and price analysis; supplier analysis and sourcing decisions; supplier relationship management; contract development, execution, implementation and administration; negotiations; quality issues; the sourcing process and social responsibility. *Prerequisites: ACCT-212, SCM-210 and SCM-388.*

SCM-485 Business Logistics and Materials Management (3) SII

Concepts, strategies, and practices related to demand management, procurement and manufacturing, inventory, transportation infrastructure and operations, warehousing, packaging, material handling, and distribution. *Prerequisite: SCM-388.*

Theatre Courses

Theatre courses are offered by the Theatre Department. Information about the department and its majors and minors can be found in the section entitled Academic Units.

THE-110 Introduction to the Theatre (2) A

Study of the entire theatre experience, designed to increase the non-major student's appreciation of theatre as an art form from both aesthetic and practical views.

THE-120 Stagecraft (3) SI

Designed to teach the theory and practice of the scenic artist's craft. Elements of construction, lighting, engineering, painting, and safety are emphasized both in the classroom and by practical application during productions.

THE-122 Computer Applications in Theatre (3) SI

Introduces the capabilities, applications, and use of computers in the field of theatre and entertainment, including current software packages, explanation of hardware terminology and function, and discussion of the role of computers in theatre and the entertainment industry.

THE-131 Acting I (3) A

Study of the fundamentals of the actor's craft and basic acting techniques. Investigation of creating character through the use of vocal interpretation, physical movement, improvisation, and theatre games. There are two sections of Acting I: one intended for theatre majors and one intended for non-majors. *Prerequisite: Consent of instructor for non-theatre majors for major section.*

THE-132 Speech for the Stage (2) SII

Instruction and exercises in vocal development for the stage, including diction, delivery, and interpretation. *Consent of instructor for non-theatre majors.*

THE-133 Movement for the Stage (2) SI

Instruction and exercises in developing the performer's physical instrument. Course will include stage movement, period/stylized movement, and some period dance. *Prerequisite: Consent of instructor for non-theatre majors.*

THE-134 Theatrical Makeup (3) D

Detailed study of characterization with makeup. Instruction is given in the basic principles of makeup application with a detailed study of the facial structure and special problems.

THE-135 Creative Drama (3) O/SII

Course designed to stimulate and expand the student's interest, knowledge, and experience with creative drama in education and community settings. Learning will result from active observation and participation in class, and completion of reading, projects, and teaching assignments.

THE-150 Theatre Production (1) A

Laboratory for theatre production experience intended for non-majors as partial fulfillment of the applied arts appreciation requirement. Organizational meetings are held early in each semester, during which students sign up for theatre work over the course of the semester. This work may include building scenery, painting, hanging/focusing lights, stage management, running crew, box office, or house management.

THE-221 Scene Design (3) SII

Examination of the history, theory, and practice of stage design. The student's skills as a designer are developed through a series of practical design problems.

THE-222 Lighting Design (3) SI

Examination of the history, theory, and practice of lighting design. The student's skills as a designer are developed through a series of practical design problems.

THE-223 Costume Design (3) SI

Examination of the history, theory and practice of costume design. The student's skills as a designer are developed through a series of practical design problems.

THE-224 Design Seminar (3) SII

A hands-on theatre design simulation used to synthesize learning in production design. Experienced design students will work in a collaborative environment with supervising faculty to create designs in costume, scenery, and lighting. The creative process, design presentation, and critical thinking/problem solving will be emphasized on each project. This class may be repeated three times. *Prerequisite: Two out of three theatre design classes: THE-221, THE-222, or THE-223.*

THE-231 Directing I (3) SI

An introduction to the principles of directing, including play selection, composition, casting, blocking, and rehearsing. Students are required to direct scenes for class and public performance.

THE-241 Play Analysis (3) SII

Basic course in analyzing plays for performance to develop acting, directing, and design processes. Play Analysis includes a study and utilization of critical techniques in interpreting plays and the application of such techniques to the evaluation of plays for stage presentation.

THE-250 Sophomore Seminar (1) SII

Weekly seminar focusing on portfolio development for performers and design/tech students. For performers, course includes instruction in auditioning, obtaining pictures and résumés, issues about agents and unions, and so on. For design/tech students, course will include instruction in similar portfolio development issues. *Consent of instructor for non-theatre majors.*

THE-324 Drawing for the Theatre (3) SI

A comprehensive course designed to familiarize the student with a range of media and focus on methods of seeing and representing the human form. Line, form, mass, texture, and proportion are explored through a series of exercises using live models wearing clothing from different periods (drawing and painting the figure in various stages of dress).

THE-330 Acting II (3) O/SII

Continuation of THE-131, introducing more advanced acting problems and techniques. Includes investigation of characterization through scene work and other methodologies to broaden the acting process. *Prerequisite: THE-131.*

THE-331 Directing II (3) O/SII

Continuation of THE-231, introducing more advanced directing problems and techniques. Includes investigation of period, style, and directing in the non-proscenium space. Students are required to direct scenes for class and public performance. *Prerequisite: THE-231.*

THE-340 Theatre History I (3) O/SI

Course designed to trace the development of theatre from ancient times through the Elizabethan age, encompassing playwriting, directing, acting, costume, makeup, scenery, lighting, properties, theatre architecture, machinery, special effects, management, audiences, and criticism. Non-Western traditions also are considered. The object is to provide context for the theatre's development as an institution.

THE-341 Theatre History II (3) O/SII

Continuation of THE-340, tracing the development of the theatre from the Elizabethan age to the present.

THE-351 Theatre Methods for Elementary Classroom Teachers (1) N

Study of classroom organization and curriculum development in theatre education. Students learn to design and implement a variety of instructional and assessment strategies. Activities relate research and theory of teaching methodology to practical problems faced in the field. Must be taken concurrently with student teaching.

THE-431 Acting III (3) O/SI

Further development of acting skills through more advanced scene study and an increased emphasis on period styles (Shakespeare, Molière, Brecht, Absurdist, et al.). *Prerequisite: THE-330. Consent of instructor for non-theatre majors.*

THE-451 Theatre Internship (3–8) D

Internships are designed to offer students the opportunity to integrate their academic understanding of theatre concepts and production processes. Students may identify a potential internship on their own or through a theatre faculty member or the Office of Career Services and Employer Relations. In order for the student to enroll in and earn academic credit for THE-452, the site and description of the internship must be approved by the Department of Theatre. Supervision of the student is the responsibility of the immediate supervisor. *A grade of S or U is assigned. Prerequisite: Junior or Senior standing, minimum of 2.5 GPA in major, and approval of department chair.*

THE-460 Special Topics in Theatre (1–3) D

Comprehensive examination of a topic not covered thoroughly in other theatre courses. Topics vary, and students may repeat the course for credit if the topic is different.

Youth Ministry Training Program Courses

Youth Ministry Training Program courses are offered by the Philosophy and Religion Department in collaboration with Christian Theological Seminary. Information about the department and its majors and minors can be found in the section entitled Academic Units.

YMTP-100 Introduction to Youth Ministry (2) SI

An introduction to youth ministry that enables students to gain a holistic perspective of the practice of youth ministry while becoming oriented to central practices of the Christian faith. Youth are defined as individuals of middle school and high school age. *Prerequisite: CVOC-101.*

YMTP-200 Introduction to Theology of Youth Ministry (3) SII

This course introduces students to a variety of youth ministry models and promotes theological reflection on the contextual, systematic, and ethical dimensions of working with youth. *Prerequisite: YMTP-100.*

YMTP-300 Education and Formation in the Church (3) Y

In this course, students begin to examine and assess appropriate methods of Christian education as they apply to youth, including issues of faith and human development. *Offered only at Christian Theological Seminary campus.*

YMTP-400 Contemporary Ministry with Youth (3) D

This course is designed to help students engaged in ministry with youth to reflect critically on their ministry practices. Students develop and implement strategies for qualitative assessment of their youth program and research a particular issue related to youth ministry. Participating students must be involved in a youth ministry program (as a staff person or volunteer) or as a member of the Disciples House for Youth summer staff (DHY is a program of Christian Theological Seminary). *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-405 Nurturing Faith Across the Lifespan (3) N

Students explore the relationship between various age groups and faith formation with emphasis on nurturing the faith of children and youth through observation and critical reflection. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-410 Issues in Youth Ministry (3) N

A comprehensive examination of a topic not covered thoroughly in other Youth Ministry courses. Topics vary. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-420 Baptism and Confirmation (3) N

This course provides a thorough exploration of the Christian practices of baptism and confirmation, including their history, theology, and application in the contemporary church. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-430 Worship and Spirituality (3) N

This seminar course explores the relationship between diverse worship practices and a variety of traditions of Christian spirituality. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-440 Teaching and Spirituality (3) N

Students explore teaching youth as theory and practice within the context of Christian practices. Particular attention is given to those practices that enhance the spiritual formation of themselves and others. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-450 Christian Education for the Public Realm (3) N

This course explores the impact and integration of one's faith in relation to the wider American culture and the challenges that can arise in the practice of Christian education in congregational settings. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*

YMTP-460 Personality, Human Development, and Christian Faith (3) N

Theories of human development in family, community, and societal context. Implications of lifespan transitions for faith and vocation. *Prerequisite: YMTP-300. Offered only at Christian Theological Seminary campus.*