

UNIVERSITY INFORMATION

Marian University, Inc.

Marian University is incorporated as a not-for-profit corporation organized and existing under the laws of the State of Wisconsin. The University is sponsored by the Congregation of Sisters of St. Agnes, a Roman Catholic group of women religious with pontifical approval.

Marian University shall be managed and operated in accordance with the laws of the federal, state, and local governments and within the teaching, traditions, and laws of the Church and in keeping with the collegially derived Vision, Mission, Core Values, and strategic plan approved by the University's Board of Trustees and the Congregation of Sisters of St. Agnes.

Catholic Identity

Marian University is a Catholic university founded and sponsored by the Congregation of Sister of St. Agnes, a religious congregation that began in 1858 in Wisconsin.

At Marian University, you will encounter a Catholic environment where the Catholic Intellectual Tradition influences our decisions, activities, and service to others. You will find a hospitable environment where people of all religions and faith backgrounds are welcomed and encouraged to dialogue with one another.

Mission

Marian University is a Catholic applied liberal arts community that welcomes diverse spiritual traditions. Sponsored by the Congregation of Sisters of St. Agnes, Marian University engages students in the education of the whole person. We embrace justice and compassion and transform lives for professional service and leadership in the global community.

Vision

Transforming lives and improving our world through compassionate, innovative, and exemplary education.

Core Values

The five core values of Marian University inspire everything that we do -- in the classroom, in activities, in service to others, and in our relationships with one another.

- Community: Respecting our diversity as individuals, we encourage, challenge, and nurture one another, joining together to accomplish our shared mission and vision.
- Learning: We engage in a collaborative lifelong process of seeking truth and appropriating knowledge and values to transform the individual, our communities, and the world.
- Service: Through active service and ministry, we support one another and seek to meet the needs of the larger community.
- Social Justice: We work to create individual and societal change which supports the value, dignity, and opportunity of every person.
- Spiritual Traditions: Valuing Marian's Catholic religious heritage, we respect each individual's freedom to explore a diversity of spiritual beliefs.

History

Since its founding by pioneer missionary Fr. Caspar Rehr, the Congregation of Sisters of St. Agnes has carried out a ministry of education, which led to the establishment of Marian College in 1936. First conceived as a school for teacher education to permit religious Sisters full expression of their Catholic identity, the College added professional programs and developed a liberal arts foundation that it has maintained to this day.

Under the leadership of Sisters Aloysia Leickem and Vera Naber, the Congregation of Sisters of St. Agnes opened Marian College on September 8, 1936. Seventeen full-time and 25 part-time students attended the College on the first floor of one wing of their convent. The College remained at the convent on East Division Street until moving to

the present campus, at the corner of South National Avenue and East Division Street, in 1966. Soon after its founding, the College offered a degree completion program for graduates of the St. Agnes Hospital School of Nursing; Marian absorbed the program in 1966, three years after Marian's Bachelor of Science in Nursing program began. Medical Technology was added in 1953 and Secondary Education in 1959.

After the College was incorporated separately in May 1963, leadership was passed from the Congregation of Sisters of St. Agnes to a Board of Trustees. The Congregation continues its sponsorship of the University, and the Marian Board of Trustees works in collaboration with the Congregation. In addition, the Sisters contribute significantly to the life of the University through service in administrative, faculty, and staff positions within the community.

On May 1, 2008, Marian College was officially recognized by the Higher Learning Commission of the North Central Association of Colleges and Schools as Marian University.

Along with our programs in the professional areas of Education, Business, Social Work, Criminal Justice, and Healthcare, the University continues its support of undergraduate traditional liberal arts majors and requires that all students participate in a strong liberal arts core curriculum. The first graduates of the Higher Learning Commission-accredited Master of Arts in Education received their degrees at the May 1989 commencement, the Master of Science in Organizational Leadership and Quality in 1994, Master of Science in Nursing in 2004, and the Master of Science in Thanatology in 2013. The University's Ph.D. program in Educational Administration and Leadership began in fall 2004 and conferred its first doctoral degrees in May 2008.

Faculty

Professors at Marian University impart the latest knowledge and insight their fields of specialization offer. All full-time faculty members have completed one or more advanced degrees, or have been qualified based on tested experience. Two thirds of the faculty hold an earned doctorate or terminal degree. Faculty members in professional programs also hold appropriate certifications and are members of professional associations.

Instruction

Marian University provides a wide range of learning opportunities. In addition to traditional lecture classes, Marian offers study abroad, independent study, internships, field trips, practica, clinicals, student teaching, seminars, summer institutes, cooperative education, 100 percent online classes in some programs, and hybrid classes that combine online and on-ground instruction.

Veteran Support

Marian University honors the contributions and sacrifices made by members of the armed forces, and are committed to providing high quality support services and education for military and veteran students and their families. The Marian community welcomes veterans who wish to begin or continue their education.

Marian University is a member of the Servicemembers Opportunity Colleges (SOC) Consortium. SOC, established in 1972, consists of national higher education associations and approximately 1,900 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students including those on active duty, Coast Guard personnel, reservists, members of the National Guard, family members, civilian employees of the Department of Defense, and veterans of all Services. As a SOC Consortium member, this institution ensures service members and their family members share in appropriately accredited postsecondary education opportunities available to other citizens. Flexibility of programs and procedures particularly in admissions, counseling credit transfer, course articulations, recognition of non-traditional learning experiences, scheduling, course format, and residency requirements are provided to enhance access of military students and their family members to higher education programs. Marian University is proud to provide veterans and active duty military members with the necessary resources and support to assist with meeting their educational goals.

COMPLAINTS

The Complaint policy is an institution-wide policy and procedure for addressing, tracking, and evaluating student complaints. Complaints are issues and behavior which allegedly violates federal law as outlined in the following statutes:

- [Title IX of the Education Amendments of 1972](#)
- [Title VI of the Civil Rights Act of 1964](#)
- [Section 504 of the Rehabilitation Act on 1973](#) and [Americans with Disabilities Act of 1990](#)

The policy applies to all members of the University community. It is not meant to override current procedures in place for concerns which include but are not limited to: consumer complaints, academic appeals, disciplinary procedures, or school-specific procedures. Students are encouraged to address their complaints informally and directly with the individuals with whom they have concerns before taking any formal actions as defined here. If no resolution can be found, individuals are encouraged to submit a complaint.

Complaints will be collected, responded to in accordance with applicable laws and cataloged for reporting purposes. All employees of the University need to be prepared to utilize the procedure and forms for addressing student complaints. This will ensure standard practice regardless of the nature of the students' complaints, the area of the University within which the concern takes place, as well as the resolution of the situation.

Policy Rationale

To clearly demonstrate the University's commitment to students, this policy and the procedure outline is meant to provide all areas of campus with a common process for addressing student complaints where informal measures are not satisfactory. It also reflects the University's commitment to federal regulations.

Reporting

The Student Complaint Reporting Form can be found here: <https://www.marianuniversity.edu/student-complaint-form/>

Title IX Sexual Harassment

Under Title IX of the Education Amendments of 1972 (20 U.S.C. 1681) and its implementing regulations (34 C.F.R. 106), sexual harassment is a form of prohibited sex discrimination.

Title IX provides:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

Marian University is committed to fostering a campus environment that is free from unlawful discrimination on the basis of sex, including sex-based harassment and sexual assault. In support of that commitment, the University takes steps to increase awareness of such sex-based harassment and sexual assault, eliminate its occurrence on campus and in University programs and activities, encourage reporting, provide support for survivors, promptly respond to all reports of sex-based harassment and sexual assault, deal fairly with accused Respondents, and take appropriate action against those found responsible.

This Title IX Policy is intended to ensure a safe and non-discriminatory educational and work environment and describes the process by which the University meets its obligations under Title IX and its implementing regulations.

Marian University Title IX Coordinator: Dr. Joshua Clary – Vice President for Student Life and Diversity, Title IX Coordinator jrcrary96@marianuniversity.edu or TitleIX@marianuniversity.edu

Title VI of the Civil Rights Act of 1964

The University does not discriminate, or tolerate discrimination by any member of its community, against any individual on the basis of race, color, religion, creed, national origin, ancestry, sex, sexual orientation, marital status, age, disability, or any other factor prohibited by law in matters of admissions, employment, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical or visual, that is based on any of these characteristics, is a form of discrimination. This includes harassing conduct affecting tangible job or educational benefits, interfering unreasonably with an individual's academic or work performance, or creating what a reasonable person would perceive is an intimidating, hostile or offensive environment.

Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990

Marian University does not discriminate on the basis of disability in its educational programs or employment practices. Wherever possible, reasonable accommodations will be made to ensure that the University environment and academic programs are accessible to the greatest extent possible to all students and employees with disabilities. For complaints or concerns related to the Non-Discrimination Policy and/or the statements related to the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 please contact Lauren McLaughlin, Academic Success/Accessibility Coordinator.

Retaliation

The University prohibits retaliation against anyone for registering a complaint pursuant to this Policy, assisting another in making a complaint, or participating in an investigation under this Policy or engaging in any other form of protected conduct. Anyone experiencing any conduct that is believed to be retaliatory should immediately report it to: for faculty/staff retaliation, Amanda Baker - Asst. Vice President for Human Resources & Risk Management ajbaker31@marianuniversity.edu and for student retaliation, Dr. Joshua Clary – Vice President for Student Life and Diversity jrclary96@marianuniversity.edu.

Concerns

Any issue that does not fall under the categories listed in the Complaints section is considered a concern. Students, faculty, staff and the public may report concerns to the University using this link:

<https://www.marianuniversity.edu/marian-cares/>

Concerns will be promptly investigated and addressed by the University.

ACCREDITATION

Marian is accredited through the [Higher Learning Commission \(HLC\)](#), a regional accreditation agency for institutions of higher education based in the north central region of the United States. Marian was first accredited in 1960 and was most recently reaccredited in 2016. Marian's reaccreditation validates and evaluates our academic offerings, governance and administration, mission, finances, and resources.

In addition to institutional accreditation, Marian University programs are accredited by professional organizations in their respective disciplines. Marian University programs that have specialty accreditation meet the standards of the field or profession.

Marian is also a member of [NC-SARA](#) (National Council for State Authorization Reciprocity Agreements) and is authorized through this organization to offer its online programs in states outside of Wisconsin.

Marian has several state level approvals to demonstrate that students receive a quality education. These approvals demonstrate that the institution is held to programmatic and operational standards.

Marian also holds memberships in educational associations through which faculty, staff and administrators gain valuable insight into emerging research and trends in higher education. These organizations also provide professional development and student learning opportunities. The university's participation in these organizations demonstrates our commitment to our mission, and to our core values of community, learning and service. For a full listing of Marian University's memberships, please visit the www.marianuniversity.edu/memberships page on our website.

For additional information on Marian University's HLC accreditation, accredited programs, NC-SARA authorization, approvals, and memberships please visit the www.marianuniversity.edu/accreditation page on our website.

ADMISSION | GENERAL INFORMATION

ACCESSIBILITY RESOURCES

Marian University is committed to providing an accessible and inclusive living/learning environment which ensures equal opportunity to qualified students with disabilities. Students needing accommodations to fully participate in living and/or learning at Marian University, or have questions pertaining to disability are encouraged to contact Accessibility Resources at Accessibility@marianuniversity.edu 920-923-8097, Agnes Hazotte Hall Room A-212, prior to enrollment.

ADMISSION DECISIONS

Admission is granted to students who show academic preparedness. Marian University admits qualified students to all programs and activities, and offers all rights and privileges pertaining thereto, regardless of race, sex, creed, color, ethnic origin, or disability.

Credentials for each applicant are evaluated on an individual basis by the Admission Review Committee to determine the potential for success of each candidate. The goal is to admit students who may best benefit from and contribute to the academic program and student life at the University. Applicants will receive a response within two to three weeks once all required documents are received. Applicants may be accepted, accepted with provisions, or denied until evidence of academic potential is provided.

ADMISSION APPLICATION DEADLINES

Application Deadlines for U.S. Students

Final date to receive an admission application is the Add/Drop date for the term, however students are encouraged to apply early to ensure they receive priority class or housing placement.

Application Deadlines for International Students

International applicants must submit all required documents by **June 1** for the fall semester or **November 1** for the spring semester. Upon admission, international students must also submit proof of financial support to be used during the period of study before an I-20 form will be issued. For further information, visit <https://www.marianuniversity.edu/admission/international-students/>

CAMPUS VISITS

Campus visits are a major factor in determining a college of choice. A visit to Marian University will include a campus tour led by a current student and a meeting with a counselor to discuss the admission process. Other appointments with representatives from financial aid, athletics, or academic programs may be arranged as well. Please contact the **Office of Admission at (920) 923-7650** to make arrangements – advance notice of one week is preferred when scheduling a visit. More information on all campus visit opportunities may be found at <https://www.marianuniversity.edu/visit-us/>.

CREDIT FOR PRIOR LEARNING EARNED DURING HIGH SCHOOL ATTENDANCE

College-Level Exams during High School

Applicants who took or plan to take any college-level exams during high school should submit their results to Marian University (contact their high school guidance or career office for assistance). Examples of exams include: Advanced Placement (**AP**), College Level Examination Program (**CLEP**), or International Baccalaureate (**IB**).

College-Level Courses during High School

Any high school student who meets certain academic requirements may take post-secondary courses at Marian University through Wisconsin's Early College Credit Program (ECCP). Approved coursework grants credit toward the requirement for high school graduation and fulfills college credit providing an opportunity to begin college coursework early. Information and forms may be obtained from all high school guidance or career offices.

Applicants who have already participated in a **Dual Enrollment Program**, **ECCP**, or **CAPP** must request an official transcript from the college that granted the credit (even if the grades appear on the high school transcript) and have it sent to Marian University in order to be awarded credit toward their degree.

EXCEL PROGRAM

Traditional undergraduate students who have the potential for academic success and a strong desire to learn, but who do not meet general admission requirements, may be admitted to the EXCEL Program. Students admitted into the EXCEL program are accepted as regular degree seeking students at Marian University. This program is designed to support students in their transition to the college by outlining the expectations and responsibilities of students for achieving both academic and personal success.

The EXCEL Program is open to full-time First-Year Freshmen or Transfer students with fewer than 15 semester credit hours. Anyone identified as a strong candidate for the EXCEL Program will either be offered direct admission or invited to provide an EXCEL Admission Needs Assessment appointment, conducted by an admission counselor to assess the proper fit of the program for the student. This interview also gives the student the opportunity to learn more about the program and its requirements. The results of this assessment are shared with the students' academic advisor to be used when creating an academic schedule and success plan.

Students admitted to the EXCEL Program must meet with their academic advisor at regular intervals during their first year to review progress, expectations and responsibilities. At the completion of two semesters, students must successfully remain in good academic standing at the University, as outlined in the Academic Catalog. Progress will be reviewed at the end of each semester. If adequate progress is not made, students may be dismissed from the University.

NEW STUDENT REGISTRATION

If accepted into a Traditional Undergraduate Program:

- Upon receipt of the Marian University acceptance letter, students are directed to find next steps at <https://www.marianuniversity.edu/admission/admitted-students/>.
- **For students beginning classes in Fall (Aug/Sep):**
 - Tuition deposit is refundable until May 1 upon formal request.
 - During spring/early summer, new students (and parents) have the option to meet one on one with their academic advisor or schedule a virtual appointment for *New Student Registration (NSR)*. Students will become acquainted with University resources and their academic advisor will assist in selecting appropriate courses.
 - A few days prior to the start of the official academic year, new students arrive on campus for a continuation of orientation activities to help them begin to adjust to college life.
- **For students beginning classes in Spring (Jan/Feb):**
 - During fall/early winter, new students will meet individually with an academic advisor who assists in selecting appropriate courses.
 - An orientation program is held at the start of the spring semester.

If accepted into an Adult Undergraduate, Graduate, or Post-Graduate Program:

- Upon acceptance, students receive an email from adult_online@marianuniversity.edu outlining next steps.
- An academic advisor will contact the student within 5 business days to discuss next steps.

Last Day to Enroll/Register for Classes

Students may be admitted to Marian University and enrolled after the regular registration period but within the first week of classes. Registration is closed at the end of the first week for both the fall and spring semesters.

DEFINITIONS | ACADEMIC LEVEL

Marian University offers programs for students at different academic levels. The table below defines who is eligible to apply for a program within a specific academic level.

| Academic Level | Definition |
|---------------------------|---|
| Traditional Undergraduate | <ul style="list-style-type: none"> • For students seeking a bachelor's degree, and • want to attend classes at our Fond du Lac, WI campus (in-person unless otherwise indicated), and • want a learning format consisting of 15-week semesters. • A list of programs offered may be found here: marianuniversity.edu/admission/campus-undergraduate-programs/ |
| Adult Undergraduate | <ul style="list-style-type: none"> • For students seeking a bachelor's degree, and • want to attend classes online, and • want a learning format consisting of accelerated 7-week semesters. • A list of programs offered may be found here: marianuniversity.edu/admission/online-undergraduate-programs/ |
| Undergraduate-Graduate | <ul style="list-style-type: none"> • For students seeking a master's degree while bypassing the typical path of earning a bachelor's degree first, and • want to attend classes online (or hybrid depending on the program), and • want a learning format consisting of 4-week, 7-week, or 15-week semesters (depending on the program). • A list of programs offered may be found here: marianuniversity.edu/graduate-students/ |
| Graduate | <ul style="list-style-type: none"> • For students who have already earned a bachelor's degree, and • are now seeking a master's degree, certificate, or licensure, and • want to attend classes online (or hybrid depending on the program), and • want a learning format consisting of 4-week, 7-week, or 15-week semesters (depending on the program). • A list of programs offered may be found here: marianuniversity.edu/graduate-students/ |
| Post-Graduate | <ul style="list-style-type: none"> • For students who have already earned a master's degree, and • are now seeking a doctoral degree, certificate, or licensure, and • want to attend classes online (or hybrid depending on the program), and • want a learning format consisting of 4-week, 7-week, or 15-week semesters (depending on the program). • A list of programs offered may be found here: marianuniversity.edu/graduate-students/ |

DEFINITIONS | STUDENT TYPE

Student

Person who has gained admission to the University. Admission is defined as selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, membership or matriculation in or at an education program or activity operated by the (University).

Students are further classified into different attendance types (as defined in the table below).

This classification is important to know when determining which admission criteria is applicable on the following pages of this catalog.

| Student Type | Definition |
|---------------------|--|
| First-Year Freshman | A student currently in high school with grades for at least the first six semesters. OR A student who graduated high school and has not enrolled in college class(es) after graduating high school. |
| Transfer | A student who signed up for college coursework after graduating high school. This includes anyone who: <ul style="list-style-type: none"> • Enrolled in college class(es) and the transcript indicates classes are in-progress. • Enrolled in college class(es) and the transcript indicates 0+ credits earned. • Enrolled in college class(es) and the transcript indicates they withdrew. • Enrolled in the U.S. Military or Police Academy Training and earned credit. Students should contact the Office of Admission to initiate an official transfer credit evaluation to determine how many credits will transfer. |
| International | A non-U.S. citizen who will apply for an F-1 Student Visa. |
| Returning | A student who previously attended Marian, was absent for at least one semester , and is now enrolling to finish a degree. This applies to: <ul style="list-style-type: none"> • Students in a traditional undergraduate program who took off fall or spring, or • Students in an adult undergraduate, graduate, or post-graduate program who took off fall, spring, or summer. |
| Continuing | A student who attended the most recent semester at Marian but withdrew after the Add/Drop date (a "W" will appear on transcript). Continuing students do not need to reapply and should contact the Registrar's Office. |

ADMISSION | CRITERIA & APPLICATION REQUIREMENTS

ACADEMIC LEVEL: TRADITIONAL UNDERGRADUATE & ADULT UNDERGRADUATE

STUDENT TYPE: FIRST-YEAR FRESHMAN

General Admission Criteria

Marian University seeks applicants who have demonstrated the ability to successfully complete a challenging academic program. One of the best indicators for success in college is a strong high school record.

Admission to freshman standing at Marian assumes at least 17 units of high school credit including:

- four units of English
- two units of mathematics
- one unit of laboratory science
- one unit of history

The following criteria are considered when determining an applicant's eligibility for admission. Students who do not meet these criteria may be considered for provisional admittance (Traditional Undergraduates see EXCEL Program).

- **High School GPA** = Minimum C average (2.00 GPA on a 4.00 scale), **or** GED Score = Minimum 660 for tests 2014 and later, 2700 for tests 2002-2013, and 250 for tests prior to 2002.
- **High School Rank** = Top half of high school graduating class

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at <https://marianuniversity.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply>
2. **REQUIRED:** An official high school transcript covering at least the first six semesters of coursework – which should include cumulative grade point average, all available aptitude and achievement scores, and class rank if possible. A final official transcript with the student's high school graduation date is required after final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.
 - GED or HSED: Students who have earned a General Educational Development (GED) diploma or High School Equivalency Diploma (HSED) must request that an official score report and an official partial transcript from any high school attended be sent directly to the Office of Undergraduate Admission by the respective agency or school(s).
 - Homeschool: Students who have been home-schooled should submit detailed course descriptions which will be used to evaluate the classwork the student has taken.
 - There are two national certified programs that most homeschool students/families go through. If working with either certified program, a formal transcript will come from the program and the classes will be supported through the transcript.
 - If working with a non-certified program, documentation is required to support the grade the student received. Some examples of supporting items include: class syllabuses per class, grading criteria and rationale to receive the grade. We still review for units per subject (see catalog for admission criteria), and as always, a campus visit/meeting will help support the acceptance as well.
3. **OPTIONAL:** ACT or SAT Results
 - Scores are not required for admission, however students who commit to enrolling at Marian University are encouraged to submit test scores or take the free Accuplacer to ensure correct English and/or Math placement.
 - These aptitude tests are given at various centers throughout the country and information concerning the tests can be obtained from local high school guidance counselors. Copies of test scores are sent directly to the colleges indicated by the student on the test registration form.
 - Marian University codes are: **ACT #4606** or **SAT #1443**
4. **UPON REQUEST:** The Office of Undergraduate Admission may request additional information on an individual basis such as an on-campus or virtual interview, essay, or letters of recommendation.

ACADEMIC LEVEL: TRADITIONAL UNDERGRADUATE & ADULT UNDERGRADUATE STUDENT TYPE: TRANSFER

General Admission Criteria

Students who have acquired academic credits at another regionally or nationally accredited college or university may be admitted to Marian with advanced standing.

The following general admission criteria is considered when determining an applicant's eligibility for admission.

- **College GPA** = Minimum cumulative GPA of 2.00 (on a 4.00 scale)
Only college credits with a grade of C- or higher will be accepted in transfer.

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at marianuniversity.edu/apply.
2. **REQUIRED:** An official transcript from each college or university attended (including courses in-progress).
A final official transcript is required once final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.
3. **CONDITIONAL:** An official high school transcript – conditions based on program chosen.
 - a. Traditional Undergraduate Programs: ONLY IF fewer than 30 college credits have been earned.
 - b. Adult Undergraduate Programs: ONLY IF fewer than 32 college credits have been earned.
4. **CONDITIONAL (Adult Undergraduate Programs Only):** Other items may be required depending on the program a student is applying for (ex: proof of certification or licensure, etc.).

ACADEMIC LEVEL: TRADITIONAL UNDERGRADUATE & ADULT UNDERGRADUATE
STUDENT TYPE: RETURNING

General Admission Criteria

If a student has not maintained continuous enrollment at Marian University, a formal application to the University must be submitted again. If necessary, the Admission Review Committee will review an applicant's file to determine if the student should be re-admitted to the University. This decision is based on past academic performance, as well as the student's conduct while previously enrolled at Marian. All outstanding financial obligations must be satisfied before student can enroll following readmission. Probationary status and academic standing continue upon readmission, if applicable.

The program requirements and academic standards that were effective upon initial enrollment in the major will be applicable if the student is re-admitted after an absence of only one semester. Should non-enrollment occur for two or more continuous semesters, the program requirements and academic standards in effect at the time of re-enrollment will apply. (Continuous semesters for traditional undergraduates is defined as fall and spring, whereas continuous semesters for adult undergraduates, graduates, or post-graduates is defined as fall, spring, and summer.)

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at marianuniversity.edu/apply.
2. **CONDITIONAL:** An official transcript from each college or university attended (including courses in-progress) – ONLY IF the student attended an institution other than Marian University during the time between withdrawing and reapplying to Marian University. A final official transcript is required once final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.

ACADEMIC LEVEL: TRADITIONAL UNDERGRADUATE & ADULT UNDERGRADUATE
STUDENT TYPE: INTERNATIONAL FIRST-YEAR FRESHMAN

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at <https://marianuniversity.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply>
2. **REQUIRED:** An official high school transcript covering at least the first six semesters of coursework.
 - Official English translation is required.
 - A final official transcript with the student's high school graduation date is required after final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.

3. **CONDITIONAL:** Official English proficiency exam results – ONLY IF language of instruction has not been English. Marian University accepts the following exams:
 - TOEFL (minimum score: IBT 70, CBT 193, PBT 525)
 - Duolingo (minimum score: 95)
 - IELTS (minimum score: 6.0)
 - Successful completion of one year at a U.S. high school
4. **UPON REQUEST:** The Office of Undergraduate Admission may request additional information on an individual basis such as an on-campus or virtual interview, essay, or letters of recommendation.

ACADEMIC LEVEL: TRADITIONAL UNDERGRADUATE & ADULT UNDERGRADUATE

STUDENT TYPE: INTERNATIONAL TRANSFER

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at <https://marianuniversity.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply>
2. **REQUIRED:** An official transcript from each college or university attended, including courses in-progress.

A final official transcript is required once final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.

 - Official English translation is required.
 - Official course-by-course evaluation is required for all courses taken outside of the U.S. and Canada.
 - Contact any of the member agencies of the National Association of Credential Evaluation Services (naces.org) or the Association of International Credential Evaluators (aice.org) for the equivalency evaluation of foreign credentials and coursework. These agencies provide the evaluation service for a fee to the applicant, and are not affiliated with Marian University.
 - NACES-approved accredited credential evaluation agencies:
 - AACRAO's International Education Services: www.aacrao.org/credential/index.htm
 - Educational Credential Evaluators, Inc.: www.ece.org
 - World Education Services: www.wes.org
3. **CONDITIONAL:** An official high school transcript – ONLY IF fewer than 30 college credits have been earned.
 - Official English translation is required.
4. **CONDITIONAL (Adult Undergraduate Programs Only):** Other items may be required depending on the program a student is applying for (ex: proof of certification or licensure, etc.).
5. **CONDITIONAL:** Official English proficiency exam results – ONLY IF language of instruction has not been English. Marian University accepts the following exams:
 - TOEFL (minimum score: IBT 70, CBT 193, PBT 525)
 - Duolingo (minimum score: 95)
 - IELTS (minimum score: 6.0)
 - Successful completion of one year at a U.S. college or university

ACADEMIC LEVEL: UNDERGRADUATE-GRADUATE, GRADUATE, & POST-GRADUATE

STUDENT TYPE: N/A

General Admission Criteria

Admission criteria is program-specific. Please contact the **Office of Admission at (920) 923-7650** to discuss details with an Admission Counselor.

Application Requirements

To be considered for admission, applicants must submit the following items:

1. **REQUIRED:** A completed Marian University application, available at <https://marianuniversity.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply> .

2. **REQUIRED:** Applicants must submit other items depending on which program they are applying for. Please review program-specific details on subsequent pages of this catalog.

Dual Enrollment Admissions Requirements

Marian University offers dual enrollment opportunities to students attending partner high schools in the state. These agreements allow qualified students to earn college credit that can also be applied to the completion of their high school diploma. Admission requirements for dual enrollment differ from those of degree-seeking students.

Criteria

It is important that the high school start the process to select potential students by screening the applicants for the Dual Credit Program.

To be eligible for acceptance, students must meet the following criteria:

- have taken appropriate prerequisite course(s), where applicable and
- have achieved a grade point average of “B” within the appropriate discipline,

In addition:

- rank in the top 25% of their class or
- be earning a GPA of 3.2 on a 4.0 scale, or
- score in the top 25% of the most recent standardized test (PSAT or ACT)

Approval Process

Final approval to participate in the program will be granted jointly by the high school and the university, with the high school initially determining eligibility. No formal application process through Marian University Admissions Office is required for the Dual Enrollment program. Students wishing to continue at Marian as degree-seeking students are required to submit an application and follow any other steps for enrollment as a First-year Freshman.

FINANCIAL AID

Financial aid at Marian University is awarded on the basis of financial need and/or academic performance. Need is defined as the difference between total educational costs (cost of attendance numbers can be found at <https://www.marianuniversity.edu/tuition-financial-aid/tuition-cost/>) and the student aid index of the student and his/her family. The parent and student aid indexes are computed according to a federal formula known as Federal Methodology. Complete financial aid information is available at <https://www.marianuniversity.edu/tuition-financial-aid/applying-financial-aid/>

Undergraduate Aid:

Application process for students seeking financial aid:

1. Be accepted for admission to Marian University in a degree program.
2. Be enrolled at least half-time for most aid types (full-time for Institutional aid).
3. File a Free Application for Federal Student Aid (FAFSA) form online at <https://studentaid.gov/>
4. Application process should be completed in time to be received by the Office of Financial Aid no later than March 1 for maximum consideration for the following academic year. Late applicants will be considered as long as funds remain available.

All Marian University financial aid awards are for one academic year only. Students must reapply, following steps 2–4 above, each year of attendance. Summer eligibility is determined separately from the fall and spring academic year. Marian University's institutional scholarships are for Fall and Spring enrollment and direct costs.

To continue receiving financial aid, students must continue to demonstrate need and maintain satisfactory academic progress as defined by the University. The policy regarding satisfactory academic progress for financial aid purposes is available from the Office of Financial Aid or online at <https://www.marianuniversity.edu/about/satisfactory-academic-progress>

Marian University students in need of financial aid and meeting eligibility criteria may receive a financial aid award consisting of one or more of the following:

Grants and Scholarships (non-repayable gift aid)

Priority is given to early applicants.

Federal Pell Grant

The Pell Grant is for qualified undergraduate students enrolled at Marian University and seeking their first undergraduate degree. The amount awarded is based on a formula set by the U.S. Department of Education. Students are limited to receive Pell Grant no more than 12 full-time semesters, or the equivalent of 6 full-time academic years. Students can review their Lifetime Eligibility Used by accessing the National Student Loan Data System (NSLDS).

Federal Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Education Opportunity Grant (SEOG) is awarded to Pell Grant-eligible undergraduate students with exceptional financial need, as determined by the Office of Financial Aid. Awards range from \$100 to \$4,000 per academic year depending on the student's need and funds available.

Indian Student Assistance Grant

There are federal and Wisconsin state grants for Native American students that are registered with a tribal agency, depending on student qualifications and availability of funds. Recipients must be at least one-fourth Native American Indian as certified by the appropriate tribal agency. Certification forms are available from the Bureau of Indian Affairs Office or the State Higher Educational Aids Board Office.

Marian University Family Discount

The Marian University Family Discount aids families in which two or more members from the same household are simultaneously enrolled as full-time traditional undergraduate students enrolled in the daytime program at Marian. This discount provides a \$1,000 maximum annual benefit (\$500 per semester) per family member.

Wisconsin Talent Incentive Program Grant (TIP)

The Talent Incentive Program Grant (TIP) is a grant available to Wisconsin resident students who are in need. First-year students may be nominated by a Wisconsin Educational Opportunity Program Officer or through the Office of Financial Aid. The FAFSA is required and early application is encouraged. This grant is renewable for four years and ranges up to \$1,800 per year.

Wisconsin Grant (WI Grant)

This grant is restricted to Wisconsin residents who file their FAFSAs early and are enrolled at least half-time. The amount of the grant is based on a formula using the student's student aid index (from the FAFSA). The maximum grant is determined by the State of Wisconsin. The FAFSA is the only application required. Students are limited to 10 semesters of this grant.

Marian Grant:

This is an institutional grant that is awarded based on the student's remaining need after Federal, State and Institutional awards. Students must be full-time to receive this and complete a FAFSA.

Merit Scholarships

Scholarships may be offered to new full-time traditional undergraduate students. Merit scholarships are offered based on the student's grade point average in high school and/or college, ACT or SAT test scores, and involvement in school and community activities. There is no separate application other than the admission application. Scholarships are renewed provided the student remains full-time and maintains satisfactory academic progress.

Academic Achievement Award

\$16,000 per year

A limited number of Academic Achievement Awards are granted each year to incoming first-year students based on high school performance and standardized test scores. Candidates for the Academic Achievement Award possess a minimum GPA of 3.00 or better on a 4.00 scale, and have a minimum composite ACT score of 26.

Sr. Mary Mollison Legacy Scholarship

\$14,000 per year

Sr. Mary Mollison Legacy Scholarships are awarded each year to eligible students possessing a minimum GPA of 2.80 or better on a 4.00 scale, and have a minimum composite ACT score of 25 or lower.

Trustee Scholarship

\$13,000 per year

Trustee Scholarships are awarded each year to eligible students possessing a 2.50–2.79 GPA on a 4.00 scale, and have a minimum composite ACT score of 25 or lower.

Naber Leadership Scholarship

\$12,000 per year

Naber Leadership Scholarships are awarded each year to eligible students possessing a 2.49 GPA or lower on a 4.00 scale and/or have a minimum composite ACT score of 21.

Sr. Mary Sheila Burns Award

\$12,000 per year

Sr. Mary Sheila Burns Awards are awarded each year to eligible students demonstrating academic promise, leadership abilities, and involvement in school and community activities.

Partnership High School Award

Up to 50% Tuition Discount

This award is given to any applicant who has graduated with 2.0 GPA from one of our affiliate high schools.

Transfer scholarships

Marian offers transfer scholarships and leadership awards that range from \$8,000 to \$14,000 per year to qualified full-time students enrolled in traditional undergraduate programs. The undergraduate application for admission, along with all necessary transcripts, serves as the scholarship application.

Additional new student awards

New full-time traditional undergraduate students are also considered for the Marian University Family Discount, Legacy Award, CSA (Congregation of Sisters of St. Agnes) Legacy Award, or Pre-College Camp Award when they apply for admission to the University and meet designated criteria. They also will receive a \$1,000 Campus Visit Award if they visit our campus.

Other scholarships

The following scholarships range from \$100 to \$10,000 and are awarded to students on the basis of demonstrated financial need and/or academic performance. Awards are determined by the Office of Financial Aid for students that complete the financial aid application process. Individual applications are required for those scholarships designated with a *. These awards are not always stacked on top of the student's existing Financial Aid Award. They may also be used to fund the Institutional Funds above.

Endowed scholarships

George P. and Helen B. Andrew Scholarship

Mary Ann and Frank Austin Scholarship

George J. and Mary C. Becker Scholarship

Ruth Nettekoven Becker Scholarship

Leon and Asella Biederman Scholarship

Sr. Cletus Blochlinger Scholarship

Bernice Hansen Bown Scholarship

Ralph Breit Scholarship

Sr. Dolora Brogan Scholarship

Dr. and Mrs. Henry Chang Scholarship

Congregation Sisters of St. Agnes Scholarship

Consultants Laboratory Nursing and Medical Technology Scholarship*

Harry and Paschaleen Coonradt Scholarship

Lou and Kathy Cristan Scholarship

CSA Legacy Scholarship

Sister Digna Desch Scholarship

Rita Hewitt DiFrances Scholarship

Giles Doherty Scholarship

Mary M. Brandl Draheim Memorial Scholarship

Dr. William and Elsie Egan Endowed Scholarship

Fond du Lac Medical Alliance Nursing Scholarship

Angeline Jakovek Fritz Nursing Scholarship

Ross and Viola Galbreath Memorial Scholarship*

Elizabeth and Walter Goebel Nursing Scholarship

Dorothy Guelig Scholarship
 Jeanette and Harry Heeb Scholarship
 Gretchen Verbetun Hornung Scholarship
 Claire G. Hutter Scholarship
 Jordan–Brunswick Scholarship
 E.C. Kiekhaefer Memorial Scholarship
 Helen Mary Dore Koehn and Joseph Koehn Scholarship
 Sister Irene Kohne/St. Francis Home Scholarship
 Dr. Michael A. and Dolorosa O’Brien Korb Family Scholarship
 Michael J. Kraus Memorial Scholarship
 Marian University Cabinet Scholarship
 Marian University School of Education Scholarship
 Belen Sanchez Mayorga Scholarship*
 Elaine Penkwitz McCarthy Scholarship
 Dale R. Michels Family Scholarship
 Clarinda T. Mischler and Sister Adalbert Nursing Scholarship
 Dr. Robert and Alice Moser Scholarship
 National Exchange Bank & Trust Scholarship
 James E. Nintzel Scholarship
 Mildred and William O’Connor/Thomas Schevers Scholarship
 Mary O’Rourke Scholarship
 Dr. Ewald and Dorothy Pawsat Scholarship
 Robert and Alice M. Promen Scholarship
 Ira A. Ridenour Memorial Scholarship*
 Ellen and Rachel Ritchie Memorial Scholarship
 Gertrude H. Rodenkirch Memorial Scholarship
 Gladys Salter Scholarship
 Sargento Foods, Inc.*
 Elizabeth Schevers-Tangen Memorial Scholarship
 Sister John Baptist Shaja Memorial Scholarship
 James and Kathleen Simon Scholarship
 Brother Bob Smith Urban Scholarship
 Social Work Program Scholarship
 Dorothy Theisen Scholarship
 Sr. Mary Agreda Touchett, CSA Scholarship
 Dr. Edward W. and Myrtle Vetter Scholarship
 Dr. Ruth Wilmington Scholarship
 Agnes Ziegert Scholarship

Annual scholarships

American Family Insurance Community Involvement Scholarship*
 Ted and Grace Bachhuber Foundation Adult Education Scholarship*
 Business and Industry Dinner Scholarship*
 Dr. and Mrs. Henry T. Chang Scholarship*
 Verve, a Credit Union Scholarship*
 Marian University Faculty/Staff/Student Scholarship*
 Marian University Alumni Association Scholarship*
 Fond du Lac Area Foundation Scholarship*
 Fond du Lac Noon Kiwanis Robert Waffle Memorial Scholarship*
 Fond du Lac Rotary Scholarship*
 Leonard Lewis Scholarship
 Joseph and Michael Mathweg Scholarship*
 Marian Verette Pierce Scholarship

Rath Foundation Distinguished Scholarship*
Dr. R.G. Raymond and Sarah Raymond Foundation Scholarship
UPS Scholarship*
Patricia Wargula Memorial Scholarship
Wisconsin Academic Excellence Scholarship
Jeanne Zimmerman Scholarship

Student employment

Current campus job postings are available by clicking on the “student employment” link in the Financial Aid section of the MyMarian (my.marianuniversity.edu) intranet site. Students should review the available positions and apply directly to the supervisor listed. Upon hiring, students are provided with information regarding completion of an online time sheet and other required documentation.

Federal Work-Study Program (FWS)

This employment is available to students who demonstrate financial need and are enrolled at least half-time. All positions on-campus or in a preselected community service position off-campus are coordinated through the Office of Human Resources.

Marian Campus Work Program (MCW)

This employment is available to students that do not show need for federally funded work-study, but wish to work on campus. Students must be enrolled at least half-time. All positions are on campus and are coordinated through the Office of Human Resources.

Loans

Federal Direct Subsidized Loan

This federally funded program is based on students’ financial need. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The U.S. Department of Education pays the interest as long as the student is enrolled at least half time. Interest begins to accrue immediately once the student ceases to be enrolled half-time. Contact the loan servicer for additional information.

Federal Direct Unsubsidized Loan

This federally funded program is available to all students whose FAFSA is accepted by the U.S. Department of Education, regardless of financial need. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. Interest begins to accrue shortly after the funds are borrowed. The student has the option of paying the interest monthly, arranging quarterly payments with the lender, or making no interest payments. If no interest payments are made, the interest that accrues will be capitalized to the principal amount borrowed when the student graduates or ceases to be enrolled at least half-time. Contact the loan servicer for additional information. Your loan servicer can be found by logging into <https://studentaid.gov>.

Federal Direct PLUS Loan

(Parent Loan for Undergraduate Students)

The Direct PLUS Loan is available through the government to the parents of dependent students. Parents may be eligible to borrow up to the cost of education minus any other financial aid the student is receiving. Eligibility is not based on need. The government will determine credit worthiness prior to approving any loan funds. Interest begins to accrue shortly after the funds are borrowed. Payments begin 60 days after the last disbursement has been received. Parents can defer payment while the student is enrolled at least half-time, and for an additional six months after the student graduates or drops below half-time enrollment. Parents must request this deferment each year from the loan servicer. Parents can apply online by logging into <https://studentaid.gov>. If a dependent student’s parent is denied the PLUS loan due to adverse credit history, the student may borrow additional Unsubsidized Direct Loan.

Further information

Due to the quantity and complexity of financial aid programs, only basic descriptions of the various sources of aid are provided in this document. No attempt is made to provide a comprehensive listing of all the considerations in assessing financial need and determining eligibility for funds. The awarding of financial aid to a given student depends upon the student's eligibility and the availability of funds. All guidelines for administering financial aid programs are subject to change at any time as the result of legislative action or administrative mandate from the federal and state agencies responsible for the direction of the programs. Full information may be obtained at www.marianuniversity.edu/financialaid.

Please note that the amount of tuition that can be certified by our Veterans Certifying official is the difference between the total tuition charged and the Institutional and State Aid awarded. For example, if a student has tuition charges of \$12,000 and institutional aid of \$5000 and a WI Grant of \$2000, \$5000 will be certified with the VA. Please note that WI VA grants and Marian Need-Based Grants do not impact this calculation. Federal Aid also does not reduce the amount of tuition certified. If you have any questions about this, please contact the financial aid office.

Satisfactory academic progress

Students must maintain satisfactory academic progress in order to retain their financial aid. The policy regarding satisfactory academic progress for financial aid purposes is available from the Office of Financial Aid or online at <https://www.marianuniversity.edu/about/satisfactory-academic-progress/>.

Consumer Information

Marian University is required to notify students on an annual basis about information important to their education at Marian, including financial aid. Consumer information regarding financial aid and the process, student rights and responsibilities, terms and conditions of aid offered, policy for returning aid for students who withdraw from classes, criteria for meeting satisfactory academic progress (the Financial Aid SAP process is different from the academic retention standards), information about University programs and staff/faculty, campus crime information, Privacy Act information, athletic information and more can be found online at <https://www.marianuniversity.edu/about/student-consumer-information/>.

Graduate Aid:

Application process for students seeking financial aid:

1. Be accepted for admission to Marian University in a degree program.
2. Be enrolled at least half-time for most aid types (full-time for Institutional aid).
3. File a Free Application for Federal Student Aid (FAFSA) form online at <https://studentaid.gov>
4. Application process should be completed in time to be received by the Office of Financial Aid no later than March 1 for maximum consideration for the following academic year. Late applicants will be considered as long as funds remain available.

All Marian University financial aid awards are for one academic year only. Students must reapply, following steps 2–4 above, each year of attendance. Summer eligibility is determined separately from the fall and spring academic year. Marian University's institutional scholarships are applied only to tuition and fee charges.

To continue receiving financial aid, students must continue to demonstrate need and maintain satisfactory academic progress as defined by the University. The policy regarding satisfactory academic progress for financial aid purposes is available from the Office of Financial Aid or online at <https://www.marianuniversity.edu/about/satisfactory-academic-progress>

Marian University students in need of financial aid and meeting eligibility criteria may receive a financial aid award consisting of one or more of the following:

Loans

Federal Direct Unsubsidized Loan

This federally funded program is available to all students whose FAFSA is accepted by the U.S. Department of Education, regardless of financial need. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. Interest begins to accrue shortly after the funds are borrowed. The student has the option of paying the interest monthly, arranging quarterly payments with the lender, or making no interest payments. If no interest payments are made, the interest that accrues will be capitalized to the principal amount borrowed when the student graduates or ceases to be enrolled at least half-time. Contact the loan servicer for additional information. Your loan servicer can be found by logging into <https://studentaid.gov>.

Federal Direct Graduate Plus Loan

This is a federally certified loan that students can explore to supplement the Unsubsidized funding. Students must pass a credit check to borrow this loan. Students can learn more and apply for this loan at <https://studentaid.gov>. Student can choose to defer payment until six month after the student graduates or ceases to be enrolled at least half-time. Interest begins to accrue shortly after the funds are borrowed. The student has the option of paying the interest monthly, arranging quarterly payments with the lender, or making no interest payments. If no interest payments are made, the interest that accrues will be capitalized to the principal amount borrowed when the student graduates or ceases to be enrolled at least half-time. Contact the loan servicer for additional information.

Further Information

Due to the quantity and complexity of financial aid programs, only basic descriptions of the various sources of aid are provided in this document. No attempt is made to provide a comprehensive listing of all the considerations in assessing financial need and determining eligibility for funds. The awarding of financial aid to a given student depends upon the student's eligibility and the availability of funds. All guidelines for administering financial aid programs are subject to change at any time as the result of legislative action or administrative mandate from the federal and state agencies responsible for the direction of the programs. Full information may be obtained at www.marianuniversity.edu/financialaid.

Please note that the amount of tuition that can be certified by our Veterans Certifying official is the difference between the total tuition charged and the Institutional Aid awarded. For example, if a student has tuition charges of \$12,000 and institutional aid of \$5000, \$7000 will certified with the VA. Please note that Marian Need-Based Grants do not impact this calculation. Federal Aid also does not reduce the amount of tuition certified. If you have any questions about this, please contact the financial aid office.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress in order to retain their financial aid. The policy regarding satisfactory academic progress for financial aid purposes is available from the Office of Financial Aid or online at <https://www.marianuniversity.edu/about/satisfactory-academic-progress/>.

Consumer information

Marian University is required to notify students on an annual basis about information important to their education at Marian, including financial aid. Consumer information regarding financial aid and the process, student rights and responsibilities, terms and conditions of aid offered, policy for returning aid for students who withdraw from classes, criteria for meeting satisfactory academic progress (the Financial Aid SAP process is different from the academic retention standards), information about University programs and staff/faculty, campus crime information, Privacy Act information, athletic information and more can be found online at <https://www.marianuniversity.edu/about/student-consumer-information/>.

STUDENT FINANCIAL RESPONSIBILITY AGREEMENT

Marian University requires all students to sign a Student Financial Responsibility Agreement.

This agreement can be found at <https://my.marianuniversity.edu> under the heading "Offices" and then "Business and Finance". This document is a fillable pdf and should be emailed to obf@marianuniversity.edu for first year and

transfer students. Each semester thereafter, students will be required to provide electronic acknowledgement that they have read and agree to the terms and conditions of the Student Financial Responsibility Agreement prior to being allowed to register in SabreNet.

STUDENT BILLING STATEMENT

Marian University student billing statements are provided electronically via SabreNet and regularly updated. Paper statements may be mailed intermittently for updates or changes. Students are required to log on to their SabreNet account and view their most recent billing statements and/or view their detailed charges and credits for the semester. This information can be found under the Finances tab. Logging on to view billing and pay charges by the required due date(s) is the responsibility of the student. Failure to view billing and due dates does not exempt a student from the financial obligation as a result of registering for courses at Marian University. Student account balances not paid in full are subject to third party collection action.

TUITION AND FEES

TUITION

**Students are required to pay their accounts in full before registering for the next semester courses.*

TRADITIONAL UNDERGRADUATE TUITION

All tuition and fees are set annually by the University's Board of Trustees.

Tuition for full-time students (carrying 12–18 credits) is a flat rate. Tuition for half-time students (carrying 1–11 credits) is set at a per credit rate. There is an additional per credit charge for students carrying more than 18 credits (overload).

Based on the student's selected program, the following rates are charged:

| | |
|--|---|
| Full-Time Undergraduate Tuition (12-18 credits): | \$34,096 Annual / \$17,048 per semester |
| Part-Time Undergraduate Tuition (1-11 credits): | \$665 per credit |
| Credits over 18 (overload): | \$665 per credit |

OVERLOAD

Students are billed for **all** credits with the exception of those that have been clean dropped. Only a clean drop, granted prior to the start of the semester, or during the add/drop period, will completely remove the credits from transcripts and billing. Billed credits include those that are in progress, have been completed, or have been attempted/withdrawn. Withdrawing from a course after it has started does not remove the course, credits, or charges from the student's transcript or bill. **Example:** Student is enrolled in 16 credits. Student withdraws from a 3-credit course after the add/drop period. Student then adds a new 3-credit course. The Overload Permission Request form is initiated and the student is subject to 1 (one) overload credit charge as they would now have 19 attempted credits.

Traditional undergraduates are billed a per credit overload fee for each credit over 18, for both completed and attempted/withdrawn. **For example:** 1 overload credit = \$665, 2 overload credits = \$1,310, etc.

Undergraduate Adults students who are enrolled in the Adult and Online Studies (AOS) program are billed a per credit rate for all credits, both completed and attempted/withdrawn.

PAYMENT OPTIONS

Students must pay the balance in full by the first day of class (via out of pocket payment, financial aid, or combination of both)

OR

Students must sign up for a payment plan with Transact by logging in to their SabreNet account via MyMarian and clicking on "Make a Payment" under the Finances Tab to be redirected to Transact. Payment plan budgets must be for the full out of pocket cost (balance after financial aid). There is a \$20 enrollment fee paid directly to Transact at the time of enrollment each semester. Payment plans are not continuous and do not automatically roll to the next semester. Each new semester requires enrollment in a new payment plan. Only current term balances are eligible for payment plans. Previous term balances are not eligible for inclusion in a current term's payment plan budget. Increases and/or decreases may be made to payment plan amounts as necessary.

All payment plans have a 15th of the month due date. Enrollment in Autopay is available, and recommended. Debit/credit card payments carry a 2.95% processing fee. Autopay payment plan installments made using ACH Bank Withdrawal do not have a fee.

Failure to pay in full via one of the payment options listed above, or a combination of the options listed above, by first day of class may result in being dropped from current and future classes, and termination of IT access to the University.

IMPORTANT: *Administrative, clerical or technical billing errors do not absolve you of your financial responsibility to pay the correct amount of tuition, fees, room and board, and other associated financial obligations due as a result of your registration, and enrollment at Marian University. Students must review their billing statements and contact the Office of Business and Finance should they feel there is any discrepancy.*

***Returned payments will result in a \$15 Non-Sufficient Funds fee being charged to the student's account.**

ACCEPTED PAYMENT METHODS

1. Mail a payment:

Mail a personal check, cashier's check, or money order to:

Marian University
Attention: Office of Business & Finance
45 S. National Ave.
Fond du Lac, WI 54935

*Please make sure the student's name and University Student ID number are listed on the check. Checks should be made payable to Marian University. **Checks drawn on banks outside of the U.S. are not accepted.** Please allow enough time for postal delivery services. Please see #4 for international payments.

2. In-person payment:

Payments may be dropped off in the Office of Business and Finance, located on the third floor of the Stayer Building. Hours are 8:00 a.m. – 4:30 p.m. Monday through Friday. Offices are closed on major holidays and Friday afternoons over the summer. We can accept cash, credit or debit card (2.95% processing fee applies), personal check, cashier's check, or money order. Checks drawn on banks outside of the U.S. are not accepted.

3. Online Debit/Credit Card Payment and E-Check (Bank Account Withdrawal):

Log in to your SabreNet account via MyMarian and click on "Make a Payment" under the Finances Tab. (Be certain that you are selecting the correct year/term balance for which your payment is to be applied.)

- Credit and debit card transactions will be charged a processing fee of 2.95%
- ACH Bank account withdrawal payments will be charged a \$0.50 fee

4. International Student Payments:

- Marian University partners with the third-party vendor, PayMyTuition, for processing of online international payments. Visit <https://www.paymytuition.com>, select to pay Marian University, Wisconsin, and follow the prompts to make a payment. Marian will be notified when a payment is pending. Once the funds are received, your account will be credited.
- International students may also make online payment via Transact using international credit card or wire transfer.

ADULT ONLINE STUDIES UNDERGRADUATE TUITION

| | |
|--|------------------|
| Adult undergraduate programs: | \$535 per credit |
| Degree completion (DMS, Rad Tech, Dental Hygiene, Respiratory Therapy) | \$500 per credit |
| RN-BSN adult online undergraduate program: | \$472 per credit |

GRADUATE STUDIES TUITION:

| | |
|------------------------------|-------|
| MA-At Risk Alt Ed & Cert | \$698 |
| MS-Management | |
| MS-Organizational Leadership | |
| MS- Industrial Org Psych | |

MS-HealthCare Admin
 MS-Special Ed w/License
 MS-MA- Teach Ed w/License
 Reading Teacher License
 Thanatology

*Principal \$650
 *Special Ed & Pupil Services
 *Director of Instruction

MS in Nursing \$788
 MSN: Family Nurse Practitioner Cert \$805
 RN-MSN/Nurse Practitioner track \$696
 RN-MSN/Nurse Administrator track: \$668

Doctorate: \$861

*New in SP25

ACCOUNT HOLDS:

Financial Hold

Student accounts with a past due balance exceeding \$2000 will be placed on Financial Hold. A Financial Hold will prevent a student from registering for additional courses and making changes to their current schedule, as well as prevent registration in future terms. A Financial Hold is not cleared until the student account balance is at or below \$2000. **Students must pay balances down to zero by the end of each term.**

Transcript Release

Marian University is not required to release an official transcript for terms not paid in full or not enrolled in a payment plan. Unofficial transcripts are available online via SabreNet.

Student accounts must be paid down to zero to participate in commencement and receive a diploma.

Unresolved student account balances will be sent to an outside collection agency. At that time, payments are to be made directly to the collection agency.

COURSE AUDIT FEES

Audited courses are assessed at 50% of the regular tuition rate. General fees and course fees are assessed at the regular rate.

1. Courses taken for audit do not count as credits for financial aid consideration or veteran benefit certification.
2. When a student takes a combination of courses for regular credit and for audit, the student is required to pay the regular tuition and fees for all credits.

SENIOR CITIZEN

Senior citizens are charged \$39.00 per credit to either audit or receive credit for a class. This is applicable to undergraduate courses only for non-degree-seeking students who are 62 years of age and older. Seats are awarded based on availability with priority given to degree-seeking students.

BOOKS AND SUPPLIES

On average, Marian University students purchase \$700-\$900 in textbooks during the academic year. Some academic programs require additional textbooks, resource guides, and supplies that may increase this estimate. Marian University partners with Follett Discover, an online bookstore, where students may purchase or rent

textbooks. Students will need to set up an account to access specific book titles and course materials at the website: <https://www.bkstr.com/marianuniversitystore/home> and follow the prompts for pricing and purchasing details.

HOUSING CHARGES

Room charges are established for the following categories of housing: double or triple occupancy residence hall, single and double occupancy townhouse, double occupancy penthouse, double occupancy efficiency suite, and single and double duplex housing. Single rooms are not guaranteed.

| 2024-2025 Housing Per Semester | | | | | |
|--|-------------|-------------|-----------------------|------------------------|--------------------------|
| 1.) Choose a campus housing location. 2.) Choose Single or Double room. 3.) Choose a meal plan. | | | | | |
| Campus Housing <u>without</u> Kitchen: <i>(First-Year students must have one of the Unlimited meal plans)</i> | | | | | |
| | Single Room | Double Room | Unlimited + 60 pts | Unlimited + 160 Pts | |
| Naber Hall | \$4,122 | \$3,059 | \$1,865 | \$1,995 | |
| Courtyard House | \$4,122 | \$3,059 | \$1,865 | \$1,995 | |
| Courtyard Penthouse | \$4,122 | \$3,059 | \$1,865 | \$1,995 | |
| Campus Housing <u>with</u> Full Kitchen: <i>(Upperclassmen may choose from any of the three meal plans)</i> | | | | | |
| | Single Room | Double Room | Unlimited + 60 Pts | Unlimited + 160 Pts | 75 Meal Plan + 60 Pts |
| Courtyard Efficiency | \$4,178 | \$3,480 | \$1,865 | \$1,995 | \$1,179 |
| Townhouse | \$4,178 | \$3,480 | \$1,865 | \$1,995 | \$1,179 |
| Duplex | \$4,178 | \$3,480 | \$1,865 | \$1,995 | \$1,179 |
| Cedar Creek | \$4,178 | \$3,480 | \$1,865 | \$1,995 | \$1,179 |

MEAL PLANS

Marian University requires all residential students participate in a meal plan available through University Dining Services. Marian University Dining Services offers a wide variety of dining options capable of accommodating many different dietary needs, including allergies/intolerances and chronic health conditions. While most students' needs can be met through standard meal plan options; Marian University recognizes that some students may require modifications to the meal plan policy. To request a modification to the meal plan policy contact Severa Krueger at smkrueger36@marianuniversity.edu or 920-923-8091.

Residents may choose from the following meal plan options:

| | |
|----------------------------|---------|
| Unlimited Plan +60 points | \$1,865 |
| Unlimited Plan +160 points | \$1,995 |
| 75 Meal Plan +60 points | \$1,179 |

FEES AND DEPOSITS

ONE-TIME CHARGES

Graduation Application fee \$100

**This fee will be applied to your student account upon submitting application for graduation and must be paid in full prior to commencement.*

GENERAL STUDENT FEE: \$554 annually / \$277 per semester (Traditional Undergraduate)

This fee is set annually by the Board of Trustees and charged to students by semester. The general student fee covers the use of campus facilities, access to University events and services, internet access and other technology enhancements, and student organization and programming activities. Part-time students are charged \$186 fee when enrolled in 1-11 credits. Fees are nonrefundable after Add/Drop.

*General Fees are not charged to Traditional Undergraduate students in the Summer and Winterim terms.

TECHNOLOGY FEES

Adult Undergraduate, Undergrad-Grad, Graduate, Post Graduate and PhD students will be charged an \$8 per credit Technology Fee in all semesters/terms/sessions.

*Traditional Undergraduate students will be charged an \$8 per credit Technology Fee in Summer and Winterim semesters/terms/sessions only.

COURSE FEES

Certain courses or programs require special materials, supplies, equipment, and/or facilities, the cost of which is passed on to students through course or program fees. Students enrolled in clinicals are assessed fees that cover the direct non-teaching costs incurred by the University. All fees, and tuition, must be covered in full prior to the start of classes and/or clinical rotations.

UNIVERSITY REFUND POLICY

Students are responsible for adding, dropping, and withdrawing from courses. This includes the completion and submission of Course Add/Drop forms to the Office of the Registrar. The day on which the Office of the Registrar receives the Course Add/Drop form is the official drop date. To avoid a failing grade, students must drop any courses not attended. Students who receive federal financial aid funding should check with the Office of Financial Aid prior to making any changes in course registration for the semester. For purposes of determining refund, the official date of course drop/withdrawal or university withdrawal, is the day upon which completed course drop or withdrawal forms are received in the Office of the Registrar. Emails, phone calls, or no longer attending class do not constitute a proper withdrawal from class. The required Course Drop form must be completed and submitted to the Office of the Registrar.

The following refunds are applicable:

All students withdrawing from the University or changing enrollment status are issued tuition refunds based on the following schedule:

Drop before first class 100% refund

Length of class Amount of refund

7 weeks or longer:

| | |
|----------------------------|------|
| 1 st week | 100% |
| 2 nd week | 100% |
| After 2 nd week | None |

3 to 6 weeks:

| | |
|----------------------------|------|
| 1 st week | 100% |
| After 1 st week | None |

2 weeks or less:

| | |
|----------|------|
| 1 day | 100% |
| Day 2-14 | None |

ADDITIONAL REFUND INFORMATION

- The Office of Financial Aid has a separate Refund Policy for returning aid when a student withdraws from a course or the University.
- The refund policy also applies to students who are suspended or expelled for disciplinary reasons.
- Room charges will be refunded on a prorated basis through 60% completion of the semester.
- Through the appropriate action of its administration and Board of Trustees, the University reserves the right to make changes in the above policies as financial and operational considerations may require. Changes in tuition or fees after publication of this catalog are printed separately and are made available to all current and prospective students.

Optional Tuition Insurance Coverage

Marian University has partnered with GradGuard Tuition Protection to offer students the means to insure their educational investment. This coverage offers protection for withdrawals any time during the semester for a covered physical illness/injury or mental health condition. Tuition insurance picks up where the university refund policy leaves off (no refund after the 2nd week). Please log in to Transact by clicking on "Make a Payment" via SabreNet. More information about GradGuard will be provided to students there. You may also contact GradGuard directly at 1-888-427-5045 or <https://gradguard.com/tuition/marianuniversity>. A standard plan will be offered via Transact. However, students may contact GradGuard directly to customize a plan that fits their specific needs.

ACADEMIC SUPPORT AND STUDENT SUCCESS SERVICES

OFFICE OF STUDENT SUCCESS AND ACADEMIC SUPPORT

Academic Advising

All undergraduate degree-seeking students are assigned an academic advisor to assist the student in planning their completion of an academic program.

Students are expected to meet with their academic advisor periodically throughout each semester for help in selecting courses and making any major decisions regarding their academic program, academic requirements, goals, and/or career plans. It is the responsibility of all students to know and observe all the regulations and requirements that apply to their program(s). Academic advisors assist students with decision-making, but final responsibility rests with students. All academic advising related questions should be referred to the student's academic advisor or the Director of Academic Advising and EXCEL.

Academic Services

The Office of Student Success facilitates academic support through the Learning and Writing Center and Academic Support. Services include writing assistance, math and science coaching, supplemental instruction, and 1:1 tutoring services. Additionally, the Student Success staff provide assistance with study skills (i.e. time management, goal setting, preparing for and taking tests, using support systems within the University). Information and assistance is available in the Office of Student Success and the Learning and Writing Center.

Accessibility Services

Marian University, in accordance with its Mission and Core Values is committed to providing an accessible and inclusive living/learning environment which ensures equal opportunity to qualified students with disabilities.

The mission of Accessibility Services is to partner with students and the campus community to maintain an accessible living/learning environment, where students with disabilities have an equal opportunity to participate fully in all aspects of the educational experience.

Students needing accommodations to fully participate in living and/or learning at Marian University, or students with questions pertaining to disability, please contact Accessibility Services at: Accessibility@marianuniversity.edu 920-923-8951, Agnes Hazotte Hall Room A-212.

Students with disabilities or temporary impairments complete the following steps to obtain reasonable accommodations:

- Contact Accessibility Resources to discuss disability, the impact and/or symptoms of disability, identify barriers and potential reasonable accommodations.
- Submit appropriate documentation by a qualified professional.
- Engage in an interactive process to determine reasonable accommodations.
- Reasonable accommodations are determined on an individualized basis, as supported by students' self-report, appropriate documentation and professional judgement. Requests for reasonable accommodations are reviewed on a semester-by-semester basis and granted as supported by the documentation and individual needs.
- It is strongly recommended that requests be made at least 2-4 weeks in advance of when they are needed in order to avoid delays that could potentially impact participation in a program, service, or activity. All information is regarded as confidential.

Students with temporary impairments/injuries

Students with temporary impairments due to injury and/or surgery may request reasonable accommodations on a short-term basis.

Peer Tutor program

Peer tutoring refers to a method of academic assistance in which students provide tutoring services to their peers who require help in a particular subject or course, other than math, science, and English (these subjects are covered specifically in the Learning and Writing Center). Tutoring is coordinated through the Accessibility Resources office, but is available to all students regardless of accessibility need. Peer tutoring is available free of charge to registered students.

Please contact Accessibility Resources at: Accessibility@marianuniversity.edu
(920) 923-8951, Agnes Hazotte Hall Room A-212.

Service animals

ADA rules define “service animal” as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Service animals are permitted to accompany individuals with disabilities to all areas of campus where students are normally allowed to go. Students requiring accommodations with service animals need to work with Accessibility Services.

Undeclared program

The Office of Student Success assists students who may be uncertain about their choice of a career field and/or major. To help undeclared students make choices compatible with their interests, abilities, and goals, the Office offers various career inventories and other opportunities for students to learn more about themselves and majors that may be of interest to them.

Learning and Writing Center

Professional staff and students provide academic assistance in math, science, reading, writing, and study skills. Assistance is also available to students who speak English as their second language. The Learning and Writing Center’s optimal learning space accommodates individual students and small groups. Computers are available.

Counseling services

Confidential personal counseling is available to all currently enrolled students at no extra charge for issues such as anxiety, stress, depression, adjusting to college life, or relationship distress. Group counseling, outreach presentations, and self-help resources are also available, based on demand. The Counseling Center offers crisis intervention when needed and can provide referrals to mental health professionals in the Fond du Lac community. For more information or to schedule an appointment, please call (920) 923-8112.

Career and Professional Development

Career assistance and resources are available for all students through the Career and Professional Development Office located in Agnes Hazotte Hall. Career assistance includes:

- Career Exploration and Interest Inventory Assessments
- On and Off Campus Career Fairs
- Dining Etiquette Dinners
- Dress for Success/Career Closet
- Internship and Externship Assistance
- Handshake (Online Job and Internship Board)
- Multi-Faceted Job Search Techniques
- Mock Interviews
- Resume, Cover Letter, and LinkedIn Development

INTERNATIONAL STUDENTS

All international students are required to check in with one of the Primary Designated School Official (PDSO) upon arrival on campus in the Office of the Registrar. International students must update the PDSO with change of address or status within 10 days.

Information is also available on the following topics:

- Campus employment
- Driver's license
- Employment authorization (CPT and OPT)
- Health insurance
- Homesickness
- Housing
- Social Security card
- Travel
- Visa compliance

All international students under the age of 21 and having fewer than 64 University credits are required to live on campus. A completed health form, which includes Tuberculosis skin test results, is required and must be on file by August 1 for the fall semester and January 1 for the spring semester. Additionally, all international students are required to carry health insurance and must supply proof of health insurance prior to registering for courses.

ACADEMICS

GENERAL ACADEMIC INFORMATION

This section of the Academic Catalog contains program and degree requirements and general academic regulations. While the section provides an exact statement of policy in effect at the time of publication, the University reserves the right to modify descriptions, requirements, and regulations at any time.

Academic year

The University conducts traditional academic programs in two semesters, the first from late August or early September to mid-December, and the second from mid-January to mid-May. Traditional undergraduate courses are also offered in varying week length summer sessions.

Definitions

Degree

An award conferred by Marian University signifying that the recipient has satisfactorily completed a course of study. Total **minimum** number of semester credits hours required for a degree:

| | |
|-------------------------|-----|
| Baccalaureate programs: | 120 |
| Master Programs: | 30 |
| Doctoral Programs: | 60 |

Major

A major is a program of study offering both depth and breadth in a particular discipline or field of study. A major must comprise a minimum of 30 credits. The major must consist of at least 15 unique credits that are over and above the defined requirements of a student's additional major or minor. Students must complete at least 50% of major credits through Marian University. The major appears on the official transcript.

Minor

A minor is a program of study with less depth than a major. A minor has a minimum of 15 credits. The minor must consist of at least 9 unique credits of a student's minor that are over and above defined requirements of the student's major or any other minor. Students must complete at least 30% of minor credits through Marian University. No student may declare a major and a minor in the same discipline. The minor appears on the official transcript.

Certificate

A certificate is comprised of a set of professionally oriented courses in an applied area of focus but does not lead to a degree or qualify for state or federal financial aid. For degree-seeking students, a certificate program must be embedded within a program of study; only degree-seeking students qualify for state and federal financial aid. Graduate certificates represent completion of studies beyond the bachelor's degree. The certificate appears on the official transcript.

Licensure Program

A set or sequence of courses and experiences required for a student to be eligible to obtain a license issued by an agency, group, or professional organization.

Track

A "track" is two (or more) independent paths of study within a single program. Tracks have a common core with a different set of courses to satisfy their graduation requirements. The track appears on the official transcript.

DEGREES AWARDED

Bachelor of Business Administration (BBA)
 Bachelor of Science (BS)
 Bachelor of Science in Nursing (BSN)
 Bachelor of Science in Radiologic Technology (BSRT)
 Bachelor of Social Work (BSW)

Master of Arts in Education (MAE)
 Master in Health Care Administration (MHCA)
 Master of Science (MS)
 Master of Science in Nursing (MSN)

Doctor of Philosophy (PhD)

Please note: Diplomas will display the degree earned. Academic major(s) will not appear on the diploma.

Bachelor of Arts requirement

The Bachelor of Arts (BA) degree, as distinguished from the Bachelor of Science (BS) degree, requires proficiency in a foreign language at the intermediate level, as demonstrated by successful completion of 12 credits of world language.

MAJORS AND MINORS

Traditional Undergraduate Programs

| | DEGREE | MAJOR | MINOR |
|-------------------------------|--------|-------|-------|
| Accounting | BBA | X | |
| Athletic Coaching | | | X |
| Biology | BS | X | X |
| Broad Field Social Studies | BS | X | X |
| Business Administration | BBA | X | X |
| Business Management | BBA | X | |
| Chemistry | BS | X | X |
| Construction Management | BS | X | X |
| Crime Scene Investigation | | | X |
| Criminal Justice | BS | X | X |
| Data Analytics | | | X |
| Data Science | BS | X | |
| Diagnostic Medical Sonography | BS | X | |
| Early Childhood Education | BS | X | |
| Education Studies | BS | X | |
| Elementary–Middle Education | BS | X | |
| Exercise and Sport Science | BS | X | |
| Finance | BBA | X | X |
| Forensic Science | BS | X | X |
| Health Care Administration | BBA | X | X |
| Health Care Administration | BS | X | |
| History | BS | X | X |
| Risk Management and Insurance | BBA | X | |
| Interdisciplinary Studies | BS | X | |
| Language Arts | | | X |
| Marketing | BBA | X | X |
| Marketing & Public Relations | BS | X | |
| Mathematics Education | | | X |

| | | | |
|---------------------------------|------|---|---|
| Middle–Secondary Education | BS | X | |
| Natural Science | | | X |
| Nursing | BSN | X | |
| Philosophy | | | X |
| Psychology | BS | X | X |
| Radiologic Technology | BSRT | X | |
| R.O.T.C. (Military Science) | | | X |
| Self-Designed Major | BS | X | |
| Social Work | BSW | X | |
| Spanish | | | X |
| Special Education | BS | X | |
| Sport and Recreation Management | BBA | X | X |
| Theology | | | X |

Undergraduate Certificate Programs

Data Analytics

Construction Estimating

Thanatology

*Certificate Programs do not qualify for Federal Financial Aid.

Adult Undergraduate Programs

| | DEGREE | MAJOR | MINOR |
|-------------------------------|--------|-------|-------|
| Accounting | BBA | X | |
| Business Administration | BBA | | X |
| Criminal Justice | BS | X | X |
| Dental Hygiene | BS | X | |
| Diagnostic Medical Sonography | BS | X | |
| General Management | BBA | X | |
| Health Care Administration | BBA | X | X |
| Health Care Administration | BS | X | |
| History | | | X |
| Interdisciplinary Studies | BS | X | |
| Management | | | X |
| Operations & Supply Chain Mgt | BBA | X | |
| Nursing (RN-BSN) | BSN | X | |
| Psychology | BS | X | X |
| Radiologic Technology | BSRT | X | |
| Respiratory Therapy | BS | X | |
| Thanatology | | | X |

Graduate programs

| | DEGREE |
|--------------------------------------|--------|
| At Risk and Alternative Education | MAE |
| Family Nurse Practitioner | MSN |
| Health Care Administration | MHCA |
| Industrial Organizational Psychology | MS |
| Management | MS |
| Nursing Administration | MSN |
| Special Education | MAE |
| Teacher Education | MAE |
| Thanatology | MS |

Graduate licensure programs

Alternative Education License (952)

Special Education
Teacher Education Certification Program

Graduate certificate programs *Certificate Programs do not qualify for Federal Financial Aid.

At-Risk and Alternative Education
Nursing Education
Thanatology
Trauma-Informed Care in Education

Pre-Professional programs

Marian University offers preparation for undergraduate and graduate professional programs in cytotechnology, dentistry, law, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, and veterinary medicine at other colleges and universities. Marian encourages students to design their undergraduate programs to meet the specific requirements of the graduate or undergraduate department they wish to enter. Pre-professional programs provide the student with a foundation of knowledge and skills for transfer to undergraduate professional schools or admission to graduate schools or internships. For more information on pre-professional programs, refer to the specific department sections in this catalog.

Self-designed major

The self-designed major offers an opportunity for students who wish to pursue a course of study not accommodated by traditional majors at Marian University. Students may apply for a self-designed major in order to qualify for graduate school admission in a particular field, to prepare for employment for a particular job, or for self-fulfillment. By working with a faculty advisor and a self-designed major committee, students may formulate their own program of study in a way unique to the student's learning goals and within specific guidelines, no later than the end of the first semester of the junior year.

The self-designed major allows students to pursue a quality program leading to a viable Bachelor of Arts (BA) or Bachelor of Science (BS) degree and is available to all traditional undergraduate students. Students interested in the self-designed major should contact the Dean of Faculty for additional information.

Double majors

An undergraduate student may pursue two majors, with a primary major leading to the desired degree. All students receive only one degree. Double majors may require scheduling that extends programs beyond the traditional four years.

ADDITIONAL ACADEMIC OPPORTUNITIES

Honor Societies

Marian University offers to those students who meet the criteria for membership the opportunity to participate in the following honor societies:

- Delta Delta Epsilon: international forensic science honor society, Iota chapter
- Delta Epsilon Sigma: national scholastic honor society, Delta Tau chapter
- Kappa Delta Pi: international honor society in education, Alpha Delta Theta chapter
- Lambda Pi Eta: national communication honor society, Mu Mu chapter
- Phi Alpha: national social work honor society, Delta Phi chapter
- Sigma Beta Delta: international honor society for business management and administration, Marian University chapter
- Sigma Tau Delta: international English honor society, Kappa Tau chapter
- Sigma Theta Tau: international honor society for nursing, Phi Zeta chapter (#484)
- Theta Alpha Kappa: national honor society for religious studies and theology, Alpha Kappa Theta chapter

These societies strive to advance scholarship, ethics, service, and professionalism. National recognition is accorded through the University chapter to traditional and non-traditional undergraduate students, graduate students, alumni, faculty, and staff.

Honors Program

The Honors Program provides students who have excellent academic qualifications with an opportunity to participate in a challenging, innovative program of interdisciplinary study. Honors students complete a substantial senior capstone project within their major program of study in cooperation with a faculty member. A third component of the program is a series of co-curricular events, including performances, lectures, trips to museums and other places of interest; and activities designed to broaden the overall experience of students enrolled in the program. Each student in the Honors Program is expected to attend at least three co-curricular events each semester. The email address for inquiries about the Honors Program is to honors@marianuniversity.edu.

Approximately 20 students are admitted to the program each year through a competitive application process. Typically, these students have a cumulative ACT score of 25 or higher, a high school GPA of at least 3.50, and a positive recommendation. A limited number of students may join the program as sophomores or transfer students.

Internships

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Students may earn academic credit for internship experience with appropriate approval. A minimum of 50 hours of internship is required per credit, and some academic programs may require additional hours. Students must be registered and enrolled for the internship course before internship hours can begin. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. Career professionals and academic advisors work together with students to prepare and to secure internship sites.

Study Abroad

Marian University allows students to earn credits through a variety of study abroad options, including semester-long programs, short-term programs at various language institutes around the world, and faculty-led study tours abroad. Study abroad opportunities allow students to continue with studies for their degree at Marian University while changing their location and enjoying the richness of cultural diversity.

Students considering a study abroad experience are encouraged to begin scheduling the time for their experience into their four-year plan as early as possible. The following application deadlines for studying abroad are October 1 for spring programs and March 1 for summer and fall programs. Costs for study abroad can be very comparable to those at Marian, and many study abroad programs offer grants to help lower costs. Students should inquire about the availability of financial aid at the Office of Financial Aid.

Language minors and students wishing to improve their language proficiency are encouraged to take advantage of these programs.

TRIO-Student Support Services

TRIO-Student Support Services (TRIO-SSS), a program funded by the U.S. Department of Education, helps students develop the skills and motivation necessary to successfully earn a bachelor's degree. The objectives of the TRIO-SSS program are to:

- Assist students in getting good grades,
- Keep students returning each semester, and
- Help students complete bachelor's degree requirements and graduate.

All services are FREE. Students selected to participate in TRIO-SSS have an academic need and are first-generation college students (neither parent completed a bachelor's degree); or have a documented physical, psychological, or learning disability (that may affect their role as a student); or are from a family earning a limited income

(determined by taxable income level and family size). Applications are accepted year round. Faculty and staff referrals are welcomed.

TRIO-SSS provides the following services:

- Individualized Academic, Career, and Financial coaching
- Workshops on personal and professional life skills to help you succeed in college and on to a professional career
- Social & Cultural events and trips to broaden your horizons and enrich your life experience
- Access to additional resources such as computers, calculators, textbooks, and study space for TRIO-SSS students
- Scholarships and Grants that are specifically for students in federal TRIO programs

Applications are available in the TRIO-Student Support Services Office or online at:

<https://www.marianuniversity.edu/tuition-financial-aid/trioss-program/>

Upward Bound Math and Science (UBMS) program

Marian University's Upward Bound Math and Science (UBMS) program, funded by the U.S. Department of Education, is a college and career readiness program that prepares eligible students for success in higher education. The UBMS program serves high school students from the Fond du Lac and North Fond du Lac School Districts.

The UBMS program helps participating students recognize and develop their potential to excel in the areas of mathematics, science, and technology. Ultimately, they are prepared and encouraged to pursue college degrees requiring strong foundations in these subjects.

During the program's academic year and summer components, students receive a wide range of services in the following areas:

1. Academic Support and Achievement
2. College Enrollment Planning
3. Career Exploration
4. Financial Education
5. Personal Development

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of students to familiarize themselves with the academic policies of the University and requirements of their major. Students should seek assistance from their academic advisor during their course of study; however, students are ultimately responsible to monitor their course of study and to fulfill all degree requirements.

STUDENT ACADEMIC INFORMATION POLICY

Students enrolled at other colleges

Students who are regularly enrolled at other colleges and universities should seek permission from their institutions before enrolling in courses at Marian. Students are responsible for determining that Marian courses will transfer to their home institutions.

Alternative Course Options

Independent study

Independent study indicates that a student's pursuit of learning in a course can occur outside the usual classroom setting. Independent study courses may be taken as a related course to an existing one or as an advanced course. It is not a parallel private course to a simultaneous group offering. To be considered for an independent study, students must:

1. Be of at least sophomore standing.
2. Have a minimum GPA of 2.00.
3. Be registered for no more than one independent study per semester.

No more than four independent study courses will be counted toward graduation requirements.

Independent study forms can be obtained from the Office of the Registrar or from your advisor.

Credit by examination or prior learning

Students can demonstrate acquired college-level learning and be awarded college credit for learning outside of Marian University through the following means. These credits will be applied toward the Marian University degree as long as other credit requirements in the particular degree program are met.

AP (Advanced Placement) — These examinations are taken by high school students and demonstrate that college-level knowledge has been gained in a particular academic area. Marian University accepts Advanced Placement examinations for credit if a minimum test score is achieved. Students may contact the Office of the Registrar for further information.

ADVANCED PLACEMENT PROGRAM -MARIAN UNIVERSITY

| Examination: | Score: | Course Equivalency: | Credit: |
|-----------------------------------|---------|---|---------|
| Art History | 3, 4, 5 | ART 230 OR ART 240 | 3 |
| Studio Art (Drawing Portfolio) | 3, 4, 5 | ART 111 Basic Drawing | 3 |
| Studio Art (2-D Design Portfolio) | 3, 4, 5 | ART 201 Design | 3 |
| Studio Art (3-D Design Portfolio) | 3, 4, 5 | ART 211 Basic Sculpture | 3 |
| Biology | 3, 4, 5 | BIO 100 & BIO 150 Life Systems/Lab, BIO 101 or (BIO 102 for Biology Majors) | 4 |
| Calculus AB | 3, 4, 5 | MAT 201 Calculus I | 5 |
| Calculus BC | 3, 4, 5 | MAT 202 Calculus II | 5 |
| Chemistry | 3 | CHE 101 Principles of Chemistry I | 5 |

| | | | |
|-------------------------------------|---------|--|-----|
| Chemistry | 4, 5 | CHE 101 and CHE 102 | 10 |
| Chinese Language and Culture | 3 | FLA 299 Foreign Language Electives | 6 |
| Chinese Language and Culture | 4 | FLA 299 Foreign Language Electives | 9 |
| Chinese Language and Culture | 5 | FLA 299 Foreign Language Electives | 12 |
| Computer Science A | 3, 4, 5 | TEC 212 Computer Programming I | 3 |
| Computer Science Principles | 3,4,5 | DAT 310 Data Visualization | 3 |
| Macroeconomics | 3, 4, 5 | ECO 201 Macroeconomics | 3 |
| Microeconomics | 3, 4, 5 | ECO 202 Microeconomics | 3 |
| English Language | 3, 4, 5 | ENG 105 Expository Writing | 3 |
| English Literature | 3, 4, 5 | ENG 112 Intro to Literary Genres | 3 |
| Environmental Science | 3, 4, 5 | BIO 104 Environmental Science | 4 |
| French Language and Culture | 3 | FRE 101 and FRE 102 | 6 |
| French Language and Culture | 4 | FRE 101, FRE 102, and FRE 201 | 9 |
| French Language and Culture | 5 | FRE 101, FRE 102, FRE 201, and FRE 202 | 12 |
| German Language and Culture | 3 | GER 101 and GER 102 | 6 |
| German Language and Culture | 4 | GER 101, GER 102 and GER 201 | 9 |
| German Language and Culture | 5 | GER 101, GER 102, GER 201 and GER 202 | 12 |
| Comparative Government & Politics | N/A | N/A | N/A |
| United States Government & Politics | 3, 4, 5 | POS 205 American Government | 3 |
| European History | 3, 4, 5 | HIS 110 and HIS 299 | 6 |
| United States History | 3, 4, 5 | HIS 111 and HIS 112 | 6 |
| World History | 3, 4, 5 | HIS 110 and HIS 299 | 6 |
| Human Geography | 3, 4, 5 | GEO 201 World Regional Geography | 3 |
| Italian Language and Culture | 3 | FLA 299 Foreign Language Electives | 6 |
| Italian Language and Culture | 4 | FLA 299 Foreign Language Electives | 9 |
| Italian Language and Culture | 5 | FLA 299 Foreign Language Electives | 12 |
| Japanese Language and Culture | 3 | FLA 299 Foreign Language Electives | 6 |
| Japanese Language and Culture | 4 | FLA 299 Foreign Language Electives | 9 |
| Japanese Language and Culture | 5 | FLA 299 Foreign Language Electives | 12 |
| Latin: Vergil | 3 | FLA 299 Foreign Language Electives | 6 |
| Latin: Vergil | 4 | FLA 299 Foreign Language Electives | 9 |
| Latin: Vergil | 5 | FLA 299 Foreign Language Electives | 12 |
| Music Theory | 3 | MUS 211 AND MUS 212 | 6 |
| Music Theory | 4 | MUS 211 & MUS 212 & MUS 311 | 9 |
| Music Theory | 5 | MUS 211, 212, 311 AND 312 | 12 |
| Physics 1 | 3, 4, 5 | PHS 299 Physics Electives | 5 |
| Physics 2 | 3, 4, 5 | PHS 211 Elementary Physics | 5 |
| Physics B | 3, 4, 5 | PHS 211 Elementary Physics | 5 |
| Physics C: Mechanics | 3, 4, 5 | PHS 203 University Physics I | 5 |

| | | | |
|--------------------------------------|---------|---|----|
| Physics C: Electricity and Magnetism | 3, 4, 5 | PHS 205 University Physics II | 5 |
| Precalculus | 3, 4, 5 | MAT 114 Algebra and Trigonometry | 4 |
| Psychology | 3, 4, 5 | PSY 101 General Psychology | 3 |
| Research | 3, 4, 5 | ENG 106 Argumentative and Research Writing | 3 |
| Seminar | 3, 4, 5 | GEN 299 General Elective | 3 |
| Spanish Language | 3 | SPA 101 and SPA 102 | 6 |
| Spanish Language | 4 | SPA 101, SPA 102, and SPA 201 | 9 |
| Spanish Language | 5 | SPA 101, SPA 102, SPA 201, and SPA 202 | 12 |
| Spanish Literature | 4, 5 | SPA 299 | 6 |
| Statistics | 3, 4, 5 | MAT 122 Intro to Probability and Statistics | 4 |

Revised: August 22, 2024

Exams Reviewed by Schools for Transfer Equivalencies: August 22, 2024

AP Verification tool updated on website <https://sdc.collegeboard.com/sdc/ap/login.jsp>: July 23, 2024

AP Website: <http://www.collegeboard.com/student/testing/ap/about.html>

CLEP (College Level Examination Program) and DSST — These examinations can be taken according to the current criteria and policies of Marian University. Students are responsible for requesting Marian University policy information and institutional recognition for CLEP and DSST, available from the CASE Office. Marian University accepts a maximum of 30 credits of CLEP and DSST credit toward an undergraduate degree.

| Marian University Policy for Awarding Credit by Examination via CLEP | | | |
|--|---------------|-----------------|---|
| Examination | Minimum Score | Credits Awarded | Substitutions, Limitations and/or Special Conditions |
| American Government | 50 | 3 | POS205 American Government |
| American Literature | 50 | 3 3 | ENG211 Studies in American Literature I ENG212 Studies in American Literature II |
| Analysis and Interpretation of Literature | 50 | 3 | ENG112 Introduction to Literary Genres |
| Biology | 50 | 6 | BIO101 and BIO102 Biological Principles I and II Note: Student must complete a one-credit lab requirement for BIO101 and BIO102. Contact Program Director @ 920-923-7657. |
| Calculus | 50 | 5 | MAT201 Calculus I |
| Chemistry | 50 | 8 | CHE101 and CHE102 Principles of Chemistry I and Principles of Chemistry II Note: Student must complete a one-credit lab requirement for CHE101 and CHE102. Contact Program Director @920-923-7609. |
| College Algebra | 50 | 3 | MAT111 Introduction to College Algebra |
| College Composition Modular | 50 | 3 | ENG105 Expository Writing |
| French Language Levels I and II | 50 63 | 3 9 | FRE101 Elementary French I FRE101, FRE102 Elementary French II, and FRE201 Intermediate French I |

| | | | |
|--|----------|--------|---|
| German Language Levels I and II | 50 63 | 3 9 | GER101 Elementary German I GER101, GER102, Elementary German II and GER201 Intermediate German I |
| College Mathematics | 55 | 6 | MAT150/151 (combined) Mathematics for Elementary School Teachers I & II or MAT101 Math Reasoning: Numbers in Real World & MAT102 Math Reasoning: Pathway to Agreement or MAT105 Mathematical Applications |
| Spanish Language Levels I and II | 50 63 | 3 9 | SPA101 Elementary Spanish I SPA101, SPA102, Elementary Spanish II and SPA201 Intermediate Spanish I |
| English Literature | 50 | 3 3 | ENG201 British Literature to 1660 ENG202 British Literature from 1660 to 1900 |
| Financial Accounting | 50 | 3 | ACC201 Financial Accounting |
| Humanities | 50 | 3 | Credits may be applied to ART101 Art Fundamentals or MUS101 Music Fundamentals. Student must specify. |
| Human Growth and Development | 50 | 3 | PSY105 Human Development |
| Introduction to Educational Psychology | 50 | 3 | PSY299 Elective |
| Information Systems | 50 | 3 | TEC299 Elective |
| Introductory Psychology | 50 | 3 | PSY101 General Psychology |
| Introductory Business Law | 50 | 3 | BUA350 Business Law I |
| Introductory Sociology | 50 | 3 | SOC100 Introduction to Sociology |
| Natural Sciences | 50 | 6 | BIO100 Life Systems and PHS100 Physical Science. NOTE: Student must complete BIO150. |
| Pre-Calculus | 50 | 4 | MAT114 Algebra and Trigonometry |
| Principles of Management | 50 | 3 | MGT213 Principles of Management |
| Principles of Marketing | 50 | 3 | MKT201 Principles of Marketing |
| Principles of Macroeconomics | 50 | 3 | ECO201 Macroeconomics |
| Principles of Microeconomics | 50 | 3 | ECO202 Microeconomics |
| Social Science and History | 50 | 6 | GEN299 Elective |
| U.S. History I | 50 | 3 | HIS111 History of US to 1877 |
| U.S. History II | 50 | 3 | HIS112 History of US 1877 to present |
| Western Civilization I | 50 | 3 | HIS110 World History |
| Western Civilization II | 50 | 3 | HIS110 World History or HIS 114 World History Since 1900 |

International Baccalaureate Diploma Programme Credit (IB) — Marian University recognizes the rigorous academic preparation provided students who pursue IB courses as part of their high school curriculum. The

following chart lists the Standard Level (SL) or Higher Level (HL) courses accepted at Marian and the amount of credit that will be awarded for each examination with scores of 4 or higher. IB credit awards are similar to transfer credit in that they are not calculated into the student's cumulative grade point average (GPA). To have a course evaluated, an official transcript must be requested and sent directly to the Office of the Registrar.

| Group | Subject/Examination | Level | IB Score | Course Equivalency | Credits Awarded |
|-------------------------|--|-------|---------------|---------------------|-----------------|
| First Language | English AI | SL | n/a | Not transferable | 0 |
| First Language | English AI | HL | 4, 5, 6, or 7 | ENG 105 and | 6 |
| First Language | English A2 | SL | n/a | Not transferable | 0 |
| First Language | English A2 | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| First Language | All non-English A Languages | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Language and Literature | Language A: literature | SL | n/a | Not transferable | 0 |
| Language and Literature | Language A: literature | HL | 4, 5, 6, or 7 | ENG 112 | 3 |
| Language and Literature | Language A: language & literature | SL | n/a | Not transferable | 0 |
| Language and Literature | Language A: language & literature | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Second Language | French B, German B, Spanish B | SL | 4, 5, 6, or 7 | 101 | 3 |
| Second Language | French B, German B, Spanish B | HL | 4, 5, 6, or 7 | 101 and 102 | 6 |
| Second Language | Arabic B, Chinese B, Greek B, Italian B, | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Second Language | Other non-English B Languages | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Language and Literature | Language B | SL | n/a | Not transferable | 0 |
| Language and Literature | Language B | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Language Acquisition | Latin | SL | 4, 5, 6, or 7 | FLA 299 | 3 |
| Language Acquisition | Latin | HL | 4, 5, 6, or 7 | FLA 299 | 6 |
| Language Acquisition | Classical Greek | SL | 4, 5, 6, or 7 | FLA 299 | 3 |
| Language Acquisition | Classical Greek | HL | 4, 5, 6, or 7 | FLA 299 | 6 |
| Individuals & Societies | Business and Management | HL | 4, 5, 6, or 7 | BUA 299 | 3 |
| Individuals & Societies | Economics | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Economics | HL | 4, 5, 6, or 7 | ECO 201 and ECO 202 | 6 |
| Individuals & Societies | Geography | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Geography | HL | 4, 5, 6, or 7 | GEO 201 | 3 |
| Individuals & Societies | History of Europe and the Islamic World | SL | n/a | Not transferable | 0 |
| Individuals & Societies | History of Europe and the Islamic World | HL | HIS 299 | History Elective | 3 |

| | | | | | |
|-----------------------------|--|----|---------------|---------------------|----|
| Individuals & Societies | 20th Century World | SL | n/a | Not transferable | 0 |
| Individuals & Societies | 20th Century World History | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Individuals & Societies | History: Africa | HL | 4, 5, 6, or 7 | HIS 426 | 3 |
| Individuals & Societies | History: Americas | HL | 4, 5, 6, or 7 | HIS 112 | 3 |
| Individuals & Societies | History: Asia | HL | 4, 5, 6, or 7 | HIS 431 | 3 |
| Individuals & Societies | History: Europe | HL | 4, 5, 6, or 7 | HIS 110 | 3 |
| Individuals & Societies | History: Islam | SL | n/a | Not transferable | 0 |
| Individuals & Societies | History: Islam | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Individuals & Societies | Information Technology in a Global Society | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Information Technology in a Global Society | HL | 4, 5, 6, or 7 | GEN 299 | 3 |
| Individuals & Societies | Philosophy | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Philosophy | HL | 4, 5, 6, or 7 | PHI 299 Elective | 3 |
| Individuals & Societies | Psychology | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Psychology | HL | 4, 5, 6, or 7 | PSY 101 | 3 |
| Individuals & Societies | Social and Cultural | SL | n/a | Not transferable | 0 |
| Individuals & Societies | Social and Cultural Anthropology | HL | 4, 5, 6, or 7 | SOC 100 | 3 |
| Individuals & Societies | World Religions | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Individuals & Societies | Theory of Knowledge | HL | 4, 5, 6, or 7 | PHI 130 | 3 |
| Experimental Sciences | Biology | HL | 4, 5, 6, or 7 | BIO 101 and BIO | 8 |
| Experimental Sciences | Chemistry | SL | n/a | Not transferable | 0 |
| Experimental Sciences | Chemistry | HL | 4, 5, 6, or 7 | CHE 101 and | 8 |
| Experimental Sciences | Environmental Systems & Societies | SL | n/a | Not transferable | 0 |
| Experimental Sciences | Physics | SL | n/a | Not transferable | 0 |
| Experimental Sciences | Physics | HL | 4, 5, 6, or 7 | PHS 203 | 5 |
| Experimental Sciences | Physics | HL | 5, 6, or 7 | PHS 203 and PHS 205 | 10 |
| Mathematics & Computer Sci. | Computer Science | SL | n/a | Not transferable | 0 |
| Mathematics & Computer Sci. | Computer Science | HL | 4, 5, 6, or 7 | TEC 299 and TEC 212 | 6 |
| Mathematics & Computer Sci. | Design Technology | SL | n/a | Not transferable | 0 |
| Mathematics & Computer Sci. | Design Technology | HL | 4, 5, 6, or 7 | GEN 299 | 3 |
| Mathematics & Computer Sci. | Mathematical Studies | SL | n/a | Not transferable | 0 |
| Mathematics & Computer Sci. | Further Mathematics | SL | n/a | Not transferable | 0 |
| Mathematics & Computer Sci. | Further Mathematics | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| Mathematics & Computer Sci. | Mathematics | SL | n/a | Not transferable | 0 |
| Mathematics & Computer Sci. | Mathematics | HL | 4 or 5 | MAT 201 | 5 |
| Mathematics & Computer Sci. | Mathematics | HL | 6 or 7 | MAT 201 and MAT 202 | 10 |

| | | | | | |
|-----------------------------|--------------|----|---------------|-------------------------------|---|
| Mathematics & Computer Sci. | Math Studies | HL | 4, 5, or 6 | MAT 101 and MAT 102 or Mat | 3 |
| Sport Exercise | | HL | 4, 5, or 6 | ESS 205 | 2 |
| The Arts | Dance | HL | 4, 5, 6, or 7 | Not transferable | 0 |
| The Arts | Music | SL | n/a | Not transferable | 0 |
| The Arts | Music | HL | 4, 5, 6, or 7 | MUS 299 | 3 |
| The Arts | Theatre Arts | SL | n/a | Not transferable | 0 |
| The Arts | Theatre Arts | HL | 4, 5, 6, or 7 | GEN 299 | 3 |
| The Arts | Visual Arts | SL | n/a | Not transferable | 0 |
| The Arts | Visual Arts | HL | 4, 5, 6, or 7 | ART 299 Elective | 3 |
| Business | | HL | 4, 5, 6, or 7 | MGT 213 | 3 |

Note: No credit is awarded for scores of 1, 2, or 3. Revised 3/2022

Other courses, workshops, and training programs — Courses, workshops, and training programs offered by business, government, military, and other non-collegiate agencies accredited by the American Council on Education (ACE) may be evaluated for college credit.

Experiential Learning Assessment: Credit for Prior Learning (CPL)

Marian University recognizes that learning may take place outside a classroom setting and will grant up to 30 undergraduate credits for prior learning based on individual evaluation in accordance with the following policy:

- The student, with the aid of his/her academic advisor, must provide evidence of learning. The documentation or evidence required is determined by the nature of the learning in accordance with recommendations of the Council for Adult and Experiential Learning (CAEL).
- Learning, to be creditable, must be comparable to learning that occurs in a course or courses in the Marian University curriculum. Other courses may be acceptable based on their relationship to the student's educational goals and college-level learning.
- If credit by examination is available, the student is encouraged to take the examination.
- Fees for evaluation of creditable prior learning are a one-time CPL Application Fee, a one-time Portfolio Assessment fee, and a fee for each credit granted.
- Marian University faculty members with expertise in the course's academic area evaluate CPL portfolios.

Students interested in Credit for Prior Learning should contact the Office of the Registrar for more information.

Foreign language retroactive credit policy

Students may earn up to a maximum of 12 retroactive credits for prior academic work completed in a foreign language. To earn these credits students must complete a course determined by the placement test or other indicators. The course must be successfully completed in the first semester of language study at Marian University with an earned grade of C– or higher.

Course numbering system

| | |
|---------|--|
| 001–009 | Developmental coursework; does not fulfill degree requirements |
| 010–299 | Undergraduate lower-level courses; recommended for freshmen and sophomores |
| 300–499 | Undergraduate upper-level courses; recommended for juniors and seniors |
| 500–999 | Graduate and Doctoral courses |

Developmental coursework (001–009)

Developmental courses do not count toward the total minimum 120 credit hours required to graduate. Although grades for these courses will appear on the transcript, they will not be calculated in the semester or in the cumulative GPA.

Developmental courses include:

| | |
|---------|---|
| ENG 001 | Basic Writing, 3 credits |
| MAT 003 | Essential Math and Basic Algebra, 3 credits |

Course cancellations and changes

Marian University reserves the right to cancel any course, change instructors, or alter meeting times as the University deems necessary. Reasonable attempts will be made to provide proper notification prior to the scheduled start date of the class so that affected students may register for an alternate course if they so choose.

The University reserves the right to change a sequence of courses for an individual or group of students. Such action requires the approval of the Vice President of Academic Affairs.

Last week of the semester

Full-term courses for fall and spring semesters, will meet for all fifteen weeks of the semester. During the fifteenth week of each semester, the meeting schedule will be altered to allow additional time for final examinations. The Office of the Registrar will communicate the final exam schedule for that week with faculty and students via campus email and via MyMarian. If an instructor chooses not to have a final examination for their course, they may schedule additional lecture, in-class presentations, group work, or other class activity. However, classes are expected to be held during that week regardless of final exam. Instructors may allow individual students with unusual circumstances, such as serious illness, death in the family, or postseason athletic events, to take an examination at another time.

ACADEMIC LOAD POLICY**Academic load**

Marian University expects students to progress through their program of study at a pace in which students can be successful. Marian University encourages continuous, full-time enrollment to ensure timely graduation. Students may register for up to 18 credits per semester without special permission and at no extra charge. Students must obtain the approval of their academic advisor and the Dean of Faculty in order to exceed the maximum student credit load.

Credit hours

Academic load and progress toward the degree are measured by credit hours.

The following maximum credit loads have been established for undergraduate students:

| | |
|-------------------------------|------------|
| 15 week session..... | 18 credits |
| 7 week session..... | 9 credits |
| Less than 7 week session..... | 3 credits |

Overload permission

Undergraduate students with a cumulative GPA of 3.00 or higher may file an Overload Permission Request to exceed the maximum credit load limits during a 15 or 7 week term. A student may take no more than 21 credits in a 15 week term or 12 credits in a 7 week term. The Dean of Faculty, department chair, and student's advisor approve or deny overload requests. Students must pay for credits taken above the maximum student credit load unless a waiver is granted.

Class standing

Undergraduate class standing is determined by the number of credits earned:

- Freshman: 0–29 credits
- Sophomore: 30–59 credits
- Junior: 60–89 credits
- Senior: 90+ credits

* All enrolled students not working toward a degree at Marian University are classified as non-degree seeking students. This includes students who are taking summer courses to transfer to another college.

Full- and half-time student status

Determination of full-time or half-time student status is based on the credit load per 15-week semester.

| | Full-time | $\frac{3}{4}$ time | $\frac{1}{2}$ time |
|---------------|-----------|--------------------|--------------------|
| Undergraduate | 12+ | 9-11 | 6-8 |
| Graduate | 9+ | 6-8 | 3-5 |
| Doctoral | 6+ | n/a | 3-5 |

REGISTRATION POLICY**Registering for courses**

The student bears primary responsibility for registering for courses to meet all degree requirements. While some courses are offered every semester, others are cycled every year or in odd or even years, or at the discretion of the University. The University cannot guarantee that every student in a traditional program will graduate in four years; however, through academic advising, it makes every effort to help the student complete requirements without unnecessary delays. Students must receive approval from their academic advisor upon review of their course schedule before they are permitted to register via SabreNet.

Waitlist procedure

Students wishing to register for a closed course must place themselves on the waitlist via SabreNet. When a seat in a waitlisted course becomes available, an automatic process determines the next student to be offered a seat, and notifies that student via email. If the student does not respond within 72 hours, the student is alerted that they have missed the opportunity to register and is returned to a status of "wait." Upon the third notification attempt and passing of the 72-hour registration period, the student is dropped from the waitlist for the course. This automated process is repeated until either the course is closed again or no waitlisted students remain.

Waiving course prerequisites

The Dean of Faculty and Program Directors must both sign off as authorities to waive course prerequisites. The Advisor, Program Director, and Dean of Faculty must sign the Waiver Form which is then submitted to the Office of the Registrar granting approval of waiving the prerequisite. The Registrar requires the documentation for auditing/reporting purposes.

Graduate course approval (for undergraduate students)

Undergraduate students with advanced standing may, with special permission, be allowed to take courses at the graduate level. Please contact the Office of the Registrar for more information.

Adult studies course approval (for traditional program students)

Traditional students are allowed to take one Adult and Online Studies (AOS) class per regular term. Traditional students seeking to take more than one AOS class may be allowed to enroll in additional classes by following these guidelines:

1. Students must have a minimum cumulative GPA of 3.00 and senior standing.
2. Students must have approval of their academic advisor and the Dean of Faculty of the student's major program.
3. The course should not be available in the traditional undergraduate schedule during that semester and is needed to meet graduation requirements.
4. The registration form must be turned in to the Office of the Registrar no later than one week prior to the start date of the course. Once an Adult Studies course begins, no late admittance will be permitted.
5. The student is responsible for ordering text books, accessing online course modules, completing all pre-class assignments due the first class, and following all University policies.

Failure to officially register

A student who attends a course for which he or she has not officially registered and for which he or she has not paid is not allowed to receive a grade or credit for the course.

Withdrawal from the University

Students withdrawing from the University must file a Withdraw from the University Request form with the Registrar and follow specified withdrawal procedures. The official date of University withdrawal for purposes of determining refund and academic action is the day upon which the properly completed Withdraw from the University Request form is received in the Office of the Registrar. Emails, phone calls, or no longer attending class do not constitute a proper withdrawal from the University. Tuition will be refunded according to the University Refund Policy. International students on an F-1 visa must meet with the International Student Advisor prior to withdrawing.

Medical Withdrawal

A medical withdrawal granted after 70% of a course(s) has been completed will allow a student to receive a WD grade (Withdrawal) on their transcript instead of a WF grade (Withdrawal Fail). Tuition, fees, room, and board will not be refunded or prorated in the event of a medical withdrawal. Students will still be responsible for any outstanding balance remaining after the withdrawal has been processed. Students who had purchased optional tuition insurance coverage for the affected year/term, may file a claim with GradGuard. Please refer to the above refund policy timeline.

ADMINISTRATIVE DROP POLICY

Students may be administratively dropped from a course if the student has not attended any class meetings during the published add/drop period or has not participated in an online class. Refunds will be determine in accordance with the tuition refund policy.

This policy does not negate the student's responsibility to manage their course schedule and complete the necessary process for dropping a course if they do not plan to take the course.

GRADING POLICY

Grades and Academic Standards

The University uses the following grading and grade point system:

| | | |
|----|--------------------------|------|
| A | Excellent | 4.00 |
| A– | | 3.67 |
| B+ | | 3.33 |
| B | Good | 3.00 |
| B– | | 2.67 |
| C+ | | 2.33 |
| C | Satisfactory | 2.00 |
| C– | | 1.67 |
| D+ | | 1.33 |
| D | | 1.00 |
| D– | | .67 |
| F | Failure | 0 |
| FN | Failure (non-attendance) | 0 |
| AU | Audit | 0 |
| CR | Credit | 0 |
| I | Incomplete | 0 |
| IP | In Progress | 0 |
| NC | No Credit | 0 |
| S | Satisfactory | 0 |
| U | Unsatisfactory | 0 |
| WD | Withdrew | 0 |
| WF | Withdrew — Failing | 0 |

Audit (AU) — Students may elect to audit a maximum of one undergraduate course per semester on a space-available basis. See the Tuition and Fees section for rates of audited courses. Although audited courses do not earn credits or quality points, any audits that cause the total semester course load to exceed 18 credits require permission of the Dean of Faculty. No audit courses can be added, or courses changed to/from audit status, after the last day to add courses each semester. Conditions for earning audit (AU) designation on the transcript are determined by the individual instructor. If the student fails to meet the requirements, the designation NC (no credit) will be applied to the transcript.

Courses taken for audit do not count as credits for financial aid consideration or veteran benefit certification. When a student takes a combination of courses for regular credit and for audit, the student is required to pay the regular tuition and fees for all credits based on the annual brochure published by the Office of Business and Finance.

Credit/No Credit (CR/NC) — Selected variable credit courses can be taken for no credit. The CR designation indicates satisfactory completion of work in the course. The NC designation indicates unsatisfactory performance of course expectations.

Failure Non-Attendance/Unofficial Withdrawal (FN) — The FN grade is awarded to students who fail to attend or stop attending (unofficial withdrawal) a course. If a grade of FN is assigned, the instructor must also enter the “Last Date Attended” in the Overall Attendance view in SabreNet. This grade is calculated as an “F” in determining grade point average.

Satisfactory/Unsatisfactory (S/U) — Certain courses, as indicated below, may be taken on a satisfactory/unsatisfactory (S/U) basis. Satisfactory is defined as work equivalent to a letter grade of C– or above. Credits earned on an S/U basis count toward the total required for graduation, but are not included in the

computation of the grade point average. Students who take 12 credits that earn the traditional GPA grade of A, B, C, or D will qualify for the Dean's List in that semester. In addition:

- Only elective courses may be taken in this manner. Courses required for fulfillment of the General Education Liberal Arts Core Curriculum, a major program, or minor program may not be taken on an S/U basis. Approval of the student's academic advisor is required. (Exception: clinicals and thesis or dissertation.)
- Sophomores, juniors, and seniors with a minimum cumulative GPA of 2.50 may take a maximum of one S/U course per semester, with a maximum of 12 credits applicable to graduation requirements.
- Students must inform the Office of the Registrar prior to the end of the first week of instruction if a course is to be changed to or from the S/U basis. Instructors are not informed of students who choose the S/U option.

Incomplete (I) — An incomplete (I) grade may be reported for a student who has carried a subject with a passing grade for the majority of the semester and then, because of illness or other unusual or extraordinary reasons beyond his/her control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete grade may not be given to permit a student to correct work already completed or to improve upon a grade.

An Incomplete grade may be given to a student who is absent from a final examination if the instructor is satisfied that the absence resulted from illness or extraordinary cause beyond the student's control. In default of such proof, the grade for missing exam/work shall be an F. The student must obtain permission from the instructor for an incomplete grade prior to the end of the course. The "I" must be removed by the deadline date within twelve calendar weeks after the grade for the class was due or at a sooner date as designated by the instructor. If the course work is not completed prior to the agreed upon deadline, the grade is automatically changed to the default grade identified by the instructor on the I grade request form. Exceptions to this policy require approval of the Vice President of Academic Affairs or their designee. Once an incomplete grade has lapsed to default-grade, it may not be changed back to an incomplete grade.

The incomplete grade carries 0 quality points and is not computed in the GPA. Undergraduate students who have received an incomplete do not qualify for the Dean's List until the I grade has been resolved.

Incomplete due to Military Activation: The above Incomplete Grade policy applies to students requesting an Incomplete grade due to Military Activation; however, the Incomplete grade (I) will be maintained for a maximum of one year, which can be extended upon written request to the Registrar. Once reenrolled, the student returning from active duty must resolve any incomplete grades within the first 12 weeks of reenrollment.

Applicants for Graduation: All incomplete grades must be resolved and grades that apply toward the degree must be received in the Office of the Registrar by the end of a student's last semester of attendance within the published degree completion deadlines of January 15 for December graduation, June 15 for May graduation, and August 31 for August graduation.

In Progress (IP) — If a course has been designed to or is required to, due to extenuating circumstances affecting the campus/instructor, extend beyond the end of the semester so the letter grade cannot be submitted by the published deadline, an In Progress (IP) grade may be used. It is also used for thesis and field study courses, such as internships, co-operative experiences, practicum, clinicals, student teaching, portfolio, action research, and independent research projects when, through no negligence by the student, the faculty member determines that an extension of time is warranted. Use of this grade must be confirmed with the Registrar before issuance to be certain it is more appropriate than the incomplete (I) grade.

The IP grade carries 0 quality points and is not computed in the GPA.

The IP grade must be completed within 12 weeks from when the grade for the class was due. All IP grades must be completed and grades that apply toward the degree must be received in the Office of the Registrar after the end of a student's last semester of attendance within the published degree completion deadline.

If a grade is not received by the deadline, the IP grade will change to the default grade identified by the instructor on the IP grade request form. An F may not be changed back to an IP grade.

Withdrew (WD) — A WD grade may be assigned for a student who has withdrawn during the designated withdrawal period. Courses with a grade of WD are included in attempted credits, but not in earned or total credits. A WD grade is not computed into the student's GPA, as the credits attempted were not successfully completed.

Withdrew - Failing (WF) — A WF grade may be assigned for a student who has withdrawn after the designated withdrawal period. Courses with a grade of WF are calculated as an F in determining the student's GPA.

Grade Point Average (GPA)

The grade point average is obtained by dividing the total number of quality points by the total number of credits. Courses in which failing grades are received must be included in the computation of the GPA, unless the student repeats the course and earns a passing grade. Courses taken on an S/U basis are not included in the computation of the grade point average. GPAs are not rounded up. Courses offered at the pre-college level (001–009) are not calculated in the GPA. Transfer and audit grades are not included in the Marian University GPA. A cumulative average of 2.00 is required for graduation.

Repeated courses

Courses may be repeated in a subsequent semester in an effort to raise the GPA; however, only the credits and grades earned in the last attempt are calculated in the GPA and stand as the official grade for the course. The original grade will remain on the transcript. The repeat course is indicated by brackets [] around the grade used for the GPA calculation. The University does not guarantee students the right to retake any course. Courses may be deactivated, discontinued, or offered on a different schedule at the discretion of the University.

If a student in an adult undergraduate or graduate program repeats a course in the same semester, the semester GPA reflects both grades; however, the overall cumulative GPA reflects only the repeated grade. Courses repeated at other institutions have no effect on the GPA at Marian University and cannot be used to replace a grade received in a Marian University course.

Midterm grade policy for traditional undergraduate courses

The purpose of midterm grades is to provide students with an estimate of academic performance at the midpoint of a semester. Midterm grades are advisory in nature and not recorded on student transcripts. Students whose midterm grades show their academic work is not satisfactory should seek help from their instructors, academic advisors, and others so that they may improve their work in order to achieve a satisfactory level before the end of the term. Earning a grade is a process that is often based on several different types of activities. Students are encouraged to use the information provided in the course syllabus and the scores provided on returned assignments to develop their own grade estimates throughout the semester.

Procedures:

1. Instructors shall report midterm grades for each student in each course.
2. The midterm grading window will open two week prior to the established deadline for the grades to be posted. The due date is typically the end of the 8th week of the 15-week 00Main term; which is the week after fall/spring/summer break..

Traditional undergraduate students are advised that:

- Although midterm grades provide a useful estimate, they are not predictors of final grades.

- In many courses, due to the nature of the material, the level of the course, and overall student performance, a midterm grade may be based on far less than half of the required work for the semester.
- A disparity between midterm grades and final grades may not be the grounds for a grade appeal.
- Midterm grades are not provided for courses that meet fewer than 15 weeks.
- Although midterm grades may be helpful to students, the most effective way for students to know their standing in a course is to meet or discuss their progress with the instructor.

Grade requirements of department or professional programs

Each department or professional program may establish its own GPA requirements for admission, retention, graduation, or licensure. See specific academic program sections for requirements.

Grade change

If an instructor finds an error in a student's final grade, the instructor may file a Grade Change form in the Office of the Registrar. Changes of grades cannot be made on the basis of further work completed after the end of the course. Once terminal grades are recorded, they are considered final and cannot be changed to an Incomplete or In Progress. If an Incomplete or In Progress has lapsed to an F, it cannot be changed back to an Incomplete or In Progress grade. Grade changes submitted more than 90 days after the end of the term must be approved by Dean of Faculty or Vice President of Academic Affairs.

Students should consult with the instructor if they believe that an incorrect grade has been assigned. If no resolution occurs, the student may choose to appeal the decision, following the Grade Appeal Process (see page 59). Students are encouraged to contact their academic advisor for assistance through the appeal process.

ACADEMIC ACTION POLICY

Academic Retention Standards

Undergraduate Students

Undergraduate students are expected to maintain satisfactory progress toward the completion of degree requirements. Any student not on probation is considered to be in good academic standing. Retention Standards are to be evaluated for student every traditional semester (Fall and Spring).

Satisfactory progress

Students permitted to continue at Marian University are considered to be making progress and are eligible for financial aid, provided they meet the criteria established in the Satisfactory Academic Progress policy by the United States Department of Education. For purposes of financial aid eligibility, students should consult with the Office of Financial Aid for detailed regulations and procedures.

Academic notice

Undergraduate students who do not meet the minimum standards for satisfactory progress may be sent an Academic Notice. No institutional restrictions are attached to Academic Notices, but students should consult their academic advisors for requirements in their particular major program.

An Academic Notice is sent to:

1. All undergraduate students whose cumulative GPA is below 2.00, but above the minimum required for the specific semester of attendance as stated in the Probation policy; and
2. All continuing undergraduate students whose semester GPA is below 2.00, but cumulative GPA remains above 2.00.

Probation

Undergraduate students with a cumulative GPA below the minimum required for any semester of attendance are placed on probation. Minimum retention standards are based on the number of traditional semesters (Fall and Spring) that the student attended at Marian. The standards for undergraduate students are as follows:

| Semester of attendance at Marian | CUM. GPA |
|---|-----------------|
| First | 1.50 |
| Second | 1.75 |
| Third | 1.90 |
| Fourth through graduation | 2.00 |

Undergraduate students placed on academic probation must have the written permission from the Dean of Faculty to carry more than 13 credits. They are ineligible to participate in intercollegiate sports.

Higher GPAs may be required for admission to, continuation in, or progression in some programs of study. See the appropriate program description in the Academic Programs section.

Continued Probation

An undergraduate student will be placed on continued probation for one of the following reasons:

1. If the student was on academic probation and achieved a term GPA over 2.0 but their cumulative GPA is not high enough to clear probation.
2. Upon successful appeal of academic dismissal.

The 13 credit limit continues to apply. Students may remain on continued probation as long as their term GPA remains over a 2.0 each semester (demonstrating continued improvement). A student on continued probation who fails to achieve a 2.0 term GPA will be academically dismissed from the university.

Academic suspension

Any undergraduate student earning a 0.00 Term GPA will be suspended. If they wish to continue their studies at Marian University they will be required to submit an academic success plan to the Office of the Registrar within 10 days of being notified of their suspension. The success plan will be reviewed for approval by the Chief Academic Officer or their designee. This plan must explain:

- the circumstances that prevented them from being academically successful;
- specific strategies that will be utilized in the following semester to achieve academic success.

Students with approved academic success plans will be placed on academic probation and must agree to meet certain academic standards outlined in their academic success plans. After one semester, the student's academic success will be reviewed by the Academic Actions Committee. Students who do not meet the standards outlined in their academic success plans after one semester will be academically dismissed from the University.

Students without an approved academic success plan will be academically suspended for one traditional semester (fall or spring). During this time, the student will not be permitted to take classes at the University. After one traditional semester of suspension, the student may return to the University.

Academic dismissal

Students who incur probation in two consecutive traditional semesters may be dismissed from Marian University. Students who wish to appeal their dismissal must submit a dismissal appeal letter and at least one letter of recommendation from their academic advisor or Marian faculty member to the Office of the Registrar within 10 days of notification of their dismissal. The appeal letter must explain:

- the circumstances that prevented the student from being academically successful;
- what has changed in the student's life that would allow them to now be academically successful;
- specific strategies that will be utilized to be academically successful.

Students who successfully appeal their academic dismissal will be placed on continued probation and will agree to a customized learning contract. After one semester, the student's academic success will be reviewed by the Academic Action Appeal Committee. Students who do not meet the standards outlined in their learning contract will be academically dismissed from the University.

Dismissed students may submit an appeal for readmission to the University after one full semester of non-attendance. The appeal will be reviewed and readmission will be granted if it is deemed that the student is likely to be successful. Once a student has been away from Marian for two consecutive traditional semesters, they may complete an enrollment application to be readmitted on Continued Probation without the need for an appeal. Readmitted students will be required to abide by the terms of a customized learning contract and will be limited to 13 credits.

Graduate Students

Graduate students are expected to maintain satisfactory progress towards the completion of degree requirements by earning a grade point average of 3.0 or higher each term. If a graduate student's term GPA falls below 3.0, they will be placed on academic probation at the discretion of the Program Director. If the student who has been placed on probation earns a GPA of under 3.0 in a subsequent term they will be academically dismissed. The student may submit an appeal to the program director to be reinstated. If approved, the student will be reinstated on continued probation. A student on continued probation will be academically dismissed if they earn a subsequent term GPA of under 3.0. Dismissed students may reapply for admission to their program of study after being away from the university for one semester.

Recognition of Academic Achievement

Full-time undergraduate students at Marian University with a high GPA may qualify for Dean's list and President's list.

Dean's list

The Dean's List includes names of all full-time undergraduate students who have earned a minimum semester GPA of 3.50 in at least 12 credits that count toward the computation of the overall GPA. The Dean's List is published once per semester. At the time the Dean's List is generated, students with an IP or I grade are not listed; however, once the IP or I has been completed, students may qualify for the dean's list and a notation will appear on the transcript.

President's list

The President's List includes names of all full-time undergraduate students who have earned a semester GPA of 4.00 in at least 12 credits that count toward the computation of the overall GPA. Remedial and transfer credits do not count towards GPA unless it is Study Abroad transfer credits. The President's List is published once per semester. At the time the President's List is generated, students with an IP or I grade are not listed; however, once the IP or I has been completed, students may qualify for the president's list and a notation will appear on the transcript.

ACADEMIC RECORD AND TRANSCRIPT POLICY

Academic record information

The Office of the Registrar maintains the official academic records of all students, current and past. No record may be released to any unauthorized individual or agency without the approval of the student. Records cannot be sent by fax or email or as the result of telephone or third-party requests. Marian University is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics of students' rights under this Bill are available from the Office of the Registrar or online at <http://www.marianuniversity.edu/consumerinfo/>.

Academic records deceased students

Academic records of students who are verified to be deceased, may be released or disclosed upon written request to a spouse, parent, executor of the estate, surviving child, surviving sibling, surviving descendant, or pursuant to a court order or subpoena. Only the Registrar may release the academic records of deceased students. For further information, the petitioner should contact the Office of the Registrar.

Failure to provide required documents

A student entering Marian University after attending any post-secondary institution for any length of time must provide Marian University with all official transcripts of all prior course work by the end of the first semester of their attendance at Marian. Failure to provide official transcripts from all institutions attended will result in a registration hold being placed on the student's record, which does not allow for registration in future semesters until all required documents are obtained.

Academic record change

Any student who feels that their academic record needs to be amended should immediately contact the Office of the Registrar. Records become permanent and cannot be changed after one year from the course completion date.

Change of personal information

Current and former students may update their personal information (i.e. home address, telephone number, email address, legal name) by completing the Change of Address/Name form available at <https://my.marianuniversity.edu/registrar/>. Name changes require a copy of legal documentation (i.e. social security card, driver's license, marriage license, court order, dissolution decree, current passport) or official proof of identity certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S. To ensure accurate and proper documentation, these changes cannot be made via email, telephone, or a third party.

Change of major or degree requirement

Degree requirements indicated in the academic catalog at the time of a student's entry into Marian University remain in effect as long as the student is degree-seeking and attends Marian on an uninterrupted basis. Students who change a major must meet the requirements of the declared degree program as stated in the academic catalog that is current when the change is made. A degree program consists of the liberal arts core curriculum, major program, and any special requirements of a particular degree, curriculum, major and/or minor declared by the student.

Transcript information

Transcripts are issued only at the request of the student. The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) requires the Office of the Registrar to obtain the student's permission each time a transcript is requested.

Transcript orders must be submitted through the secure online ordering system located in the student's SabreNet account or via the campus website at: <https://www.marianuniversity.edu/transcript-request/>. Transcripts can be delivered electronically or by postal mail. Normal processing time is one to two working days after receipt of the request, but may be longer during peak working times and holiday breaks. Transcript requests are processed in the order they are received. Students who do not possess a valid email address and credit card must contact the Office of the Registrar directly for alternative ordering. Questions concerning transcripts should be directed to the Office of the Registrar at (920) 923-7618.

Transcripts may be held due to outstanding financial obligations. The Office of the Registrar notifies students if a hold will prevent the release of their transcript. The student must resolve this matter before the transcript is sent. Financial obligations may be satisfied with the University by contacting the Office of Business and Finance at (920) 923-8551.

Transcripts from other institutions

Marian University does not issue copies of transcripts (high school, college, or university) or other documents received from other institutions. All transcripts received by Marian University become the property of the University and cannot be released to the student. Students may review their transcripts from other institutions in the Office of the Registrar during regular office hours.

TRANSFER POLICY

Transfer credit

Marian University generally accepts course credits earned at regionally accredited institutions, if the undergraduate grades are C- or above or if the graduate grades are B or above. Course credits from nationally accredited institutions or institutions that are candidates for accreditation will be reviewed and credits will be awarded if it is determined that the coursework meets Marian University standards of excellence and rigor. A maximum of 90 credits of undergraduate and 9 credits of graduate credits may be transferred in and applied to program requirements at Marian University. Courses are evaluated on the basis of equivalent course offerings at Marian University and, if accepted, may be counted toward meeting graduation and degree requirements. Dean of Faculty, department chairs, program directors, or faculty shall determine those courses that meet major requirements.

International credit

In order to receive transfer credit, a student must submit an official transcript from each college or university attended, including courses in-progress.

- Official English translation is required.
- Official course-by-course evaluation is required for all courses taken outside of the U.S. and Canada.
- Contact any of the member agencies of the National Association of Credential Evaluation Services (naces.org) or the Association of International Credential Evaluators (aice.org) for the equivalency evaluation of foreign credentials and coursework. These agencies provide the evaluation service for a fee to the applicant, and are not affiliated with Marian University.
- NACES-approved accredited credential evaluation agencies:
 - Educational Credential Evaluators, Inc.: <https://www.ece.org/>
 - World Education Services: <http://www.wes.org/>

Approval for off-campus course work

Marian University students who take part of their undergraduate work at another institution with the intention of transferring the credit back to Marian University should obtain prior approval. An Approval for Off-Campus Courses form can be obtained online at MyMarian/Offices/Registrar/Student Forms.

Like other transfer credit, credit for these classes will only be granted after the Office of the Registrar has received an official transcript of the coursework directly from the issuing institution.

Marian University Transfer and Articulation Agreements

Marian University has articulation agreements with the major public higher education systems of Wisconsin. The University also has individually negotiated articulation agreements with other institutions of higher education. The following is a description of the major articulation agreements. The Office of the Registrar houses the records of all existing and active articulation agreements. These are available for review.

University of Wisconsin System Institutions

Students who receive an Associate of Arts and Science degree from any University of Wisconsin System institution will have completed all Marian University General Education requirements. Students will still need to complete the university graduation requirement, Introduction to Christian Theology, 3 cr., and must meet all other specified proficiency, department, or program requirements in order to graduate. Students are responsible for meeting all residency and general baccalaureate degree requirements.

Students with previously earned Bachelor's Degrees

Students who have received a bachelor's degree from a regionally accredited institution will have completed all Marian University General Education requirements. Students will still need to complete the university graduation requirement, Introduction to Christian Theology, 3 cr., and must meet all other specified proficiency, department, or program requirements in order to graduate. Students are responsible for meeting all residency and general

baccalaureate degree requirements. Students who have earned a bachelor's degree from a nationally accredited institution may also receive a waiver after a comprehensive review of their degree.

COMMENCEMENT POLICY

Graduation application

All students who are planning to graduate are required to submit an application for graduation to the Office of the Registrar at the beginning of the semester in which all degree requirements will be completed. Graduation applications are available online on MyMarian/Offices/Registrar/Student Forms.

Student account balances must be paid in full prior to participation in the commencement ceremony. Additionally, student accounts not paid in full will result in placement of a Transcript Hold which will prevent release of an official transcript and diploma.

Applications for graduation must be filed early to allow for proper evaluation of records and timely preparation for the ceremonies.

| If you will be finished with classes: | You should apply for graduation by: |
|--|--|
| Fall semester | October 1 |
| Spring semester | February 15 |
| Summer session | June 1 |

If a student's graduation date must be changed, he or she should notify the Office of the Registrar at least three weeks before the graduation date.

A non-refundable graduation fee is required and must be paid at the time of application. If payment is not included, the Office of the Registrar will return the application unprocessed. If all requirements are not met by the deadline, the student's graduation will be cancelled. Students must then re-apply for the next graduation and pay a reapplication fee.

May graduates

May graduates may participate in the commencement ceremony held in May.

August graduates

August graduates may participate in the previous May or following December commencement ceremony if they are registered to be completed by the end of the summer sessions. They must submit an application for graduation by February 15 if they intend to participate in the May ceremony. If planning on walking in December, graduates must apply by June 1 for the August graduation date and then will be sent a notice to walk in December sometime in October.

December graduates

December graduates may participate in the commencement ceremony held in December or the following May upon request.

Degree completion deadline

All course work and degree requirements must be completed and all grades that apply toward the degree must be received in the Office of the Registrar after the end of a student's last semester of attendance within the following deadlines:

Students completing their course work and degree requirements for graduation by January 15 have the December graduation date stated on their diploma, by June 15 have the May graduation date stated on their diploma, or by August 31 have the August graduation date stated on their diploma. If this deadline is not met, the student's name is removed from the semester's graduation list and the student is required to reapply for graduation.

Graduation reapplication

If a student fails to complete degree requirements, the Office of the Registrar will not place a student's name on any future graduation lists unless a new graduation application is received from the student or arrangements have been made with the Registrar in advance. Students may reapply for the next graduation and pay a reapplication fee. The original graduation fee is not refunded.

Withdrawal from graduation

If students apply for graduation and find that they have not fulfilled the requirements, they may choose to withdraw the application and change the date to the next scheduled graduation date without reapplying. This may be done only if the student contacts the Office of the Registrar at least three weeks before the graduation date for which the student originally applied. If it is less than three weeks, the student must formally reapply and pay the reapplication fee.

DEGREE REQUIREMENTS POLICY

The following policies and procedures are related to degree-completion and graduation. Students have the ultimate responsibility to monitor their course of study and fulfill all degree requirements.

General baccalaureate degree requirements

Students must complete the following requirements for the baccalaureate degree:

1. Successfully complete the General Education Program requirements.
2. Successfully complete a major program of at least 30 credits with a minimum GPA as specified by the program or department. At least 15 credits of upper-level coursework, in the major program, must be completed at Marian University.*
3. Successfully complete a total of at least 120 credits of college work, which includes at least 30 credits of upper-level coursework.
4. Attain a minimum cumulative GPA of 2.00 on a 4.00 scale and a minimum GPA of 2.00 in all upper-level coursework in the major or minor program(s).
5. Earn 30 credits at Marian University.**
6. Meet any special requirements of the Liberal Arts Core Curriculum or a particular major or minor program selected by the student.
7. File a graduation application and pay the required application fee.

* Students in the Radiologic Technology or Diagnostic Medical Sonography programs may use transferred clinical credits toward the required 15 credits of upper-level coursework.

** The residency requirements exclude credits such as those acquired through challenge or CLEP examinations, assessment of prior learning, the 60 credits of professional training in the radiologic technology clinical program or those credits not completed under direct supervision of the University. Undergraduate students in the Adult and Graduate Studies programs must meet the minimum requirement of 30 residency credits; however, they are not required to earn all of their last 30 credits at Marian University.

Completing an additional major within the same Marian University baccalaureate degree will not result in the awarding of a second degree.

Additional major after baccalaureate degree

Students who have earned a degree from Marian University and are not enrolled in a graduate program may return and fulfill the requirements for another major. These students must apply for readmission to the University, declare the appropriate major on the application, and register as seniors. Students who return to Marian University to complete an additional major must meet only the requirements for that major. If transferring some of the major courses, students must complete one-half of the credits in a given major program at Marian University.

It is the student's responsibility to complete a Completion of Additional Major form in the Office of the Registrar upon completion of the requirements for the additional major so that a notation can be placed on their permanent record. A student who has completed an additional major will not take part in a second graduation ceremony nor receive a second degree from the University. Students who hold a bachelor's degree from another college or university may not complete only an additional major at Marian University.

Second bachelor's degree

A student who has completed a bachelor's degree at Marian or another college or university may apply for admission to Marian University with the intention of completing an additional, bachelor's degree. The student must meet normal admission requirements.

A maximum of 90 credits from previously attended, regionally or nationally accredited colleges and universities (including Marian University) may be applied toward completion of the additional degree. The student must meet all degree requirements outlined in this catalog and complete at least one half of the credits for the major at Marian University.

General graduate degree requirements

1. Successfully complete all Program requirements.
2. Transfer no more than nine credits into the program.
3. File a graduation application and pay the required application fee.

Waiver

Students may request an exemption from a specific degree requirement in the general education, major program, minor program, or other general degree requirements. Granting of a waiver for a specific course does not grant credit for that course, and any credits waived must be made up so that the minimum 120 degree credits is still met. Waiver forms are available online at [MyMarian>Offices>Registrar>Student Forms](#) and must be approved by the Department Chair and Vice President of Academic Affairs or Dean of Faculty.

Course substitution

If a student has taken a course in place of one specifically required for the Liberal Arts Core Curriculum, major, or minor, the student must request a formal substitution by completing a Course Substitution form, which is located online at [MyMarian>Offices>Registrar>Student Forms](#). Course substitutions must be approved by the Department Chair and Vice President of Academic Affairs or Dean of Faculty.

Time limit for degree completion

Although there is no specific time limit for the completion of undergraduate degrees, the University reserves the right to review coursework that is more than seven years old to determine whether or not the content or practice has significantly changed. In that case, the student may be required to complete additional coursework to satisfy degree requirements.

The University is neither obligated nor committed to continue courses or programs so that students can take more than the average four or five years to complete bachelor's degrees.

Degree completion deadline

All course work and degree requirements must be completed and all grades that apply toward the degree must be received in the Office of the Registrar after the end of a student's last semester of attendance within the following deadlines:

Students completing their course work and degree requirements for graduation by January 15 have the December graduation date stated on their diploma, by June 15 have the May graduation date stated on their diploma, or by August 31 have the August graduation date stated on their diploma. If this deadline is not met, the student's name is removed from the semester's graduation list and the student is required to reapply for graduation.

Graduation reapplication

If a student fails to complete degree requirements, the Office of the Registrar will not place a student's name on any future graduation lists unless a new graduation application is received from the student or arrangements have been made with the Registrar in advance. Students may reapply for the next graduation and pay a reapplication fee. All graduation fees are non-refundable.

Withdrawal from graduation

If students apply for graduation and find that they have not fulfilled the requirements, they may choose to withdraw the application and change the date to the next scheduled graduation date without reapplying. This may be done only if the student contacts the Office of the Registrar at least three weeks before the graduation date for which the student originally applied. If it is less than three weeks, the student must formally reapply and pay the reapplication fee.

Graduation honors for undergraduate degrees

Undergraduate students who maintain a high level of scholastic excellence throughout their university career receive the earned degree with honors. Honors designations on transcripts are based upon the student's complete academic record at Marian University, since only credits earned at Marian are used to determine a student's GPA.

Students who have earned between 44 and 59 credits at Marian University receive their degrees as follows:

With Distinction.....3.75 GPA and above

Students who have earned at least 60 credits at Marian University receive their degrees as follows:

Cum Laude.....3.50 to 3.74 GPA

Magna Cum Laude.....3.75 to 3.89 GPA

Summa Cum Laude.....3.90 GPA and above

Marian University will use the student's cumulative GPA from the semester prior to graduation to determine honors for use at the graduation ceremony. Official Honors will be posted to a student's transcript (academic record) once all grades have been finalized.

Students in their junior or senior year who wish to take courses off-campus to transfer to Marian University should contact the Office of the Registrar to determine the effect of this on their eligibility for graduation honors.

Marian University does not calculate honors for graduate degrees.

INCLEMENT WEATHER POLICY

When inclement weather or emergency conditions exist, every effort will be made to keep Marian University open and operating as normal. On the rare occasion that the entire university is closed, the President of the University will implement the institution's inclement weather/emergency conditions protocol including the approval for emergency closure of specific buildings if necessary.

Some or all classes may be cancelled at the discretion of the Vice President of Academic Affairs even if the campus itself remains open. Should the Vice President of Academic Affairs determine classes or academic events are cancelled, that person will communicate with the appropriate offices to ensure students and faculty are informed. This notification will be sent via campus email, the campus website and social media.

Individual classes may be cancelled at the discretion of the instructor.

WITHDRAWAL AND REFUND POLICY

Withdrawal from the University

Students withdrawing from the University must file a Withdraw from the University Request form with the Registrar and follow specified withdrawal procedures. The official date of University withdrawal for purposes of determining refund and academic action is the day upon which the properly completed Withdraw from the University Request form is received in the Office of the Registrar. Emails, phone calls, or no longer attending class do not constitute a proper withdrawal from the University. Tuition will be refunded according to the University Refund Policy. International students on an F-1 visa must meet with the International Student Advisor prior to withdrawing.

Military call to active duty

Students who are called to active duty during an academic term should contact the Office of the Registrar immediately to ensure that a timely course withdrawal or modification of the student's course schedule is processed. The student will need to present an original copy of his or her service orders to the Office of the Registrar. The student should inform the Registrar in writing one of the following two options he or she chooses after consulting with the instructors of their course(s):

1. The student may elect to withdraw from Marian University and receive a 100% refund for tuition; or
2. If more than half of the term has elapsed, the student may choose to remain enrolled and receive the grade(s) and credit for the course(s) at the time the student is called to active duty. In such a case, the course will be considered complete and no refund is provided.

Students who are called to active duty prior to the start of an academic term should contact the Office of the Registrar and drop any classes that they are enrolled in for the future term.

Students who are dependents of service members that are called to active duty should contact the Registrar's office if the activation will prove disruptive to their studies (need to relocate etc.). The University will work with dependents to find the best solution possible for the student and will be determined on an individual basis.

Administrative withdrawal

Marian University reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

- Nonattendance
- Lack of required course prerequisites
- Credit limit due to academic probation
- Academic dishonesty

Tuition refunds will be granted in accordance with the university refund policy when students are administratively withdrawn by the institution.

WITHDRAWING FROM A CLASS - GRADING

Length of class

14 weeks:

1st through 2nd week

3rd through 10th week

After 10th week

7 weeks:

1st through 2nd week

3rd week through 69% of course completed

70% or more of course completed

Less than 7 weeks:

Up to 69% of course completed

70% or more of course completed

Academic Notation

No notation on transcript

WD on transcript

WF on transcript

No notation on transcript

WD on transcript

WF on transcript

WD on transcript

WF on transcript

ACADEMIC COMPUTING

Computers are available to students in the following public locations at the Fond du Lac campus, though some locations have restricted use:

- Cardinal Meyer Library
- Horning Student Center

Additionally, there are two computer classrooms that students can use during class times (Brotz Lab in Ridenour Science Building and MAC lab in Agnes Hazotte Hall.)

Microsoft Office Accounts (including Office 365) having Email, OneDrive, Word, Excel, PowerPoint and other office applications are provided to students upon enrollment at the University. Students can use up to 5 installations on their personal devices. In addition, students will use their university login to access SabreNet, Marian Online2 (MO2), and the Library Systems.

There are internet hookups in each residence hall room. Wireless internet is available throughout the campus.

Technical considerations

- Have access to an Internet connection. Online learning is exactly how it sounds, learning online. Having access to a reliable, high-speed Internet connection is the key component to learning online.
- Have access to a reliable computer. An up-to-date computer will allow you to access course content, view multimedia files, and engage in online forums and discussions with minimal disruptions. Chrome books are not advised.
- Have current software. Viewing multimedia files is an important part of online learning. Older computers may not have the appropriate software that allows these types of files to be downloaded quickly or viewed at all. You will also be expected to use Microsoft Word to complete some written assignments. You have access to a free version of Microsoft Word, PowerPoint and Excel through your Microsoft account. Check your course syllabus for each class to see if any special software is required. Take a moment to make sure your computer is set to deliver all aspects of your course to you.
- If you are using a PC, make sure your Microsoft Windows is up-to-date. Direct link: windowsupdate.microsoft.com/
- Have Adobe Reader installed so you can open, read and print pdf documents. Direct link: get.adobe.com/reader/
- Turn off pop-up blocker for Marian Online (MO2). If you are unsure of how to do this, or any other of these steps, please contact the TechHUB by phone (920.923.8947) or by email: techHUB@marianuniversity.edu

Browser Settings

- Cookies need to be enabled in your browser to maintain your MO2 session (Usually cookies are enabled by default.)
- JavaScript must be enabled in your browser. Usually JavaScript is enabled by default, but you or someone else might have changed this setting.

Acceptable use

Marian University's Information Technology (IT) resources are intended to support the educational, administrative, and campus activities of the University. The use of these resources is a privilege extended to members of the Marian community who are expected to act in a responsible, ethical, and legal manner. Acceptable use includes behavior that respects the rights of others, does not compromise the security or integrity of IT resources, and complies with all applicable laws and license agreements. This policy establishes requirements and applies to all users of IT computing and network resources owned or managed by Marian University. Those found in violation of the Acceptable Use Policy are subject to disciplinary action, including suspension or revocation of computer and/or network access privileges. The complete Acceptable Use Policy is available via MyMarian, in the IT section of the Offices tab.

Marian University Student Email Policy and Procedure

All students will be issued a secure Marian University email account upon admission. This email account will be Marian University's primary source of communication between students, faculty, and staff. Students have the expectation and responsibility to frequently check this email account.

Students who leave the University without completion of their degree or other program may keep their Office 365 and certain Marian system privileges for one academic year from the last term when they were registered.

Continuing and graduated Marian students will be permitted to retain their email privileges so long as the account remains active. All email accounts that are inactive for a period of one year will be removed. Alumni wishing to reconnect with the University can request an account and one may be provided to them.

Once an email is deactivated, the student will no longer have access to Office 365, MO2, SabreNet, and other Marian systems/applications.

Safety

Keeping us safe while online is everyone's responsibility. As technology continues to advance, so do the attempts to lure people to click or open unsafe links and/or attachments. These malicious emails can look like they are coming from reliable businesses, institutions, or someone you know, but are often spam or phishing attempts. They will often ask that you act quickly, stating that you have been compromised. The National Cybersecurity Alliance and FBI have helpful tips and information on how to avoid being a victim, the steps that should be taken if you are a victim, and how to properly protect yourself which can be found here:

<https://www.fbi.gov/how-we-can-help-you/safety-resources/scams-and-safety>

<https://support.microsoft.com/en-us/windows/protect-yourself-from-phishing-0c7ea947-ba98-3bd9-7184-430e1f860a44>

Additionally, the university is partnered with Knowbe4, the world's largest platform for security awareness. Through Knowbe4, students have access to the Phish Alert Button when using the Outlook app or O365 webmail. Those in the Information Technology Services department are alerted as soon an email is flagged for phishing.

<https://support.knowbe4.com/hc/en-us/articles/360009629234-How-Do-I-Use-the-Phish-Alert-Button-PAB-for-Microsoft-365->

STUDENT ACADEMIC RIGHTS AND RESPONSIBILITIES

This section of the Academic Catalog includes pertinent rules, rights, and responsibilities that may be of special assistance to students. Because this section is not all-inclusive, students are encouraged to study the rest of this catalog, university and student handbooks, and other university materials to become knowledgeable about matters of importance to them, their program of study, and their graduation requirements.

MARIAN UNIVERSITY EXPECTATIONS

Attendance

Marian University, at the heart of its core values, is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

Classroom and campus expectations

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect, and active engagement is valued and observed by all participants. Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful, or uncivil in their conduct, including language, in any setting at Marian University (this includes Facebook and other social media outlets or web-based venues). A student who is deemed to be acting inappropriately in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials. These policies apply to virtual/online classrooms and experiences in addition to all in-person classes, field trips, athletic events and other on and off-campus activities.

Absence due to legal obligations

When a student must be absent from class for court-imposed legal obligations (e.g. jury duty or subpoena), the student may wish to seek a release through the procedures of the appropriate court if the obligation will jeopardize a student's academic work.

If a student is unable to obtain a release, the student must present the Dean of Faculty, or the Vice President of Academic Affairs, with a written verification of the obligation and inform all instructors of the anticipated absence in advance.

If the student will be absent for a short time, the student's instructors will make arrangements to accommodate missed assignments or examinations. If an extended absence is anticipated, the student's request must go through another level of review. The student will meet with the instructors and the Dean of Faculty or the Vice President of Academic Affairs to determine if arrangements will be made to accommodate the student's completion of his or her academic work. If necessary, the student will be allowed to withdraw from all or part of his or her coursework without penalty. A student withdrawing for this reason will be authorized a full tuition refund and applicable fees for all credits from which the student withdraws.

Students are expected to attend class if they are not required to spend the full day in meeting this obligation. After the legal obligation is satisfied, it is the responsibility of the student to contact the instructor to discuss missed class work and make arrangements to fulfill the requirements of the class.

Non-enrolled individuals in the classroom policy

On a daily basis, the University uses measures to reasonably ensure the health, safety and welfare of the University community – its students, staff, and faculty. The University also is committed to ensuring the maintenance of a campus that promotes a positive and productive learning environment. As a result, it is important for the University to ensure, on a daily basis, that those who come to campus have the authority to do so.

Faculty, staff and students may not bring non-enrolled persons to class without authorization or permission from their supervisor and/or instructor. Should a Marian student, staff or faculty member have a personal, child or family-care emergency, or face a personal illness that poses a risk of infection to others, they should immediately contact their supervisor(s) and/or instructor(s) to discuss the need for the use of authorized personal/release time, and/or make alternate arrangements for the completion of academic assignments. The cooperation of all within the University community is encouraged and appreciated.

This policy is not intended to inhibit persons who are not members of the Marian community from visiting the campus for legitimate reasons, such as guest speakers, attending a sporting event, attending a meeting, or visiting the coffeehouse.

Off-campus educational activities and intercollegiate athletic contests

Participation in off-campus educational activities and intercollegiate athletic contests is considered to be an integral part of the Marian educational experience. Accordingly, faculty are required to provide students the opportunity to make up course work associated with absences due to participation in such activities. Students are responsible for informing instructors in advance of any such anticipated absences and for making arrangements to make up any work missed as a result, in accordance with instructors' policies as stated in course syllabi. This policy may result in a student being required to complete an assignment or take an examination earlier than the specified date. Students' grades may not be penalized solely for absences due to participation in such University-sponsored activities, provided that students meet their responsibilities with respect to notification and completion of make-up work.

Exceptions: Some instructional activities such as seminars, language practica, and clinicals involve interaction among students and with professionals as an intrinsic part of the educational experience. These interactions may not be eligible to be made-up.

GRADE APPEAL

Appealing grades not yet recorded: If, during a grading period, a student believes he/she is being evaluated unfairly, the student should first consult the instructor of the course to explain his/her objection and to better understand the instructor's evaluation. If no resolution is achieved, the student may consult the Dean of Faculty or the Vice President of Academic Affairs. If resolution is not achieved, the student must wait until final grades are posted and initiate a grade appeal if necessary.

Appealing final (recorded) grades: If a student believes that the final grade received in a course is unjust, he/she may follow the formal policy and procedure for Grade Appeal as follows:

Grades submitted to and recorded by the Office of the Registrar, with the exception of "I" (incomplete), are considered final. Recorded grades may be changed only in extraordinary circumstances, which are confined to either:

1. Clerical error on the part of the instructor in submitting the grade; or
2. Clear or apparent major inconsistency or injustice due to "arbitrary and capricious" grading on the part of the instructor in assigning the grade.

Based on this, the student is limited to specific grounds for appeal. If a student simply disagrees with the faculty member's judgment about the academic quality of the student's work, this does not constitute valid grounds for appeal. Valid grounds for a change of major inconsistency or injustice include the following:

1. The terminal grade was based on something other than the student's performance in the course;

2. The instructor applied standards that were more exacting or demanding than those applied to other students in that course; and/or
3. The terminal grade was a result of significant, unannounced, and unreasonable departures from those articulated in the course syllabus distributed at the beginning of the course.
4. Documented technology issues resulting in late or no submission of assignments.

Procedures for formal grade appeal: The formal grade appeal procedure should be utilized only for terminal grades; it is not to be used to challenge grades on individual assignments. Prior to filing a formal grade appeal, the student must discuss the terminal grade with the instructor and seek resolution. If no resolution is achieved, the student must contact the Dean of Faculty within 8 weeks after the official grade was issued. If this does not take place within the specified time, the case is closed and the grade stands as submitted.

If the Dean of Faculty or designee cannot achieve a resolution between the instructor and the student, the student may file a formal written grade appeal with the Vice President of Academic Affairs. A formal grade appeal must be filed within 12 weeks after the end of the semester in which the grade was given. Students may lose the right to appeal if they fail to adhere to the timelines delineated in this policy. The Vice President of Academic Affairs may extend the timelines under extraordinary circumstances.

When clerical error is claimed, evidence may be requested. If evidence shows that clerical error was indeed made, the appropriate University official directs the Registrar, in writing, to correct the recorded grade.

Upon receipt of a Grade Appeal request charging major inconsistency or injustice, the Dean of Faculty or designee, shall convene a University-wide academic appeals committee to consider the request if it is determined that the appeal meets the criteria, involves a palpable issue, and is supported by evidence capable of sustaining rational argument. (See section "Academic Appeals Committee" of the faculty handbook for composition of committees). In appealing a grade, the burden of proof rests with the student. If the Dean of Faculty is unavailable, the Vice President of Academic Affairs may serve in this capacity.

Upon receipt of the written request, the hearing is held within one month or as designated by the Dean of Faculty or Vice President of Academic Affairs. The Academic Appeals Committee notifies the student and the instructor of the time and place of the hearing. The hearing is closed and all parties maintain confidentiality.

The committee reviews the student's written request and any other evidence the student presents. Committee members may ask for clarification and for other information. They consult the instructor to ascertain his/her view of the situation. The hearings are taped and minutes kept.

When the committee has all the evidence necessary or available, it writes a report with its recommendations. The report states and summarizes the issues involved, the sources of data received, factors involved that were weighted and analyzed, and its recommendations. On the basis of its evidence, the committee may recommend either:

1. That the grade be re-assessed, or
2. That the grade will stand.

If the committee recommends that the grade be re-determined, it may further recommend how a more just grade is to be determined. The committee may request the opinion of other competent evaluations if records of student work are available. The committee forwards its recommendation to the Chief Academic Officer, who notifies the student and the instructor of the committee findings within seven days of the completion of the written report.

All minutes, tapes, and documentation are kept in the Office of Academic Affairs.

The student or instructor may appeal the decision of the Academic Appeals Committee to the Chief Academic Officer within one week of notification. This request must provide specific grounds for a subsequent appeal, which are:

1. Due process was not followed;
2. Policy was incorrectly applied; and/or
3. Important evidence was missing.

Decisions of the Chief Academic Officer are final.

All involved in the grade appeal process must be apprised of the following:

1. A grade, even when a major injustice or inconsistency is determined, may nonetheless be the grade earned.
2. A re-evaluation of an inconsistently or unjustly determined grade could result in a raised grade, the same grade, or a lowered grade.
3. The faculty member involved is usually the only person capable of fairly evaluating the student's actual performance or work since only he/she has observed the student throughout the grading period.

Academic grievances

In student complaints about faculty actions, the persons involved should handle academic grievances informally. If the grievance cannot be resolved, it may be taken to the Dean of Faculty. If the Dean of Faculty is unavailable, the Vice President of Academic Affairs may serve in this capacity. The student should submit a written statement with attached documentation (i.e. syllabi, relevant assignments, relevant teacher responses about assignments, grading criteria, papers, tests, quizzes, portfolios). If it still remains unresolved, a formal grievance may be filed with the Dean of Faculty. All such grievances will follow the grade appeal process.

Student complaints related to alleged discrimination and/or harassment are not covered under this policy or procedure. In such cases, students are directed to the Dean of Faculty, any Vice President, or the Director of Human Resources to proceed with their complaints. Likewise, complaints about University policy and procedure should be directed to the responsible office or unit.

ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION

Definition: Academic misconduct is an act in which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance; or
- Assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Disciplinary sanctions.

The following are the disciplinary sanctions that may be imposed for academic misconduct:

- (1) An oral reprimand;
- (2) A written reprimand presented only to the student;
- (3) An assignment to repeat the work, to be graded on its merits;
- (4) A lower or failing grade on the particular assignment or test;
- (5) A lower grade in the course;
- (6) A failing grade in the course;
- (7) Removal of the student from the course in progress;
- (8) A written reprimand to be included in the student's disciplinary file;
- (9) Disciplinary probation; or
- (10) Suspension or expulsion from the university.

One or more of the disciplinary sanctions listed above may be imposed for an incident of academic misconduct.

Conference with the student.

When an instructor concludes that proceedings under this section are warranted, and regardless of the sanction to be imposed, the instructor will promptly offer to discuss the matter with the student. The purpose of this discussion is to permit the instructor to review with the student the bases for his or her belief that the student engaged in academic misconduct, and to afford the student an opportunity to respond.

Disciplinary sanction imposed at the discretion of the instructor.

Where an instructor concludes that a student enrolled in one of his or her courses has engaged in academic misconduct in the course, the instructor may impose one or more of the following Disciplinary sanctions (1)-(3):

- (1) An oral reprimand;
- (2) A written reprimand presented only to the student; or
- (3) An assignment to repeat the work, to be graded on its merits.

A student who receives a disciplinary sanction under this section has the right to a hearing before an academic misconduct hearing committee under to contest the determination that academic misconduct occurred, or the disciplinary sanction imposed, or both. If the student desires such a hearing, he or she must file a written request with the Vice President of Academic Affairs within 10 days of imposition of the disciplinary sanction by the instructor.

Disciplinary sanction imposed following a report of academic misconduct submitted by the instructor. Where an instructor believes that a student enrolled in one of his or her courses has engaged in academic misconduct and the sanctions listed in Disciplinary sanctions (1)-(3) are inadequate or inappropriate, the instructor may proceed in accordance with this section to impose, subject to hearing rights, one or more of the disciplinary sanctions listed under Disciplinary sanctions (4)-(8).

- (4) A lower or failing grade on the particular assignment or test;
- (5) A lower grade in the course;
- (6) A failing grade in the course;
- (7) Removal of the student from the course in progress;
- (8) A written reprimand to be included in the student's disciplinary file;

DETERMINATION BY THE INSTRUCTOR THAT NO ACADEMIC MISCONDUCT OCCURRED. If, as a result of a discussion, the instructor determines that academic misconduct did not in fact occur or that no disciplinary sanction is warranted under the circumstances, the matter will be considered resolved without the necessity for further action or a written report.

PROCESS FOLLOWING DETERMINATION BY THE INSTRUCTOR THAT ACADEMIC MISCONDUCT OCCURRED.

If, as a result of the discussion, the instructor determines that academic misconduct did occur and that one or more of the Disciplinary sanctions **(4)-(8)** should be recommended, the instructor will prepare a written report so informing the student, which will contain the following:

1. A description of the misconduct;
2. Specification of the sanction recommended;
3. Notice of the student's right to request a hearing before the academic misconduct hearing committee; and
4. A copy of the Academic Misconduct procedures.

The written report will be delivered personally to the student or be mailed to the student by regular first-class United States mail at his or her current address, as maintained at the institution. In addition, copies of the report will be provided to the Office of Academic Affairs.

A student who receives a written report under this section has the right to a hearing before an academic misconduct hearing committee to contest the determination that academic misconduct occurred, or the choice of disciplinary sanction, or both. If the student desires the hearing before an academic misconduct hearing committee, the student must file a written request with the Vice President of Academic Affairs within 10 days of receiving the written report. If the student does not request a hearing within this period, the determination of academic misconduct will be regarded as final, and the disciplinary sanction recommended will be imposed.

PROCESS FOLLOWING DETERMINATION BY THE INSTRUCTOR THAT DISCIPLINARY PROBATION, SUSPENSION OR EXPULSION MAY BE WARRANTED.

(a) If, as a result of a discussion, the instructor determines that academic misconduct did occur and that more serious sanctions (Disciplinary sanctions **(9)** or **(10)**) should be recommended, the instructor will provide a written report to the Vice President of Academic Affairs, which will contain the following:

1. A description of the misconduct; and
2. Specification of the sanction recommended.
3. Notice to the student that the matter is being forwarded to the Vice President of Academic Affairs who will convene an academic misconduct hearing committee; and
4. A copy of the Academic Misconduct procedures.

(b) Upon receipt of a report under this subsection, the Vice President of Academic Affairs may proceed, to impose a disciplinary sanction.

Disciplinary sanction imposed following a report of academic misconduct referred to the Vice President of

Academic Affairs. The Vice President of Academic Affairs may proceed in accordance with this section to impose, subject to hearing and appeal rights, the Disciplinary sanctions **(9)** or **(10)**. This section is used if Disciplinary Sanction 9 or 10 is being sought by an instructor or if the Vice President of Academic Affairs becomes aware of academic misconduct outside of any particular class.

AUTHORITY OF VICE PRESIDENT OF ACADEMIC AFFAIRS. The Vice President of Academic Affairs may proceed in accordance with this section when he or she receives information that a student at the institution has engaged in alleged academic misconduct and:

- (a)** Some or all of the alleged academic misconduct occurred outside the scope of any course for which the involved student is currently registered;
- (b)** The involved student has previously engaged in academic misconduct subject to the disciplinary sanctions listed **(4)-(10)**;
- (c)** The alleged misconduct would, if proved to have occurred, warrant a sanction of disciplinary probation, suspension or expulsion; or
- (d)** The instructor in the course is unable to proceed.

CONFERENCE WITH STUDENT. When the Vice President of Academic Affairs concludes that proceedings under this section are warranted, he or she will promptly offer to discuss the matter with the student. The purpose of this discussion is to permit the Vice President of Academic Affairs to review with the student the bases for his

or her belief that the student engaged in academic misconduct, and to afford the student an opportunity to respond.

CONFERENCE WITH INSTRUCTOR. The Vice President of Academic Affairs will discuss the matter with any involved instructor(s). This discussion may occur either before or after the conference with the student. It may include consultation with the instructor on the facts underlying the alleged academic misconduct and on the propriety of the recommended sanction.

DETERMINATION BY THE VICE PRESIDENT OF ACADEMIC AFFAIRS THAT NO ACADEMIC MISCONDUCT OCCURRED. If, as a result of discussions with the student and instructor(s), the Vice President of Academic Affairs determines that academic misconduct did not in fact occur or that no disciplinary sanction is warranted under the circumstances, the matter will be considered resolved without the necessity for further action or a written report.

PROCESS FOLLOWING DETERMINATION BY THE VICE PRESIDENT OF ACADEMIC AFFAIRS THAT ACADEMIC MISCONDUCT OCCURRED.

If, as a result of discussions, the Vice President of Academic Affairs determines that academic misconduct did occur and that one or more of the disciplinary sanctions listed **(4)-(10)** should be recommended, the Vice President of Academic Affairs will prepare a written report so informing the student, which will contain the following:

1. A description of the misconduct;
2. Specification of the sanction recommended;
3. Notice of the student's right to a hearing before the academic misconduct hearing committee; and
4. A copy of the Academic Misconduct procedures.

The written report will be delivered personally or by electronic means to the student or mailed to the student by regular first-class United States mail at his or her current address, as maintained at the institution. In addition, a copy of the report will be provided to the instructor and the Vice President of Student Affairs.

A student who receives a written report under this section has the right to a hearing before the academic misconduct hearing committee to contest the determination that academic misconduct occurred, or the choice of disciplinary sanction, or both.

Except in cases where the disciplinary sanction recommended is disciplinary probation, suspension or expulsion, if the student desires the hearing before the academic misconduct hearing committee, the student must file a written request with the Vice President of Academic Affairs within 10 days of personal delivery or mailing of the written report. If the student does not request a hearing within this period, the determination of academic misconduct will be regarded as final, and the disciplinary sanction recommended will be imposed.

In cases where the disciplinary sanction recommended is disciplinary probation, suspension or expulsion, the Vice President of Academic Affairs will, upon receipt of the written report schedule a hearing on the matter. The purpose of the hearing will be to review the determination that academic misconduct occurred and the disciplinary sanction recommended. A hearing will be conducted unless the student waives, in writing, their right to a hearing.

Hearing.

If a student requests a hearing, or a hearing is required to be scheduled due to the recommended sanction of suspension or expulsion, the Vice President of Academic Affairs will take the necessary steps to convene an academic misconduct hearing committee and will schedule the hearing within 10 days of receipt of the request or written report, unless a different time period is mutually agreed upon by the student, instructor or Vice President of Academic Affairs, and the members of the hearing committee.

Reasonably in advance of the hearing, the committee will obtain from the instructor or Vice President of Academic Affairs, in writing, a full explanation of the facts upon which the determination of misconduct was based, and will provide a copy of this policy to the student.

The hearing before the academic misconduct hearing committee will be conducted in accordance with the following requirements:

(a) The student will have the right to question adverse witnesses, the right to present evidence and witnesses, and to be heard in his or her own behalf, and the right to be accompanied by a representative of

his or her choice. The accompanying representative may provide advice but is not allowed to speak on the behalf of the student.

(b) While not a legal proceeding, the hearing will proceed in an organized and respectful manner at the discretion of the hearing chair. The hearing committee will not be bound by common law or statutory rules of evidence and may admit evidence having reasonable probative value, but will exclude immaterial, irrelevant.

(c) The hearing committee will make a record of the hearing. The record will include a verbatim record of the testimony, which may be a sound recording, and a file of the exhibits offered at the hearing. Any party to the hearing may obtain copies of the record at his or her own expense. Upon a showing of indigency and legal need, a party may be provided a copy of the verbatim record of the testimony without charge.

(d) The hearing committee will prepare written findings of fact and a written statement of its decision based upon the record of the hearing.

(e) The hearing committee may find academic misconduct and impose a sanction of suspension or expulsion only if the proof of such misconduct is clear and convincing. In other cases, a finding of misconduct must be based on a preponderance of the credible evidence.

(f) The committee may impose a disciplinary sanction that differs from the recommendation of the instructor or Vice President of Academic Affairs.

(g) The instructor or the Vice President of Academic Affairs or both may be witnesses at the hearing conducted by the committee, but do not have responsibility for conducting the hearing.

(h) The decision of the hearing committee will be served upon the student either by personal delivery, electronic means, or first-class United States mail and will become final within 10 days of service, unless an appeal is made to the university president.

(i) Except in cases where the sanction being prescribed is suspension or expulsion, the decision of the hearing committee is final.

Appeal to the President.

Where the sanction prescribed by the hearing committee is suspension or expulsion, the student may appeal to the president to review the decision of the hearing committee on the record. In such a case, the president will sustain the decision of the academic misconduct hearing committee unless the president finds:

(a) The evidence of record does not support the findings and recommendations of the hearing committee;

(b) Established procedures were not followed by the academic misconduct hearing committee and material prejudice to the student resulted; or

(c) The decision was based on factors proscribed by state or federal law regarding equal educational opportunities.

If the president finds any of the above to be the case, the president may remand the matter for consideration by a different hearing committee, or, in the alternative, may invoke an appropriate remedy of his or her own.

Discretionary appeal to the Board of Trustees. University decisions will be final, except that the Board of Trustees may, at its discretion, grant a review upon the record.

Settlement. The procedures set forth here do not preclude a student from not requesting a hearing and, therefore, agreeing that academic misconduct occurred and acceptance of the imposed sanction, after proper notice has been given. Required written reports, however, may not be waived.

Effect of discipline.

A student who is suspended will be removed from their currently enrolled courses and grades of WD or WF will be assigned. The student may not re-enroll at Marian University for the following term. Upon completion of a suspension period, the student may re-enroll as if no suspension had been imposed.

A student who is expelled will be removed from their currently enrolled courses and grades of WD or WF will be assigned. The student may not re-enroll at Marian University until a year has passed and the student is approved for readmission by the president following a petition for readmission.

Petition for readmission.

A student who has been expelled may petition for readmission, in writing, to the Marian University president. The petition may not be filed before the expiration of one year from the date of the final determination.

Vice President of Academic Affairs.

The Vice President of Academic Affairs will have responsibility for investigating student academic misconduct and initiating procedures for academic misconduct. The Vice President of Academic Affairs may also serve on the academic misconduct hearing committee for a case, if he or she has not otherwise been involved in the matter.

Academic misconduct hearing committee.

The Vice President of Academic Affairs will select an academic misconduct hearing committee consisting of at least 3 persons, based on the nature and circumstances of the case, and will appoint one member to serve as presiding officer. The presiding officer and at least one other member will constitute a quorum at any hearing held pursuant to due notice.

Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days after the day the University receives a request for access.** Students should submit to the registrar, Dean of Faculty, head of the academic department, or other appropriate official, a written request that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy right under FERPA.** A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the University decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Marian University. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the records of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)-(a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and Local Educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10))
 - Information the school has designated as “directory information” under §99.37.(§99.31(a)(11))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
 - The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605
 5. **The University designates the following as public or "Directory Information":** student name, address, telephone number, email address, photograph, dates of attendance, previous institutions attended, major fields of study, enrollment status (undergraduate/graduate/full or part time), awards (but not scholarships), honors, degrees conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, and date and place of birth.
 6. **Students may restrict the release of "Directory Information," except to school officials with legitimate educational interests and others as indicated in point #3 above.** To do so, a student must make the request in writing to the Registrar’s Office, 45 S. National Ave., Fond du Lac, WI 54935. Once filed, this request becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

Student Right-to-Know

In relation to the Student Right-to-Know Act, graduation and completion rates are available online:

<https://www.marianuniversity.edu/student-consumer-information/>

For additional information, contact the Office of Academic Affairs at (920) 923-8094.

STUDENT LEARNING OUTCOMES

As a community of higher education, the academic program is formulated to ensure that undergraduate students will acquire the following:

Critical Thinking. Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Ethical Reasoning. Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Global Learning. Global Learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world's most pressing and enduring issues collaboratively and equitably.

Information Literacy. The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Intercultural Knowledge. Students will articulate awareness of their own cultural identity and the impacts of inequality on individuals, groups, and social structures.

Inquiry and Analysis. Inquiry is a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Quantitative Reasoning. Quantitative Reasoning is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QR skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Written Communication. Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

ASSURANCE OF STUDENT LEARNING PROGRAM

The Marian University assurance of student learning program includes both the curricular and co-curricular aspects of the University. As part of its ongoing commitment to seeking improvement in its academic programs, Marian University has adopted a plan to assess how the University is accomplishing the learning outcomes. Faculty review the results of the assessment instruments to renew and improve the effectiveness of programs. All Marian University students are encouraged to participate in University assessments.

TRADITIONAL ACADEMIC PROGRAMS

General Education Requirements

All undergraduate students are required to take satisfy the General Education Program requirements in addition to courses specific to their major and THE 101, which is a graduation requirement.

| GENERAL EDUCATION (30-32 CREDITS) | | | |
|-------------------------------------|------------------------------------|-----|-------------------|
| MARIAN COURSES | | | |
| Marian Course ID | Marian Course Title | CR | Pre-Requisites |
| ENG 106 | Argumentative and Research Writing | 3 | ENG 105/Placement |
| Writing Intensive | See below | 3 | |
| PHI 130 | Knowledge, Values, and Society | 3 | |
| Humanistic | See below | 3 | |
| Scientific | See below | 3 | |
| Social Scientific 1 | See below | 3 | |
| Social Scientific 2 | See below | 3 | |
| Diversity Literacies 1 | See below | 3 | |
| Diversity Literacies 2 | See below | 3 | |
| Quantitative | See below | 3-5 | |

| Writing Intensive (to be taken at Marian) | Humanistic Reasoning Courses | Scientific Reasoning Courses | Social Scientific Reasoning Courses | Diversity Literacies |
|--|--------------------------------|--------------------------------|-------------------------------------|---|
| ENG 122, ENG 123, ENG 125, ENG 201, ENG 202, ENG 211, ENG 212, ENG 222, ENG 225, ENG 300, ENG 301, ENG 302, ENG 311, ENG 312, ENG 340, ENG 406, or ENG 408 | HIS / PHI / SPA / THE / or WRI | BIO / CHE / FOS / PHS / or SCI | ECO / CRJ / PSY / SOC / or SWK | ART 230, ART 235, ART 240, CMG 215, CMG 315, COM 302, CRJ 220, ENG 112, ENG 121, ENG 216, ENG 217, ENG 220, ENG 221, ENG 250, ENG 310, IDS 201, PHI 306, PHI 315, SWK 222, or SWK 305 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|---------------------------------------|---|---|---------------------------------|-------------------------------------|-----------------------------|-------------------------|---------------------------|---------------------------------------|--------------------|---------------------|----------------------|--|-----------------------------------|--|------------------|--|----------------------------------|--|---------------------|--|-----------------------|--|--|--|
| <p>Quantitative Reasoning (3-5 credits) Placement into and completion of DAT 101, MAT 100, MAT 110, MAT 111, MAT 114, MAT 122, MAT 130, or MAT 201, unless otherwise listed below.</p> <p>**Majors with defined Quantitative Reasoning courses:</p> <table border="0"> <tr> <td>Biology: MAT 111, 114, 122, 201, 202, 304</td> <td>Dental Hygiene: MAT 122, 123, PSY/BUA 210</td> <td>Exercise Sport Science: MAT 114</td> <td>Trad Radiologic Technology: MAT 114</td> </tr> <tr> <td>Bio-Cytotechnology: MAT 122</td> <td>Trad Diagnostic Medical</td> <td>Forensic Science: MAT 122</td> <td>Social Work: MAT 122, PSY 210/BUA 210</td> </tr> <tr> <td>Chemistry: MAT 201</td> <td>Sonography: MAT 114</td> <td>Mathematics: MAT 201</td> <td></td> </tr> <tr> <td>Criminal Justice: PSY 210/BUA 210</td> <td>Education: MAT 100 or 150 (MSE may require something else)</td> <td>Nursing: MAT 111</td> <td></td> </tr> <tr> <td>Construction Management: MAT 114</td> <td></td> <td>Psychology: PSY 210</td> <td></td> </tr> <tr> <td>Data Science: MAT 122</td> <td></td> <td></td> <td></td> </tr> </table> | | | | Biology: MAT 111, 114, 122, 201, 202, 304 | Dental Hygiene: MAT 122, 123, PSY/BUA 210 | Exercise Sport Science: MAT 114 | Trad Radiologic Technology: MAT 114 | Bio-Cytotechnology: MAT 122 | Trad Diagnostic Medical | Forensic Science: MAT 122 | Social Work: MAT 122, PSY 210/BUA 210 | Chemistry: MAT 201 | Sonography: MAT 114 | Mathematics: MAT 201 | | Criminal Justice: PSY 210/BUA 210 | Education: MAT 100 or 150 (MSE may require something else) | Nursing: MAT 111 | | Construction Management: MAT 114 | | Psychology: PSY 210 | | Data Science: MAT 122 | | | |
| Biology: MAT 111, 114, 122, 201, 202, 304 | Dental Hygiene: MAT 122, 123, PSY/BUA 210 | Exercise Sport Science: MAT 114 | Trad Radiologic Technology: MAT 114 | | | | | | | | | | | | | | | | | | | | | | | | |
| Bio-Cytotechnology: MAT 122 | Trad Diagnostic Medical | Forensic Science: MAT 122 | Social Work: MAT 122, PSY 210/BUA 210 | | | | | | | | | | | | | | | | | | | | | | | | |
| Chemistry: MAT 201 | Sonography: MAT 114 | Mathematics: MAT 201 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Criminal Justice: PSY 210/BUA 210 | Education: MAT 100 or 150 (MSE may require something else) | Nursing: MAT 111 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction Management: MAT 114 | | Psychology: PSY 210 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Science: MAT 122 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

For Transfer credits, courses transfer as:

Humanistic Reasoning: Philosophy, History, Literature, Cultural Studies, Gender Studies, Ethnic Studies, Religious Studies, THE 1XX-4XX

Social Scientific Reasoning: Psychology, Economics, Geography, Political Science, Sociology, Communication, Anthropology, Archaeology

Scientific Reasoning: Biology, Chemistry, Physics, Environmental Science, Geology, Astronomy

Diversity Literacies: Global Studies, Diversity Studies, Intercultural Studies

Quantitative: MAT XXX, Statistics or DAT XXX (non-remedial) or major requirement

ALLIED HEALTH DEPARTMENT

ATHLETIC COACHING MINOR PROGRAM

The Athletic Coaching minor is designed to prepare students for certain coaching responsibilities within schools and/or recreational programs. The required curriculum prepares students to begin a career in coaching by focusing on evidence based coaching techniques as well as hands-on experiences in the field. Attention is also given to the prevention and care of common injuries along with a look at the psycho-social aspects that influence sports organizations. Students are provided with opportunities to learn first-hand from seasoned coaches and professionals, and then to take that knowledge into a field experience with a local program.

19-20 credits as follows:

12-13 credits:

COM 302 Intercultural Communication, 3 cr.

ESS 205 Health, Safety, and First Aid, 2 cr.

Or

ESS 330 Prevention, Care, and Treatment of Athletic Injuries, 3 cr.

ESS 210 Principles of Coaching, 3 cr.

ESS 433 Psychological and Motivational Aspects of Sport, 3 cr.

ESS 491 Coaching Practicum, 1 cr.

6 credits from the following:

EDU 202 Psychology of Learning, 3 cr.

LDR 400 Values Development in Leadership, 3 cr.

PSY 105 Human Development, 3 cr.

PSY 202 Social Psychology, 3 cr.

SRM 202 Sport and Recreation Management Programming, 3 cr.

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM (BS)

The Diagnostic Medical Sonography Program includes 2–3 years of academic study followed by two years of professional study. Upon completion of the required Marian University courses, students complete their degree in an independent accredited clinical program.

91 credits as follows:

31 credits:

ALH 220 Introduction to Medical Terminology, 2 cr.

ALH 304 Pathophysiology, 3 cr.

ALH 365 Healthcare Informatics, 2 cr.

BIO 100 Human Biology, 3 cr.

BIO 201 Anatomy and Physiology I, 4 cr.

BIO 202 Anatomy and Physiology II, 4 cr.

CHE 103 General, Organic, and Biochemistry, 5 cr.

PHI 220 Bioethics, 3 cr.

PHS 211 Elementary Physics, 5 cr.

60 credits:

Two years in a diagnostic medical sonography program from an accredited school of diagnostic medical sonography affiliated with Marian University.

During the clinical program, students register for courses to maintain continuous enrollment at Marian University and to indicate their progress in their off-campus training, beginning with their entrance into an accredited School of Diagnostic Medical Sonography. Course numbers and sequence vary by clinical program:

Five Semester Clinical – Fall Start with One Summer Semester

- DMS 380 Diagnostic Medical Sonography Clinical I, 12 cr.
- DMS 390 Diagnostic Medical Sonography Clinical II, 12 cr.
- DMS 395 Diagnostic Medical Sonography Clinical III, 6 cr.
- DMS 420 Diagnostic Medical Sonography Clinical VII, 15 cr.
- DMS 430 Diagnostic Medical Sonography Clinical VIII, 15 cr.

Six Semester Clinical – Fall Start with Two Summer Semesters

- DMS 380 Diagnostic Medical Sonography Clinical I, 12 cr.
- DMS 390 Diagnostic Medical Sonography Clinical II, 12 cr.
- DMS 395 Diagnostic Medical Sonography Clinical III, 6 cr.
- DMS 400 Diagnostic Medical Sonography Clinical IV, 15 cr.
- DMS 410 Diagnostic Medical Sonography Clinical V, 15 cr.
- DMS 415 Diagnostic Medical Sonography Clinical VISPA, 6 cr.

Refer to the Adult Undergraduate Programs section for information regarding the Diagnostic Medical Sonography Completion Program.

EXERCISE AND SPORT SCIENCE PROGRAM (BS)

The Exercise and Sport Science program (ESS) is designed to prepare students for careers in fields focused on promoting healthy lifestyles and enhancing performance in exercise, sport and physical activity settings. Knowledge and skills related to biomechanics, anatomy and physiology, social sciences, physical fitness and conditioning, administration, and other associated areas are obtained through completion of prescribed course work and field experience opportunities. Students with a major in ESS are prepared to pursue entry-level careers in fitness, sport, and wellness in both private and public sectors.

EXERCISE AND SPORT SCIENCE MAJOR

62 credits as follows:

47 credits:

- ALH 220 Medical Terminology, 2 cr.
- BIO 201 Anatomy and Physiology I, 4 cr.
- BIO 202 Anatomy and Physiology II, 4 cr.
- ESS 200 Professional Development Seminar I, 1 cr.
- ESS 205 Health, Safety, and First Aid, 2 cr.
- ESS 225 Introduction to Nutrition and Metabolism, 2 cr.
- ESS 230 Health, Exercise & Sport Assessment, 3 cr.
- ESS 250 Research Methods, 3 cr.
- Or
- SWK 352 Research Methods, 3 cr.
- ESS 300 Professional Development Seminar 2, 1 cr.
- ESS 321 Exercise Prescription, 3 cr.
- ESS 325 Sociology of Sport, 3 cr.
- ESS 330 Prevention, Care, and Treatment of Athletic Injuries, 3 cr.
- ESS 340 Exercise Physiology, 3 cr.
- ESS 345 Biomechanics, 3 cr.
- ESS 497 Internship, 3 cr.
- PHI 220 Bioethics, 3 cr.
- PHS 201 General Physics I, 4 cr.

Complete at least 15 credits of the following courses:**15 credits:**

| | |
|---------|---|
| BIO 251 | Anatomy and Physiology I Lab, 1 cr. |
| BIO 252 | Anatomy and Physiology II Lab, 1 cr. |
| ESS 404 | Special Topics, 1-3 cr. |
| ESS 420 | Principles of Strength Training and Conditioning, 3 cr. |
| ESS 422 | Strength Training Program Design, 3 cr. |
| ESS 423 | Theories and Principles of Weight Management, 3 cr. |
| ESS 431 | Personal and Group Wellness, 3 cr. |
| ESS 432 | Community Outreach and health Promotion, 3 cr. |
| ESS 433 | Psychological and Motivational Aspects of Sport, 3 cr. |
| ESS 443 | Exercise Psychology, 3 cr. |
| MAT 122 | Introduction to Probability and Statistics, 4 cr. |
| PHS 202 | General Physics II, 4 cr. |

8-11 credits:

University electives

RADIOLOGIC TECHNOLOGY PROGRAM (BSRT)

(2 to 3 years academic + 2 years professional study)

Marian University's Radiologic Technology (RT) program prepares students at an entry level, to provide radiologic services with an emphasis on quality patient care and technical competency, leading to a degree of Bachelor of Science in Radiologic Technology. The Radiologic Technology program provides students practicum experience in advanced imaging modalities that enhances their clinical education and professional opportunities.

Serving the health care community, Marian University students in the Radiologic Technology (RT) program take part in a specially designed four year curriculum in which the first two years focus on general liberal arts curriculum and then follows with two years of theory and clinical work in Marian's accredited RT program housed at SSM Health St. Agnes in Fond du lac, WI. Marian University's RT program is designed around a liberal arts core, with an extensive emphasis in the natural sciences that allows students to fulfill their career goals, while working to provide the best possible care to their future patients.

Students in the Marian University RT program will have experiential learning opportunities in diagnostic radiographic examinations, fluoroscopic procedures, surgical and mobile procedures, and Computed Tomography (CT). Students will also have assigned observational assignments in interventional radiology and cardiology procedures and Magnetic Resonance Imaging (MRI.) Students will have the opportunity to voluntarily observational experiences in Ultrasound, Nuclear Medicine and Radiation Therapy if they elect to.

Upon graduation from the program students will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) national examination. Upon successfully passing the examination, the ARRT will grant the individual the title of "Radiologic Technologist - Registered" (R.T., R.). BSRT students who follow the recommended curriculum plan for course scheduling begin in fall as freshmen students and complete the BSRT degree in four years.

Information regarding application and acceptance into the Marian University Radiologic Technology Program (SSM Health St. Agnes) is accessible through the Marian University website.

The Radiologic Technology program at Marian University (SSM Health St. Agnes) is accredited by the:

Joint Review Committee on Education in Radiologic Technology (JRCERT)
 20 N. Wacker Drive, Suite 2850
 Chicago, IL 60606-5300
 Phone: (312) 704-5300
www.jrcert.org

86-91 credits as follows:

26 credits:

- ALH 220 Introduction to Medical Terminology, 2 cr.
- BIO 100 Human Biology, 3 cr.
- BIO 201 Anatomy and Physiology I, 4 cr.
- BIO 202 Anatomy and Physiology II, 4 cr.
- CHE 103 General, Organic, and Biochemistry, 5 cr.
- PHS 211 Elementary Physics, 5 cr.
- PSY 105 Developmental Psychology, 3 cr.

65 credits:

Upon completion of the required Marian University courses, students complete their degree requirements through enrollment in an accredited clinical program. Students must apply and be accepted into a program; acceptance is not guaranteed. Once accepted, students complete a total of 65 credits; distinction between Marian's own program (offered at SSM Health St. Agnes in Fond du lac, WI) and affiliate options are provided below.

SSM Health St. Agnes

Students who have applied and are accepted by the Marian University R T Program follow the two-year professional training curriculum outlined below:

65 credits (SSM Health St. Agnes):

- RAD 301 Introduction to Radiologic Science and Healthcare, 0 cr.
- RAD 311 Patient Care in the Radiologic Sciences, 3 cr. (2 theory, 1 lab)
- RAD 312 Principles of Radiographic Imaging, 4 cr.
- RAD 313 Radiographic Procedures and Image Analysis I, 8 cr. (6 theory, 1 lab)
- RAD 314 Radiologic Practicum I, 2 cr.
- RAD 321 Radiologic Practicum II, 1.5 cr.
- RAD 331 Principles of Radiation Protection and Radiobiology, 3 cr.
- RAD 332 Principles of Radiologic Physics, 3 cr.
- RAD 333 Radiographic Procedures and Image Analysis II, 4 cr. (3 theory, 1 lab)
- RAD 334 Radiologic Practicum III, 3 cr.
- RAD 441 Radiographic Procedures and Image Analysis III, 3 cr. (2 theory, 1 lab)
- RAD 442 Radiologic Practicum IV, 3 cr.
- RAD 451 Principles of Specialized Radiographic Modalities and Pharmacology, 4 cr.
- RAD 452 Radiographic Procedures and Image Analysis IV, 6 cr. (5 theory, 1 lab)
- RAD 453 Radiologic Practicum V, 3 cr.
- RAD 461 Radiologic Practicum VI, 1.5 cr.
- RAD 471 Radiologic Pathophysiology, 3 cr.
- RAD 472 Ethics and Law in Radiologic Sciences, 1 cr.
- RAD 473 Imaging Equipment and Quality Control, 2 cr.
- RAD 474 Radiologic Practicum VII, 1.5 cr.
- RAD 475 Radiologic Practicum VIII, 1.5 cr.
- RAD 476 Senior Capstone, 4 cr.

Affiliate clinical programs

Students not accepted into the clinical program at SSM St. Agnes may choose to apply to Marian's affiliate clinical programs. Students who are accepted into an affiliate program register for courses to maintain continuous enrollment at Marian University and to indicate their progress in their off-campus training. Course numbers and sequence vary by clinical program:

60 credits (affiliate programs) Five semester clinical – Fall start with one summer semester:

- RAD 380 Radiologic Technology Clinical II, 12 cr.
- RAD 390 Radiologic Technology Clinical III, 12 cr.
- RAD 395 Radiologic Technology Clinical IV, 6 cr.
- RAD 420 Radiologic Technology Clinical VIII, 15 cr.
- RAD 430 Radiologic Technology Clinical IX, 15 cr.

60 credits (affiliate programs) Six semester clinical – summer start:

- RAD 375 Radiologic Technology Clinical I, 6 cr.
- RAD 380 Radiologic Technology Clinical II, 12 cr.
- RAD 390 Radiologic Technology Clinical III, 12 cr.
- RAD 395 Radiologic Technology Clinical IV, 6 cr.
- RAD 400 Radiologic Technology Clinical V, 12 cr.
- RAD 410 Radiologic Technology Clinical VI, 12 cr.

60 credits (affiliate programs) Six semester clinical – Fall start with two summer semesters:

- RAD 380 Radiologic Technology Clinical II, 12 cr.
- RAD 390 Radiologic Technology Clinical III, 12 cr.
- RAD 395 Radiologic Technology Clinical IV, 6 cr.
- RAD 400 Radiologic Technology Clinical V, 12 cr.
- RAD 410 Radiologic Technology Clinical VI, 12 cr.
- RAD 415 Radiologic Technology Clinical VII, 6 cr.

BUSINESS DEPARTMENT

Mission Statement

The Business Department's mission educates students for professional roles in rapidly changing global environments through pragmatically oriented programs which promote critical thinking and ethical values.

Business Programs

Traditional undergraduate programs offered in the Business Department lead to a Bachelor of Business Administration degree (BBA). The objective of these programs is to prepare students to actively participate in society and culture, and to respond intelligently, creatively, and humanely to the dynamic demands of the modern business environment. Students are encouraged to develop a sense of their own worth, an understanding of others, and a commitment to their own responsibilities as future business leaders. Emphasis is placed upon career orientation within the context of an applied liberal arts background.

Each business program consists of the General Education Program, a core of business courses, and a major concentration. Available majors include accounting, business administration, business management, data science, finance, health care administration, marketing, and sport and recreation management.

The choice of a business minor provides students with the opportunity to do study in a single business discipline, to enhance their general education and to complement the concentration of their major field. Students plan their programs in consultation with their academic advisor. Minors are offered in business administration, construction management, data analytics, finance, health care administration, management, management information systems, marketing, military science (ROTC) and sport and recreation management.

All students majoring in business must complete a business field experience. Each business major has specific courses identified.

Academic standards

General admission criteria

The institution obtains and maintains information relative to candidates applying for admission to the Business Department. The information maintained includes high school transcripts, ranks in high school graduating class, high school GPAs, scores on standardized tests such as the ACT and SAT, any previous transcripts, and the GPA and class rank at admission to the Business Department. Students receiving a business degree from the Business Department must earn at least 50% of their required business credits at Marian.

Re-admission criteria

If a student fails to maintain continuous enrollment at Marian University, formal application to the University is required. The program requirements and academic standards effective upon initial enrollment in the Business Department are applicable only if the student's readmission occurs after an absence of only one semester. For non-enrollment of two or more continuous semesters, current program requirements and academic standards are applicable. Probationary status and academic standards continue upon re-admission.

Criteria for undergraduate business students

Students must earn a "C-" or higher for every business course in the business core and major.

Failure to meet criteria

Any business student failing to meet this criteria is placed on probation. During the first semester of probation, students may continue taking business courses. If the student fails to meet the criteria after one semester on probation, that student may only retake deficient classes and general education requirements.

Graduation requirements

Students majoring or minoring in a business program may not earn a grade lower than C- in any business course required in the business core or in their respective business major or business minor. In instances where the

student earns a grade of D+ or lower in any of these courses, the course must be repeated in order to meet graduation requirements.

Students pursuing more than one major in the business program must complete at least 15 credits of unique courses to count in each major. Students pursuing a minor must complete at least 9 credits of courses unique to the minor.

Internship experience

The internship provides practical work experience related to the student's career objective. All internships involve planned and supervised on-the-job training with interaction among the student, a faculty advisor, and a supervisor from the site of the internship. The student may complete the internship on a part- or full-time basis. Before the student begins their internship, they must consult with the internship coordinator in their respective discipline to review requirements and expectations.

Prior to the start of the internship, the advisor must approve the site and the student and advisor must complete a learning contract and supervisor agreement. Students are eligible to register for a 0–3 credit internship upon achieving junior status. Specific internship requirements such as number of hours, paperwork, and other assignments may differ depending on major. Students must consult with the program director or advisor and internship coordinator for these details and cannot register for the internship until authorized by the internship coordinator and all required paperwork is completed. Business students are required to complete a minimum of one internship experience regardless of the number of declared majors.

BUSINESS REQUIREMENTS

**BUSINESS PROGRAMS CORE (Required in all traditional BBA degrees)
30 credits as follows:**

3 credits from the following:

BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.

Or

PSY 210 Applied Statistics for Social Science, 3 cr.

Or

MAT 122 Introductory Statistics and Probability, 4 cr.

27 credits:

ACC 201 Financial Accounting, 3 cr.

BUA 310 International Business, 3 cr.

BUA 350 Business Law, 3 cr.

BUA 402 Strategy and Policy, 3 cr.

ECO 202 Microeconomics, 3 cr.

FIN 301 Managerial Finance, 3 cr.

MGT 213 Principles of Management, 3 cr.

MKT 201 Principles of Marketing, 3 cr.

TEC 200 Fundamentals of Information Technology, 3 cr.

ACCOUNTING PROGRAM (BBA)

The Accounting program educates students to become successful accountants. Success and advancement in the accounting profession requires a well-rounded education. Today's accountant must have an understanding of all aspects of the business organization and its effects on society, as well as a technical proficiency in his or her own specialty. Firmly grounded in the liberal arts tradition, accounting majors possess the analytical, communication, and managerial skills necessary for leadership, not only within the business community, but also in the economic and social environment in which all business must function.

As a requirement for graduation, all students complete a field experience. With the assistance of the work site coordinator and a faculty advisor, students obtain work experience in their choice of accounting areas. Also integrated into the accounting program and business curriculum are opportunities for service learning, providing avenues for the application of classroom theory and skills in connection with service to the community. Students can leave the program fully qualified to sit for the CPA and/or CMA exams in all 50 states.*

The content of accounting courses takes into account the increased responsibility in the profession and incorporates cases from real life situations taught by experienced practitioners with strong educational credentials. Accountants' ethical and legal responsibilities are also given the highest of priorities.

The BBA degree in Accounting is available for the student interested in a role in corporate accounting or some other area requiring public accounting credentials (e.g., CPA, CMA).

ACCOUNTING MAJOR

30 credits: Business programs core

16-18 credits:

- ACC 306 Managerial Accounting, 3 cr.
- ACC 310 Intermediate Financial Accounting I, 3 cr.
- ACC 311 Intermediate Financial Accounting II, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 422 Auditing, 3 cr.
- INT 497 Accounting – Internship, 1 - 3 cr.

Elective credits (recommended, not required):

- ACC 305 Accounting Info Systems, 3 cr.
- ACC 312 Advanced Accounting, 3 cr.
- ACC 332 Income Tax II, 3 cr.

* CPA Option: All of the above would be required and completion of 150 credits from any discipline.

BUSINESS ADMINISTRATION PROGRAM (BBA)

For students seeking careers with business organizations the business administration program offers a flexible broad based education. The business administration major requirements are in addition to the General Education program and the Business Programs Core.

BUSINESS ADMINISTRATION MAJOR

30 credits: Business programs core

19-21 credits as follows:

3 credits from the following:

- MGT 3XX MGT requirement, 3 cr.
- MGT 4XX MGT requirement, 3 cr.

3 credits from the following:

- MKT 3XX MKT requirement, 3 cr.
- MKT 4XX MKT requirement, 3 cr.

3 credits from the following:

- ACC 306 Managerial Accounting, 3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- TEC 403 Advanced Computer Applications, 3 cr.

3 credits from the following:

- FIN 303 Money and Banking, 3 cr.
 FIN 400 Investments, 3 cr.

1-3 credits from the following:

- INT 497 Internship, 1-3 cr.

Must take at least 6 major credits from electives below:

- ACC 3XX Elective 3 cr.
 ACC 4XX Elective, 3 cr.
 BUA 3XX Elective, 3 cr.
 BUA 4XX Elective, 3 cr.
 FIN 3XX Elective, 3 cr.
 FIN 4XX Elective, 3 cr.
 HCA 3XX Elective, 3 cr.
 HCA 4XX Elective 3 cr.
 MGT 3XX Elective, 3 cr.
 MGT 4XX Elective, 3 cr.
 MKT 3XX Elective, 3 cr.
 MKT 4XX Elective, 3 cr.
 SRM 3XX Elective, 3 cr.
 SRM 4XX Elective, 3 cr.
 TEC 3XX Elective, 3 cr.
 TEC 4XX Elective, 3 cr.

BUSINESS ADMINISTRATION MINOR (non-business majors only)

Non-business majors completing the following courses earn a minor in business administration. Students completing this minor and two additional upper-level courses in another business area earn a minor in business administration with the respective emphasis. Program directors dictate additional courses within the respective program.

18 credits:

- ACC 201 Financial Accounting, 3 cr.
 BUA 350 Business Law, 3 cr.
 ECO 201 Macroeconomics, 3 cr.
 MGT 213 Principles of Management, 3 cr.
 MKT 201 Principles of Marketing, 3 cr.
 TEC 200 Fundamentals of Information Technology, 3 cr.

BUSINESS MANAGEMENT PROGRAM (BBA)

The Business Management major examines differing approaches to management and explains skills and activities utilized by managers in fulfilling their functions. Topics include leadership, employee and labor relations, compensation and benefits, power, decision-making, recruiting, hiring, industrial safety, policy formation, training and development, and organizational structure and change. Emphasis is on the management function in an organizational context.

BUSINESS MANAGEMENT MAJOR

30 credits: Business programs core

19-21 credits as follows:

- MGT 301 Operations Management, 3 cr.
 MGT 311 Human Resource Management, 3 cr.
 MGT 412 Management Skills Development, 3 cr.
 INT 497 Internship, 1-3 cr.

9 credits from the following:

- MGT 3XX Elective, 3 cr.
- MGT 4XX Elective, 3 cr.
- TEC 4XX Elective, 3 cr.

CONSTRUCTION MANAGEMENT PROGRAM (BS)

The Construction Management program prepares students to serve in a variety of management roles within the construction industry. Starting with an introduction to construction management, the program progresses through construction materials, means and methods; construction estimating and scheduling; project planning and controls; building codes and OSHA regulations; and personnel and general management principles. As a result, students have a solid foundation in construction, along with a spectrum of construction industry insights and business management skills.

CONSTRUCTION MANAGEMENT MAJOR**75 credits as follows:**

- COM 232 Public Speaking, 3 cr.
- Or
- COM 302 Intercultural Communication, 3 cr.
- COM 270 Business and Professional Presentations, 3 cr.
- ECO 202 Microeconomics, 3cr.
- MGT 213 Principles of Management, 3 cr.
- BUA 350 Business Law, 3 cr.
- FIN 301 Fundamentals of Managerial Finance, 3 cr.
- Or
- BUA 310 International Business, 3 cr.
- CON 101 Introduction to Construction Management, 3 cr.
- CON 203 Construction Graphics, 3 cr.
- CON 205 Methods, Materials and Quality I, 3 cr.
- CON 207 Methods, Materials and Quality II, 3 cr.
- CON 220 Construction Surveying, 3 cr.
- CON 233 Plan Reading and Quality Takeoff, 3 cr.
- CON 301 Building Codes and OSHA Safety & Risk Ma, 3 cr.
- CON 303 Construction Estimating I, 3 cr.
- CON 305 Structural Statics and Materials, 3 cr.
- CON 307 Building Systems, 3 cr.
- CON 311 Heavy Construction Equipment, 3 cr.
- CON 330 Soils & Foundations, 3 cr.
- CON 340 Structural Design, 3 cr.
- CON 401 Planning & Scheduling, 3 cr.
- CON 403 Construction Project Control, 3 cr.
- CON 407 Construction Project Management, 3 cr.
- CON 420 Engineering Economy, 3 cr.
- CON 411 Senior Project: Construction Management, 3 cr.
- CON 497 Internship, 3 cr.

CONSTRUCTION MANAGEMENT MINOR

The Construction Management minor focuses on fundamental construction project management concepts and application. This minor focuses on the construction management industry, processes and tools that will enable students to be productive on project teams after graduation.

16 – 18 credits as follows:

| | |
|---------|---|
| CON 101 | Introduction to Construction Management – 3 credits |
| CON 201 | Construction Planning, Cost Estimating, and Contracts – 3 credits |
| CON 301 | Building Codes and OSHA Safety & Risk Management – 3 credits |
| MGT 301 | Operations Management – 3 credits |
| MGT 421 | Project Management – 3 credits |
| CON 497 | Internship – 1 – 3 credits |

CONSTRUCTION ESTIMATING CERTIFICATE**9 credits as follows:**

| | |
|---------|---|
| CON 205 | Methods, Materials and Quality I, 3 cr. |
| CON 233 | Plan Reading and Quality Takeoff, 3 cr. |
| CON 303 | Construction Estimating I, 3 cr. |

DATA ANALYTICS

The data analytics minor focuses on the implementation, analysis, and interpretation of insights from data of various sources. The program includes coursework in programming, database management, and mathematics. These components are based on industry identified competencies recommended in the field by employers who hire data analysts. The skills and knowledge required for this comprehensive program cut across core disciplines of information systems, computer science, mathematics, and statistics.

DATA ANALYTICS MINOR**18 credits as follows:**

| | |
|---------|--|
| MAT 122 | Intro to Probability & Statistics, 4 cr. |
| DAT 201 | Disciplines of Data Science, 1 cr. |
| DAT 210 | Data Analytics and Data Mining, 1 cr. |
| BUA 210 | Statistics Techniques for Research, 3 cr. |
| Or | |
| PSY 210 | Applied Statistics for Social Science, 3 cr. |
| TEC 280 | Introduction to Programming & Data Structures, 3 cr. |
| TEC 212 | Computer Programming I, 3 cr. |
| TEC 403 | Advanced Computer Applications for Business, 3 cr. |

DATA ANALYTICS CERTIFICATE

The Data Analytics certificate will enhance students' career skills by focusing on statistical analysis, quantitative management, and decision making. Students will utilize a variety of research tools to locate, analyze, and evaluate data. The curriculum combines core competencies from business, information systems, and statistics that are recommended by employers in the field of data analytics.

15 credits as follows:

| | |
|---------|--|
| MAT 123 | Introduction to Probability & Stats, 3 cr. |
| DAT 210 | Data Analytics and Data Mining, 3 cr. |
| BUA 210 | Statistic Techniques for Research Data, 3 cr. |
| Or | |
| PSY 210 | Applied Statistics for Social Science, 3 cr. |
| TEC 200 | Fundamentals of Information Technology, 3 cr. |
| TEC 403 | Advanced Computer Applications for Business, 3 cr. |

DATA SCIENCE (BS)

The Data Science program takes an interdisciplinary approach to the planning, implementation, analysis, interpretation, and communication of insights from data of various sources. The program includes coursework in scientific methods and ethics, programming and database management, and mathematics. These components are based on industry identified competencies recommended in the field by employers who hire data science professionals. The skills and knowledge required for this comprehensive program cut across core disciplines of social science, information systems, computer science, mathematics, and statistics. Practitioners in this field require highly developed critical thinking, problem-solving, and communication skills with a firm foundation in the liberal arts.

DATA SCIENCE (BS)

45 credits as follows:

| | |
|---------|--|
| COM 270 | Business & Professional Presentations, 3 cr. |
| DAT 201 | Disciplines of Data Science, 1 cr. |
| DAT 310 | Data Visualization, 3 cr. |
| DAT 450 | Data Science Capstone II, 3 cr. |
| MAT 122 | Intro to Probability & Statistics, 4 cr. |
| MAT 201 | Calculus, 5 cr. |
| MAT 334 | Linear Algebra, 3 cr. |
| PSY 202 | Social Psychology, 3 cr. |
| PSY 210 | Applied Statistics for Social Science, 3 cr. |
| Or | |
| BUA 210 | Statistical Techniques for Research, 3 cr. |
| TEC 212 | Computer Programming I, 3 cr. |
| TEC 280 | Introduction to Programming & Data Structures, 3 cr. |
| TEC 310 | Database Management, 3 cr. |
| TEC 403 | Advanced Computer Applications for Business, 3 cr. |

FINANCE PROGRAM (BBA)

The Finance program provides business students with a solid analytical grounding and quantitative skills to clearly frame the complex financial and economic factors at work in the increasingly global business environment. The curriculum covers domestic and international finance, investments, risk management, real estate, valuation, forecasting, and the application of the tools of financial analysis in decision making to bridge theory and practice. The finance program emphasizes real-world applications and the intuitive interpretation and communication of results.

The program leads to career opportunities in such fields as banking, insurance, brokerage, and credit, both in private and government financial institutions. The finance major prepares students to succeed in law school, an MBA program, or other graduate programs.

FINANCE MAJOR

30 Credits: Business programs core

19-21 credits as follows:

7-9 credits from the following:

| | |
|---------|--------------------------|
| FIN 303 | Money and Banking, 3 cr. |
| FIN 400 | Investments, 3 cr. |
| INT 497 | Internship, 1-3 cr. |

12 credits from the following:

(at least 2 courses in Finance must be taken)

| | |
|----------|--|
| ACC 306 | Managerial Accounting, 3 cr. |
| ACC 310 | Intermediate Financial Accounting I, 3 cr. |
| ACC 331 | Income Tax I, 3 cr. |
| ACC 332 | Income Tax II, 3 cr. |
| BUA 405 | Reading in Contemporary Business issues, 3 cr. |
| FIN 205* | Personal Finance, 3 cr. |
| FIN 331 | Principles of Insurance and Risk Management, 3 cr. |
| FIN 401 | Global Finance, 3 cr. |
| FIN 404 | Special Topics in Finance, 1-3 cr. |
| TEC 403 | Advanced Computer Applications for Business, 3 cr. |

*To fulfil both the finance major and the business program core, students are required to take BUA 101 in the business program core.

FINANCE MINOR

18 credits as follows:

15 credits:

| | |
|---------|-------------------------------------|
| ACC 201 | Principles of Accounting, 3 cr. |
| ECO 201 | Principles of Macroeconomics, 3 cr. |
| Or | |
| ECO 202 | Principles of Microeconomics, 3 cr. |
| FIN 301 | Managerial Finance, 3 cr. |
| FIN 303 | Money and Banking, 3 cr. |
| FIN 400 | Investments, 3 cr. |

3 credits from the following:

| | |
|----------|--|
| ACC 306 | Managerial Accounting, 3 cr. |
| ACC 331 | Income Tax I, 3 cr. |
| *FIN 205 | Personal Finance, 3 cr. |
| FIN 331 | Principles of Insurance and Risk Management, 3 cr. |
| TEC 403 | Advanced Computer Applications for Business, 3 cr. |

*If student has taken FIN 205 as part of the major's business core program, they must choose a different elective for the Finance minor

HEALTH CARE ADMINISTRATION PROGRAM (BBA) or (BS)

The Health Care Administration (HCA) program provides preparation for the entry-level professional in an expanding and increasingly complex health care system. The program recognizes the growing need for individuals who are prepared to administer health care enterprises in a time of change.

The HCA program provides students with the skills and knowledge to understand and operate within the business area of health care, including medical staff relations, patient care services, finance, human resources, information technology, and planning and development.

The program builds upon Marian's values-based Liberal Arts Core Curriculum and merges a broad-based education in business and a focused education within a functional area of business with the specialized education of health care administration.

HEALTH CARE ADMINISTRATION MAJOR (BBA)

30 credits: Business programs core

19-21 credits as follows:

- HCA 201 Introduction to Health Care Administration, 3 cr.
- HCA 415 Health Care Information Systems, 3 cr.
- HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
- HCA 431 Health Care Management and Policy, 3 cr.
- INT 497 Internship, 1-3 cr.

6 credits from the following:

- MGT 3XX 3 cr.
- MGT 4XX 3 cr.
- TEC XXX 3 cr.

HEALTH CARE ADMINISTRATION MAJOR (BS)

The Health Care Administration (HCA) program major will provide the graduate with the skill to understand the business side of health care including medical staff relations, patient care services, finance, and planning and development. The HCA program will now have the option to either graduate with BBA or BS. This option of adding a BS to the program can assist the student in options when selecting a major. It provides preparation for the entry-level professional in the administration of expanding and increasingly complex health care systems.

HEALTH CARE ADMINISTRATION MAJOR

33-35 credits as follows:

- ALH 220 Introduction to Medical Technology, 2 cr.
- HCA 201 Introduction to Health Care Administration, 3 cr.
- HCA 415 HealthCare Information Systems, 3 cr.
- HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
- HCA 431 Health Care Management and Policy, 3 cr.
- INT 497 Internship, 1-3 cr.
- MGT 330 Supply Chain Management, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.

Electives for HCA – must take 12 credits:

- BUA 404 Special Topics, 1-3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- MGT 213 Principles of Management, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
- MGT 311 Human Resource Management, 3 cr.
- MGT 321 Organizational Communication and Behavior, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- SWK 422 Law and Helping Professions, 3 cr.
- TEC 310 Data Base Management, 3 cr.
- TEC 403 Advanced Computer Application for Business, 3 cr.

HEALTH CARE ADMINISTRATION MINOR

17 credits as follows:

11 credits:

- ALH 220 Introduction to Medical Terminology, 2 cr.
- HCA 201 Introduction to Health Care Administration, 3 cr.
- HCA 421 Financial and Economic Aspects of Health Care, 3 cr.

HCA 431 Health Care Management and Policy, 3 cr.

6 credits from the following:

BUA 101 Introduction to Business, 3 cr.
 COM 202 Writing for Media, 3 cr.
 COM 232 Public Speaking, 3 cr.
 COM 302 Intercultural Communication, 3 cr.
 HCA 415 Health Care Information Systems, 3 cr.
 MGT 213 Principles of Management, 3 cr.
 MGT 311 Human Resources Management, 3 cr.
 MGT 330 Supply Chain Management, 3 cr.
 MGT 408 Leadership in Ethical Organizations, 3 cr.
 SWK 422 Law and Helping Professions, 3 cr.
 TEC 403 Advanced Computer Applications for Business, 3 cr.

MANAGEMENT MINOR

The management minor focuses on the management of projects and tasks. This minor is suitable for students from any major and focuses on enhancing skills in communication, teamwork, leadership, operations, problem solving, and planning.

18 credits as follows:

6 credits:

BUA 101* Introduction to Business, 3 cr.
 or
 FIN 205 Personal Finance, 3 cr.
 MGT 213** Principles of Management, 3 cr.

12 credits from the following:

MGT 3XX Electives, 3 cr.
 MGT 4XX Electives, 3 cr.
 TEC 403 Advanced Computer Applications, 3 cr.

*Required for non-business majors. Business majors, to fulfill both the management minor and the business programs core, are required to take BUA 101 or FIN 205 in the business program core.

**Required for non-business majors. Business majors, to fulfill both the management minor and the business programs core, are required to count MGT 213 in the business program core.

MARKETING PROGRAM (BBA)

Marketing is a creative, dynamic, and exciting segment of business administration. In the business environment, marketing is the interaction between producer and consumer. Marketing not only involves responding to environmental and social needs, but also stimulating business growth and meeting the demands of domestic and international markets and institutions. Marketing deals with the selection of markets, analysis of customer wants and buyer behavior, market research, market forecasting, packaging, merchandising, personal selling, advertising, physical distribution, and pricing.

The Marketing program offers the student a broad business education with emphasis on professional training for the development of marketing strategies and managing marketing operations.

MARKETING MAJOR

30 credits: Business programs core

19-21 credits as follows:

9 credits:

MKT 302 Principles of Advertising, 3 cr.

MKT 311 Consumer Behavior, 3 cr.

Or

MKT 322 Sales Management, 3 cr.

MKT 400 Marketing Management, 3 cr.

1-3 credits:

INT 497 Internship, 1-3 cr.

9 credits from the following (3 credits must be at the 300 level or above):

ART 201 Design, 3 cr.

ART 203 Introduction to Graphic Arts, 3 cr.

ART 205 Digital Imaging, 3 cr.

ART 207 Computer Illustration, 3 cr.

COM 202 Writing for Media, 3 cr.

COM 215 Introduction to Public Relations, 3 cr.

COM 302 Intercultural Communication, 3 cr.

COM 315 Public Relations Writing and Practice, 3 cr.

COM 333 Digital Applications for Communications, 3 cr.

COM 420 Professional Presentations, 3 cr.

MKT 318 Personal Selling Skills, 3 cr.

MKT 401 Marketing Research, 3 cr.

MKT 402 Marketing Seminar, 3 cr.

MKT 404 Special Topics, 3 cr.

SRM 422 Sport and Recreation Marketing, 3 cr.

TEC 314 E-Business and Digital Technologies, 3 cr.

MARKETING MINOR

15-18 credits as follows:

3-6 credits:

BUA 101* Introduction to Business, 3 cr.

MKT 201 Principles of Marketing, 3 cr.

6 credits of Marketing courses:

MKT XXX Marketing elective, 3 cr.

MKT XXX Marketing elective, 3 cr.

6 Marketing elective credits:

MKT XXX Marketing elective, 3 cr.

MKT XXX Marketing elective, 3 cr.

*BUA 101 is required for students not pursuing a business major; it is not required for students completing the business core.

MARKETING AND PUBLIC RELATIONS (BS)

The Bachelor of Science in Marketing and Public Relations is an interdisciplinary degree which draws the best elements of both the Marketing Major and the Public Relations Track of the Communication Major into one complete career package for students. Students graduate equipped to address both the public relations and

strategic communication needs of an organization while also being able to evaluate marketing needs and develop strategies for success. Applied learning is emphasized.

MARKETING AND PUBLIC RELATIONS MAJOR

52-54 credits as follows:

46-48 credits:

- ART 201 Design, 3 cr.
- or
- ART 203 Introduction to Graphic Arts, 3 cr.
- BUA 210 Statistical Techniques for Research Data, 3 cr.
- COM 202 Writing for Media, 3 cr.
- COM 210 Mass & Digital Communication, 3 cr.
- COM 215 Introduction to Public Relations, 3 cr.
- COM 220 Online Speaking & Presentations, 3 cr.
- or
- COM 232 Public Speaking, 3 cr.
- or
- COM 270 Business & Professional Presentations, 3 cr.
- COM 302 Intercultural Communication, 3 cr.
- COM 315 PR Writing and Practice, 3 cr.
- COM 333 Digital Applications, 3 cr.
- COM 401 Legal Issues in Communication, 3 cr.
- or
- BUA 350 Business Law, 3 cr.
- MKT 201 Principles of Marketing, 3 cr.
- MKT 302 Principles of Advertising, 3 cr.
- MKT 311 Consumer Behavior, 3 cr.
- or
- MKT 401 Marketing Research, 3 cr.
- MKT 402 Marketing Seminar, 3 cr.
- COM 460 Senior Seminar in Comm, 3 cr.
- INT 497 Internship, 1–3 cr.

6 elective credits from the following:

- ACC 201 Financial Accounting, 3 cr.
- ART 201 Design, 3 cr.
- ART 203 Introduction to Graphic Arts, 3 cr.
- ART 205 Digital Imaging, 3 cr.
- BUA 310 International Business, 3 cr.
- or
- COM 321 Organizational Behavior, 3 cr.
- COM 416 Crisis Communication, 3 cr.
- FIN 301 Managerial Finance, 3 cr.
- MKT 318 Personal Selling Skills, 3 cr.
- MKT 322 Sales Management, 3 cr.
- MKT 400 Marketing Management, 3 cr.
- TEC 200 Fundamentals of Information Technology, 3 cr.
- TEC 314 Business and Digital Technologies, 3 cr.

RISK MANAGEMENT AND INSURANCE

30 credits: **Business programs core**

43-45 credits as follows:

- FIN 205 Personal Finance, 3 cr.
- COM/
- MGT 321 Organizational Behavior & Communication, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- MGT 415 Employee and Labor Relations, 3 cr.
- MGT 426 Safety and Health, 3 cr.
- MKT 318 Personal Selling Skills, 3 cr.
- RMI 101 Intro to Risk Management & Insurance, 3 cr.
- RMI 201 Property & Liability Insurance, 3 cr.
- RMI 205 Business Analytics, 3 cr.
- RMI 207 Commercial Insurance Underwriting, 3 cr.
- RMI 305 Insurance Law, 3 cr.
- RMI 309 Financial Planning, Consulting, Risk & Regulations, 3 cr.
- RMI 409 Advanced Financial Planning, Consulting, Risk & Regulations, 3 cr.
- RMI 415 Insurance – Life, Health, & Accident, 3 cr.
- INT 497 Internship. 1-3 cr.

SPORT AND RECREATION MANAGEMENT PROGRAM (BBA)

The Sport and Recreation Management program prepares students with a background in sports and recreation services management from a business ethical and legal perspective. Sports managers must be able to interact effectively with various clients to ensure that fundamental business principles are successfully adapted to the specialized settings of sport and recreation centered enterprises. The sports and recreation management program emphasizes career orientation with the context of a liberal arts background.

SPORT AND RECREATION MANAGEMENT MAJOR

30 credits: Business programs core

19-21 credits as follows:

18 credits:

- SRM 201 Introduction to Sport and Recreation Management, 3 cr.
- SRM 202 Sport and Recreation Programming, 3 cr.
- SRM 301 Legal Issues in Sport and Recreation Management, 3 cr.
- SRM 302 Management of Sport and Recreation Facilities, 3 cr.
- SRM 402 Leadership in Sport and Recreation Management, 3 cr.
- SRM 422 Sport and Recreation Marketing, 3 cr.

1–3 credits:

- SRM 497 Internship, 1–3 cr.

SPORT AND RECREATION MANAGEMENT MINOR

15–18 credits:

9 credits:

- BUA 101* Introduction to Business, 3 cr.
- Or
- FIN 205** Personal Finance, 3 cr.
- SRM 201 Introduction to Sport and Recreation Management, 3 cr.
- SRM 202 Sport and Recreation Programming, 3 cr.

9 credits from the following:

- SRM 301 Legal Issues in Sport and Recreation Management, 3 cr.
- SRM 302 Management of Sport and Recreation Facilities, 3 cr.
- SRM 402 Leadership in Sport and Recreation Management, 3 cr.
- SRM 422 Sport and Recreation Marketing, 3 cr.
- TEC XXX Information Technology elective, 3 cr.

*BUA 101 is required for students not pursuing a business major; it is not required for students completing the business core.

** For Business Majors - Required to take BUA 101 for this minor or FIN 205 as part of the major's business core program.

MILITARY SCIENCE PROGRAM (ARMY ROTC)

The Military Science program, or Army ROTC, consists of two phases. The first is introductory, consisting of 100- and 200-level courses that include practical skills and preparatory management skills needed in the advanced phase. First-phase requirements include MSC 101, 102, 201, and 202. All freshman and sophomore students are encouraged to take the lower-level military science courses and acquaint themselves with military vocational opportunities without incurring a service obligation.

The second phase is designed to qualify upper-level student cadets for officer roles in the Active Army, Army Reserve or the Army National Guard. The advanced phase consists of MSC 301, 302, 401, and 402. Students are also required to take HIS 211: American Military History prior to commissioning as an officer. Enrollment in the advanced phase is limited to those students who qualify physically and academically, and who have either completed the first phase, the Leader's Training Course (a six-week leadership camp attended between the sophomore and junior year), or Basic Training completed during a previous period of enlistment. Advanced phase and ROTC scholarship students are paid from \$300 to \$500 each month of the school year (up to \$4,000 total) and participate in leadership laboratories and activities, including a field training exercise each semester and the four-week Leadership Development and Assessment Course between the junior and senior year.

In order to be commissioned as an Army officer at graduation, students must successfully complete both phases of the program and fulfill the following professional education requirements.

Professional education requirements

- Be able to communicate effectively orally and in writing.
- Develop a sense of history and be acquainted with military history.

Each student schedules courses to satisfy the above requirements with the assistance and approval of the department chair.

Army ROTC financial assistance

Four-year scholarships are awarded to students entering the University as freshmen and meet all eligibility criteria. Two- and three-year scholarships are awarded to students already enrolled in the University and are active Reservists or are enrolled in the MSC 101, 102, 201, or 202 courses. Students who attend the Leader's Training Course compete for two-year scholarships at the course. Scholarships contribute toward the cost of tuition and educational fees, and provide a fixed amount for textbooks, supplies, and equipment. Each scholarship student also receives a stipend of \$300 per month for freshmen, \$350 per month for sophomores, \$450 per month for juniors, and \$500 per month for seniors.

Special consideration for an Army ROTC scholarship is given to students pursuing degrees in nursing, mathematics, computer science, the physical sciences, and other technical skills currently in demand in the Army. Students who receive a scholarship are required to obtain an undergraduate degree in the field in which the scholarship was awarded. Non-scholarship cadets also receive the allowance of up to \$4,000 for each of their two years. Cadets who attend the Leader's Training Course and the Leadership Development and Assessment Course receive pay for attending these courses.

Labs for all courses include the following:

- Physical fitness training (including diet and nutritional information)
- Hands-on military skills
- Tactical leadership training
- Practical hands-on exercises and the Army Physical Fitness Test (APFT) are used as diagnostic and evaluative tools

Military Science (ROTC) Minor

29 credits as follows:

26 credits:

- MSC 101 Leadership and Military Science I, 2 cr.
- MSC 102 Leadership and Military Science II, 2 cr.
- MSC 201 Basic Leadership and Management I, 3 cr.
- MSC 202 Basic Leadership and Management II, 3 cr.
- MSC 301 Advanced Leadership and Management I, 4 cr.
- MSC 302 Advanced Leadership and Management II, 4 cr.
- MSC 401 Applied Leadership and Management I, 4 cr.
- MSC 402 Applied Leadership and Management II, 4 cr.

Required each semester:

- MSC 183 Military Conditioning, 0-1 cr.

3 credits from the following:

- HIS 112 History of the United States from 1877, 3 cr.
- HIS 211 American Military History, 3 cr.
- HIS 408 History of American Foreign Policy, 3 cr.
- HIS 422 20th Century Europe, 3 cr.
- MSC 404 Special Topics, 1–3 cr.
- MSC 421 Contemporary Leadership and Management, 1–3 cr.
- MSC 431 Advanced Contemporary Leadership and Management, 1–3 cr.

ROTC Commissioning REQUIREMENTS

19 credits as follows:

16 credits:

- MSC 301 Advanced Leadership and Management I, 4 cr.
- MSC 302 Advanced Leadership and Management II, 4 cr.
- MSC 401 Applied Leadership and Management I, 4 cr.
- MSC 402 Applied Leadership and Management II, 4 cr.

3 credit professional education requirement from the following:

- HIS 111 History of the United States to 1877, 3 cr.
- HIS 112 History of the United States from 1877, 3 cr.
- HIS 211 American Military History, 3 cr.

Education Department

The Education Department emphasizes the preparation of educators for classroom and leadership roles. The following mission statement illustrates the department's commitment to the preparation of education personnel:

Mission Statement

Marian University prepares educators to effectively teach and lead in an increasingly diverse and global society. Our graduate and undergraduate programs focus on learner-centered teaching, inquiry, problem-based learning, collaboration, self-reflection, sound research, and engaging high-impact strategies.

Accreditation

The Education Department programs are fully accredited by the Wisconsin Department of Public Instruction (DPI). Students are required to meet all standards and criteria as set forth by DPI to become licensed teachers and/or administrators at the time of program completion. The DPI standards and criteria for licensure are subject to change, and program requirements in the Marian University Academic Bulletin and Marian University Education Department Handbook reflect DPI standards and criteria at the time of publication. Future changes by DPI to standards and criteria for licensure take precedence over the bulletin of record for students seeking licensure. Students pursuing majors in education programs leading to licensure should read the Education Department Handbook carefully, reference the DPI website (<http://dpi.wi.gov/>), and see the Education Department website for more information.

EDUCATION DEPARTMENT LICENSURE PROGRAMS

The Education Department is responsible for all education programs leading to state licensure. It provides majors in early childhood–elementary education, elementary–middle education, middle–secondary education, and special education. Content majors and minors are offered in conjunction with other academic departments.

Students in licensure programs complete coursework that is aligned with Wisconsin Standards for Teacher Development and Licensure and is subsequently assessed through a professional portfolio process. Teacher candidates progress through developmental field experiences beginning in the freshman year, culminating in a semester long clinical practice experience at the end of the program. The field experiences leading to the pre-clinical practice and clinical practice experiences are integrated with specific methods courses so that students are able to link theory and best practice in authentic learning environments.

All students pursuing majors in education programs leading to licensure must be formally admitted to the Marian University Education Department. Once admitted, students must fulfill specific criteria to advance in the program. Please refer to the Education Department Handbook for program completion requirements.

Licensure requirements as set by the Wisconsin Department of Public Instruction

1. Full status in the Education Department (including all required components for admission to the Education Department)
2. Minimum cumulative grade point average of 2.75
3. Completion of all courses required for each major and/or minor
4. EDU 290: *Introduction to Clinical Practice* (grade of "C" or better)
5. Grade of "B" or better in the following courses:
 - a. EDU 390: *Pre-Clinical Practice*
 - b. EDU 490: *Clinical Practice Seminar*
 - c. EDU 498: *Clinical Practice*
6. A grade of "C" or better in all other major, minor and professional education courses
7. Successful completion of the final portfolio (Clinical Practice Portfolio)
8. Passing of Praxis II or Earning Benchmark Content Area GPA
9. Passing score on the FoRT if required for licensure

Students pursuing majors in education programs leading to licensure should review the Marian University Education Department Handbook carefully, as the handbook serves as a guide to the policy, procedures, and rules for those seeking to complete one of the following approved Wisconsin licensure programs:

Major: Early Childhood/Elementary Education

License: Regular Education (#1777) at the Early Childhood–Middle Childhood Level
Birth through age 11 (0–grade 6)

Major: Elementary/Middle Education

License: Regular Education (#1777) at the Middle Childhood–Early Adolescence Level
Ages 6 through 12 or 13 (grades 1–8)

A minor leading to Wisconsin Licensure is required with this major (Special Education as a second major satisfies this minor requirement)

Minors leading to Wisconsin licensure at the Middle Childhood–Early Adolescence Level

- Athletic Coaching (#1540)
- English (#1300)
- Environmental Studies (#1615)
- Mathematics (#1400)
- Science (#1634)
- Broad Field Social Studies (#1734)

Major: Middle/Secondary Education

License: Subject specific at the Early Adolescence–Adolescence Level
Ages 10–21 (grades 5–12)

A second major leading to Wisconsin Licensure is required with this major

Majors leading to Wisconsin licensure at the Early Adolescence–Adolescence Level

- Biology (#1605)
- Broad Field Social Studies Education with History concentration (#1701 and #1725)
- Chemistry (#1610)
- English Education (#1300)
- Mathematics (#1400)

Minors leading to Wisconsin licensure at the Early Adolescence–Adolescence Level

- Biology (#1605)
- Chemistry (#1610)
- Environmental Studies (#1615)
- Mathematics (#1400)

Major: Special Education

License: Cross Categorical Special Education (#1801) & Learning Disabilities (#1811) at the Middle Childhood–Early Adolescence & Early Adolescence–Adolescence Levels

Ages 6–13 & Ages 10–21

A minor leading to Wisconsin Licensure is required with this major
(Any double major in Education satisfies this minor requirement)

See minors leading to Wisconsin licensure at the Middle Childhood–Early Adolescence Level for minors appropriate for this major

EARLY CHILDHOOD–ELEMENTARY EDUCATION PROGRAM(BS)

The major in early childhood–elementary education prepares students to teach children from birth through age 11 (grade 6). Students in the early childhood through middle childhood licensure program develop an awareness of the unique developmental characteristics of the young child and the ability to guide learning through developmentally appropriate curriculum and teaching methodology. An academic minor is not required.

EARLY CHILDHOOD–ELEMENTARY EDUCATION MAJOR

Licensure: Early Childhood–Middle Childhood Education, birth through age 11 (0 to grade 6).

Other requirements

22 credits:

| | |
|---------|---|
| ART 103 | Art Foundation for Educators, 3 cr. |
| BIO 204 | Environmental Education, 1.5 cr. |
| COM 120 | Presentation Essentials, 1.5 cr. |
| HIS 110 | World History, 3 cr. |
| MAT 151 | Mathematics for Elementary School Teachers, 3 cr. |
| PHS 108 | Earth Science & Lab, 4 cr. |
| POS 205 | American Government, 3 cr. |
| PSY 105 | Human Development, 3 cr. |

Early Childhood-Elementary Education courses:

73 credits as follows:

| | |
|---------|--|
| ECE 101 | Child Development, 3 cr. |
| ECE 201 | Foundations of Early Childhood Education, 3 cr. |
| ECE 301 | Teaching Young Children with Special Needs, 3 cr. |
| ECE 302 | Methods of Teaching the Young Child, 3 cr. |
| ECE 312 | Organization and Administration of Early Childhood Programs, 3 cr. |
| EDU 101 | Introduction to Education, 3 cr. |
| EDU 202 | Psychology of Learning, 3 cr. |
| EDU 290 | Introduction to Clinical Practice, 3 cr. |
| EDU 301 | Intercultural Studies for Educators, 3 cr. |
| EDU 390 | Pre-clinical Practice, 3 cr. |
| EDU 490 | Clinical Practice Seminar, 1 cr. |
| EDU 498 | Clinical Practice, 12 cr. |
| EME 203 | Children's Literature, 3 cr. |
| EME 302 | Integrating Fine Arts, 3 cr. |
| EME 303 | Primary Reading: Teaching and Assessment, 3 cr. |
| EME 304 | Intermediate Reading: Teaching and Assessment, 3 cr. |
| EME 312 | Language Arts Curriculum and Methods 3 cr. |
| EME 316 | Primary Mathematics Curriculum and Methods, 3 cr. |
| EME 318 | Interim Mathematics Curriculum and Method, 3 c. |
| EME 322 | Social Studies Curriculum and Methods, 3 cr. |
| EME 332 | Science and Health Curriculum and Methods, 3 cr. |
| SPE 313 | Educating Exceptional Children, 3 cr. |

ELEMENTARY–MIDDLE EDUCATION PROGRAM (BS)

The major in elementary–middle education prepares students to teach children from ages 6 through 12–13 (grades 1–8) and leads to a Bachelor of Science degree. The middle childhood–early adolescence licensure program is designed to prepare students to view children and youth in a holistic manner, to understand the developing human person, to assess learning, and to teach through the application of appropriate curriculum and methodology. Study of an academic minor leading to Wisconsin Licensure is required.

ELEMENTARY–MIDDLE EDUCATION MAJOR

Licensure: Middle Childhood–Early Adolescence Education, ages 6–12 or 13 (grades 1–8)

Other requirements

22 credits:

| | |
|---------|---|
| ART 103 | Art Foundation for Educators, 3 cr. |
| BIO 204 | Environmental Education, 1.5 cr. |
| COM 120 | Presentation Essentials, 1.5 cr. |
| HIS 110 | World History, 3 cr. |
| MAT 151 | Mathematics for Elementary School Teachers, 3 cr. |
| PHS 108 | Earth Science & Lab, 4 cr. |
| POS 205 | American Government, 3 cr. |
| PSY 105 | Human Development, 3 cr. |

Minor

15–28 credits:

See specific minor program for required courses

Elementary–middle and education courses

58 credits as follows:

| | |
|---------|--|
| EDU 101 | Introduction to Education, 3 cr. |
| EDU 202 | Psychology of Learning, 3 cr. |
| EDU 290 | Introduction to Clinical Practice, 3 cr. |
| EDU 301 | Intercultural Studies for Educators, 3 cr. |
| EDU 390 | Pre-clinical Practice, 3 cr. |
| EDU 490 | Clinical Practice Seminar, 1 cr. |
| EDU 498 | Clinical Practice, 12 cr. |
| EME 203 | Children’s Literature, 3 cr. |
| EME 302 | Integrating Fine Arts, 3 cr. |
| EME 303 | Primary Reading: Teaching and Assessment, 3 cr. |
| EME 304 | Intermediate Reading: Teaching and Assessment, 3 cr. |
| EME 312 | Language Arts Curriculum and Methods 3 cr. |
| EME 316 | Primary Mathematics Curriculum and Methods, 3 cr. |
| EME 318 | Interim Mathematics Curriculum and Method, 3 cr. |
| EME 322 | Social Studies Curriculum and Methods, 3 cr. |
| EME 332 | Science and Health Curriculum and Methods, 3 cr. |
| SPE 313 | Educating Exceptional Children, 3 cr. |

SPECIAL EDUCATION PROGRAM (BS)

The Special Education program prepares candidates to meet the diverse learning needs of all students. The program will prepare you to work with students with disabilities and leads to licensure in Special Education for Cross Categorical (801) and Specific Learning Disabilities (811) at both the 72 and 73 levels.

SPECIAL EDUCATION MAJOR

Licensure:

Middle Childhood–Early Adolescence Education, ages 6–12 or 13 (grades 1–8) Cross Categorical and Learning Disabilities

Early Adolescence-Adolescence (ages 10-21 or grades 5-12) Cross Categorical and Learning Disabilities

Other requirements

22 credits:

| | |
|---------|---|
| ART 103 | Art Foundation for Educators, 3 cr. |
| BIO 204 | Environmental Education, 1.5 cr. |
| COM 120 | Presentation Essentials, 1.5 |
| HIS 110 | World History, 3 cr. |
| MAT 151 | Mathematics for Elementary School Teachers, 3 cr. |
| PHS 108 | Earth Science & Lab, 4 cr. |
| POS 205 | American Government, 3 cr. |
| PSY 105 | Human Development, 3 cr. |

Minor Required

15–28 credits:

See specific minor program for required courses

Elementary–middle and education courses

67 credits as follows:

| | |
|---------|---|
| EDU 101 | Introduction to Education, 3 cr. |
| EDU 202 | Psychology of Learning, 3 cr. |
| EDU 290 | Introduction to Clinical Practice, 3 cr. |
| EDU 301 | Intercultural Studies for Educators, 3 cr. |
| EDU 390 | Pre-clinical Practice, 3 cr. |
| EDU 490 | Clinical Practice Seminar, 1 cr. |
| EDU 498 | Clinical Practice, 12 cr. |
| EME 203 | Children’s Literature, 3 cr. |
| EME 303 | Primary Reading: Teaching and Assessment, 3 cr. |
| EME 304 | Intermediate Reading: Teaching and Assessment, 3 cr. |
| EME 312 | Language Arts Curriculum and Methods, 3 cr. |
| EME 316 | Primary Mathematics Curriculum and Methods, 3 cr. |
| EME 318 | Intermediate Mathematics Curriculum and Methods, 3 cr. |
| EME 322 | Social Studies Curriculum and Methods, 3 cr. |
| EME 332 | Science & Health Curriculum & Methods, 3 cr. |
| SPE 313 | Educating Exceptional Children, 3 cr. |
| SPE 315 | Methods of Teaching Content to Diverse Learners 3 cr. |
| SPE 334 | Diagnosis and Assessment of Students with Disabilities, 3 cr. |
| SPE 421 | Literacy Interventions for Students with Disabilities, 3 cr. |
| SPE 437 | Special Emotional Interventions and Support, 3 cr. |

MIDDLE–SECONDARY EDUCATION PROGRAM (BS)

The middle–secondary education program is designed for students interested in teaching youth ages 10–21 (grades 5–12). The program is designed to prepare the students to view children and youth in a holistic manner, to understand the developing human person, to assess learning, and to teach through the application of appropriate curriculum and methodology. The early adolescence–adolescence licensure program requires an academic major leading to licensure in addition to the middle-secondary education major.

MIDDLE–SECONDARY EDUCATION MAJOR

Licensure: Early Adolescence–Adolescence Education ages 10–21 (grades 5–12)

See content area major for course requirements.

Other requirements

Biology Content Area Major

10.5 credits:

- COM 120 Presentation Essentials, 1.5 cr.
- HIS 110 World History, 3 cr.
- POS 205 American Government, 3 cr.
- PSY 105 Human Development, 3 cr.
- BIO 204 Environmental Education, 1.5 cr.

Broad Field Social Studies Content Area Major

13 credits:

- BIO 204 Environmental Education, 1.5 cr.
- COM 120 Presentation Essentials, 1.5 cr.
- PHS 108 Earth Science & Lab, 4 cr.
- POS 205 American Government, 3 cr.
- PSY 105 Human Development, 3 cr.

Chemistry Content Area Major

20 credits:

- BIO 101 Biological Principles, 4 cr.
- BIO 102 Biological Principles II, 4 cr.
- BIO 204 Environmental Education, 1.5 cr.
- COM 120 Presentation Essentials, 1.5 cr.
- HIS 110 World History, 3 cr.
- POS 205 American Government, 3 cr.
- PSY 105 Human Development, 3 cr.

English Education Content Area Major

16 credits:

- BIO 204 Environmental Education, 1.5 cr.
- COM 120 Presentation Essentials, 1.5 cr.
- HIS 110 World History, 3 cr.
- PHS 108 Earth Science & Lab, 4 cr.
- POS 205 American Government, 3 cr.
- PSY 105 Human Development, 3 cr.

Math Content Area Major

16 credits:

- BIO 204 Environmental Education, 1.5 cr.
- COM 120 Presentation Essentials, 1.5 cr.
- HIS 110 World History, 3 cr.

- PHS 108 Earth Science & Lab, 4 cr.
 POS 205 American Government, 3 cr.
 PSY 105 Human Development, 3 cr.

Middle–secondary education courses

37 credits as follows:

21 credits:

- EDU 101 Introduction to Education, 3 cr.
 EDU 202 Psychology of Learning, 3 cr.
 EDU 290 Introduction to Clinical Practice, 3 cr.
 EDU 301 Intercultural Studies for Educators,
 3 cr.
 EDU 390 Pre-clinical Practice, 3 cr.
 SEC 310 Academic Literacy, 3 cr.
 SPE 313 Intro to Exceptional Children, 3 cr.

3 credits from the following:

- SEC 410 English/Language Arts Curriculum and Methods, 3 cr.
 SEC 420 Social Studies Curriculum and Methods, 3 cr.
 SEC 430 Science Curriculum and Methods,
 3 cr.
 SEC 440 Mathematics Curriculum and Methods, 3 cr.

13 credits:

- EDU 490 Clinical Practice Seminar, 1 cr.
 EDU 498 Clinical Practice, 12 cr.

Additional Major Required (38-58 credits)

Majors leading to licensure: biology, broad field science, broad field social studies, chemistry, English, and mathematics.

EDUCATION DEPARTMENT NON-LICENSURE PROGRAM

In addition, the education department offers non-licensure programs; namely, the Educational Studies major and the Religious Education minor. These programs do not lead to teaching licenses but rather prepare students for careers affiliated with education.

EDUCATIONAL STUDIES

The emphasis of this major is to provide students with professional coursework needed to pursue a career in education-related roles. This major does not lead to teacher licensure. The one track offered is Paraprofessional.

Other requirements

13 credits:

- BIO 204 Environmental Education, 1.5 cr.
- COM 120 Presentation Essentials, 1.5 cr.
- MAT 151 Mathematics for Elementary School Teachers, 3 cr.
- POS 205 American Government, 3 cr.
- PHS 108 Earth Science & Lab, 4 cr.

Program Requirements:

48 credits as follows:

- EDU 101 Introduction to Education, 3 cr.
- EDU 202 Psychology of Learning, 3 cr.
- EDU 290 Introduction to Clinical Practice, 3 cr.
- EDU 301 Intercultural Studies for Educators, 3 cr.
- EME 203 Children's Literature, 3 cr.
- EME 302 Integrating Fine Arts in Education, 3 cr.
- EME 303 Primary Reading: Teaching and Assessment, 3 cr.
- EME 304 Intermediate Reading: Teaching and Assessment, 3 cr.
- EME 316 Primary Mathematics Curriculum and Methods, 3 cr.
- SPE 313 Educating Exceptional Children, 3 cr.

One course from the following (3 credits):

- EME 318 Intermediate Mathematics Curriculum and Methods, 3 cr.
- EME 322 Social Studies Curriculum and Methods, 3 cr.
- EME 332 Science & Health Curriculum & Methods, 3 cr.

Completion of 15 credits:

Paraprofessional:

- EME 3XX Developing as a Paraprofessional, 3 cr.
- SEC 310 Academic Literacy, 3 cr.
- SPE 315 Methods of Teaching Content to Diverse Learners, 3 cr.
- EDU 405 Educational Studies Practicum, 6 cr.

GRADUATE PROGRAMS

The Education Department offers Master of Arts in Education (MAE) degrees and licensure programs designed to meet the needs of educators with established careers. As part of the MAE degree program, educators may focus on specific areas within an emphasis in curriculum and instruction or leadership studies. A Ph.D. degree in Educational Administration and Leadership Studies allows students to pursue the superintendent licensure. See the Graduate Studies section of this catalog for additional information regarding these programs.

HUMANITIES DEPARTMENT

BROAD FIELD STUDIES AND HISTORY PROGRAM

BROAD FIELD SOCIAL STUDIES MAJOR (BS)

Other requirements

The middle-secondary education major is required for teaching certification. ECO 201 and BIO 104 meet legislative requirements in environmental science and consumer cooperatives.

37.5 credits as follows:

12 credits:

- HIS 110 World History, 3 cr.
- HIS 111 History of the United States to 1877, 3 cr.
- HIS 112 History of the United States from 1877, 3 cr.
- HIS 214 History of Wisconsin, 3 cr.

6 credits from the following:

- HIS 301 Church History to Reformation, 3 cr.
- HIS 302 Church History since the Reformation, 3 cr.
- HIS 303 History of England, 3 cr.
- HIS 410 19th Century Europe, 3 cr.
- HIS 422 20th Century Europe, 3 cr.
- HIS 440 Controversies in European History, 3 cr.
- HIS 450 Seminar in European History, 3 cr.

6 credits from the following:

- HIS 309 Public History, 3 cr.
- HIS 314 American Constitutional Development, 3 cr.
- HIS 408 History of American Foreign Policy, 3 cr.
- HIS 415 History of the Recent U.S., 3 cr.
- HIS 416 History/Culture of American Indians, 3 cr.
- HIS 425 The Civil War Era 1850—1877, 3 cr.
- HIS 436 Controversies in American History, 3 cr.
- HIS 490 Seminar in American History, 3 cr.

6 credits from the following:

- HIS 342 Topics in Ancient History, 3 cr.
- HIS 405 History of the Modern Middle East, 3 cr.
- HIS 423 History of Latin America, 3 cr.
- HIS 426 History of Africa, 3 cr.
- HIS 431 History of Monsoon Asia, 3 cr.
- HIS 438 Controversies in World History, 3 cr.
- HIS 492 Seminar in World History, 3 cr.

7.5 credits as follows:

- ECO 201 Macroeconomics, 3 cr.
- Or
- ECO 202 Microeconomics, 3 cr.
- HIS 109 History of Technology, 1.5 cr.
- PSY 101 General Psychology, 3 cr.
- Or

SOC 100 Introduction to Sociology, 3 cr.

Other credits required for teacher licensure

11.5 credits:

BIO 104 Environmental Science & Lab, 4 cr.
 COM 120 Presentation Essentials, 1.5 cr.
 POS 205 American Government, 3 cr.
 PSY 105 Human Development, 3 cr.

37 credits:

Middle-secondary education major

BROAD FIELD SOCIAL STUDIES MINOR

The broad field social studies minor is designed for students who plan to obtain certification to teach in grades 1–6 or grades 1–9. Coursework includes history and a selection of courses in related social sciences. Students seeking grades 1–9 certification must also student teach in their minor in the middle school.

24 credits as follows:

12 credits:

HIS 109 History of Technology, 3 cr.
 HIS 110 World History, 3 cr.
 HIS 214 History of Wisconsin, 3 cr.
 SOC 100 Introduction to Society, 3 cr.

6 history credits at the 300 or 400 level:

HIS 3XX History elective, 3 cr.
 HIS 4XX History elective, 3 cr.

3 economic electives:

ECO XXX Economic elective, 3 cr.

3 Psychology or Sociology credits at the 200 level or higher:

PSY 2XX Psychology elective, 3 cr.
 or
 SOC 2XX Sociology elective, 3 cr.

HISTORY MAJOR (BS)

30 credits as follows:

19 credits:

HIS 110 World History, 3 cr.
 HIS 111 History of the United States to 1877, 3 cr.
 HIS 112 History of the United States from 1877, 3 cr.
 HIS 214 History of Wisconsin, 3 cr.

6 credits from the following:

HIS 301 Church History to Reformation, 3 cr.
 HIS 302 Church History since the Reformation, 3 cr.
 HIS 303 History of England, 3 cr.
 HIS 410 19th Century Europe, 3 cr.
 HIS 422 20th Century Europe, 3 cr.
 HIS 440 Controversies in European History, 3 cr.
 HIS 450 Seminar in European History, 3 cr.

6 credits from the following:

- HIS 314 American Constitutional Development, 3 cr.
- HIS 309 Public History, 3 cr.
- HIS 408 History of American Foreign Policy,
3 cr.
- HIS 415 History of the Recent U.S., 3 cr.
- HIS 416 History/Culture of American Indians, 3 cr.
- HIS 425 The Civil War Era 1850—1877, 3 cr.
- HIS 436 Controversies in American History, 3 cr.
- HIS 490 Seminar in American History, 3 cr.

6 credits from the following:

- HIS 342 Topics in Ancient History, 3 cr.
- HIS 405 History of the Modern Middle East, 3 cr.
- HIS 423 History of Latin America, 3 cr.
- HIS 426 History of Africa, 3 cr.
- HIS 431 History of Monsoon Asia, 3 cr.
- HIS 438 Controversies in World History, 3 cr.
- HIS 492 Seminar in World History, 3 cr.

For Careers in Public History:

To pursue jobs at museums and other historical attractions and organizations, students should take HIS 309-Public History and complete a minor in one of the following areas: Business Administration, Marketing, Management, Information Technology, Leadership, Public Relations, or Communications.

HISTORY MINOR**15 credits as follows:****3 credits:**

- HIS 110 World History, 3 cr.

6 history elective credits at the 100 or 200 level:

- HIS XXX Electives (100 or 200 level history courses)

6 history elective credits at the 300 or 400 level:

- HIS XXX Electives (300 or 400 level history courses)

COMMUNICATION MINOR**15 credits as follows:****9 credits:**

- COM 202 Writing for Media, 3 cr.
- COM 232 Public Speaking, 3 cr.
- COM 302 Intercultural Communication, 3 cr.

6 credits:

- COM XXX Electives (3 of the 6 credits must be at the 300 or 400 level)

LANGUAGE ARTS MINOR

21 credits as follows:

9 credits from the following:

- ENG 301 Creative Writing, 3 cr.
- ENG 312 Professional Writing & Editing, 3 cr.
- ENG 340 Advanced Composition, 3 cr.

9 credits from the following:

- ENG 112 Introduction to Literary Genres, 3 cr.
- ENG 121 Introduction to Poetry, 3 cr.
- ENG 122 Introduction to Fiction, 3 cr.
- ENG 123 Introduction to Drama, 3 cr.
- ENG 201 British Literature I, 3 cr.
- ENG 202 British Literature II, 3 cr.
- ENG 211 American Literature I, 3 cr.
- ENG 212 American Literature II, 3 cr.
- ENG 216 Contemporary Women's Literature: Emerging Voice, 3 cr.
- ENG 217 Evolution of Women's Literature, 3 cr.
- ENG 220 World Literature I, 3 cr.
- ENG 221 World Literature II, 3 cr.
- ENG 225 Mythology, 3 cr.
- ENG 250 Ethnic Minority Literature, 3 cr.
- ENG 302 Shakespeare, 3 cr.
- ENG 310 African-American Literature, 3 cr.

3 credits:

- ENG XXX Electives

PHILOSOPHY MINOR

Philosophy asks and answers questions such as: What is a meaningful life? What is truth? What is the good life? What does it mean to be me? Is there a God? What is morally right? Philosophy is an activity that identifies clogs, breaks, and other problems in the ways we make sense of ourselves, our relationship with others, and the world around us, while also giving us the tools that enable us to make deeper and more meaningful sense of those very relationships. Philosophy asks questions that get beyond and behind the surface meanings of our everyday lives. Philosophy stretches students by asking them to think deeply about the ethical and intellectual foundations of Eastern and Western society. Our courses emphasize the development of critical thinking, critical reading, and clear writing – skills that are highly useful beyond the philosophy classroom for a wide range of majors and professions.

15 credits as follows:

3 credits:

- PHI 130 Knowledge, Values, and Society, 3 cr.

9 credits from the following:

- CMG XXX Cultural, Media and Gender Studies elective, 3 cr.
- PHI 204 Special Topics, 1- 3 cr.
- PHI 212 Contemporary Ethical Issues, 3 cr.
- PHI 220 Bioethics, 3 cr.
- PHI 231 Business Ethics, 3 cr.
- PHI 304 Art and Culture, 3 cr.
- PHI 305 Philosophy of Love & Friendship, 3 cr.
- PHI 306 Ethics of Gender, Race & Class, 3 cr.
- PHI 312 Existentialism, 3 cr.

| | |
|---------|--|
| PHI 315 | The Media and Identity, 3 cr. |
| PHI 316 | Social and Political Philosophy, 3 cr. |
| PHI 318 | Buddhism and the Mind, 3 cr. |
| PHI 320 | Philosophy of Law, 3 cr. |
| PHI 324 | Philosophy of Food, 3 cr. |
| PHI 404 | Special Topics, 1-3 cr. |

3 Capstone credits from the following:

| | |
|---------|--|
| PHI 305 | Philosophy of Love & Friendship, 3 cr. |
| PHI 306 | Ethics of Gender, Race & Class, 3 cr. |
| PHI 312 | Existentialism, 3 cr. |
| PHI 315 | The Media and Identity, 3 cr. |
| PHI 318 | Buddhism and the Mind, 3 cr. |
| PHI 324 | Philosophy of Food, 3 cr. |
| PHI 404 | Special Topics, 1-3 cr. |

SPANISH MINOR

Through the study of grammar, comparative aspects of language, selected topics in Spanish-speaking cultures and histories and literatures of the Spanish-speaking world, the Spanish minor prepares students to understand Hispanic cultures in the U.S. and abroad, and to communicate in Spanish at the intermediate level. Students must successfully complete the Modified Oral Proficiency Exam at the intermediate high level.

21 credits as follows:

12 credits:

| | |
|---------|--------------------------------|
| SPA 101 | Elementary Spanish I, 3 cr. |
| SPA 102 | Elementary Spanish II, 3 cr. |
| SPA 201 | Intermediate Spanish I, 3 cr. |
| SPA 202 | Intermediate Spanish II, 3 cr. |

3 credits from the following:

| | |
|---------|--|
| SPA 401 | Introduction to Literary Studies in Spanish, 3 cr. |
| SPA 402 | Hispanic Literature of Social Conscience, 3 cr. |
| SPA 410 | Slavery and Colonialism in Latin America, 3 cr. |
| SPA 413 | Twentieth Century Hispanic Literature, 3 cr. |
| SPA 414 | Independent Study, 3 cr. |

6 credits from the following:

| | |
|----------|---|
| SPA 204 | Special Topics, 1-3 cr. |
| SPA 220 | Salud Hispana; Spanish for HC, 3 cr. |
| SPA 222 | Latino Patient, 3 cr. |
| SPA 225 | Spanish for Law Enforcement, 3 cr. |
| SPA 299 | Spanish Electives, 3 cr. |
| SPA 305 | Peoples, Places, Cultures, 3 cr. |
| SPA 311 | Advanced Spanish Grammar, 3 cr. |
| SPA 312 | Advanced Composition and Conversation in Spanish, 3 cr. |
| *SPA 320 | Hispanic Experience in the United States, 3 cr. |
| *SPA 322 | To Be a Woman in Latin America, 3 cr. |
| *SPA 324 | Truth and Memory in Latin America, 3 cr. |
| SPA 390 | Spanish Immersion Practicum & Seminar, 1-3 cr. |
| SPA 401 | Introduction to Literary Studies in Spanish, 3 cr. |
| SPA 402 | Hispanic Literature of Social Conscience, 3 cr. |
| SPA 404 | Special Topics, 1-3 cr. |
| SPA 410 | Slavery and Colonialism in Latin America, 3 cr. |

- SPA 413 Twentieth Century Hispanic Literature, 3 cr.
 SPA 497 Internship, 1-3 cr.
 STA 404 Short Term Immersion in Spanish Speaking Country, 3 cr.

*indicates an English speaking course. Only one course taught in English may be taken

THEOLOGY PROGRAM

From the perspective of the Catholic Intellectual Tradition, with an openness to dialog among diverse spiritual traditions, the Theology Program engages the whole person in developing a personal worldview, or system of beliefs, capable of critically responding to life's biggest questions about meaning, purpose, ultimate reality, the world, society, the human person, faith, and religion. The exact coursework and/or plan of study for each student will be determined based on a student's needs, desires, and faith perspective, in conversation with the student, his or her theology advisor, and the theology program faculty.

THEOLOGY MINOR

Program Requirements:

THEOLOGY MINOR: The program of courses for each theology minor will be discussed and approved by the theology department. 15 credits as follows:

- 3 credits: THE 101 Introduction to Christian Theology
- 6 credits: THE elective courses – 200-level or higher
- 6 credits: THE elective courses – 300-level or higher

MATH AND NATURAL SCIENCES DEPARTMENT

BIOLOGY PROGRAM

Biology provides lectures, discussion, laboratory, field work, and simulations to provide valuable experience preparing you for a career in allied health programs, industrial, medical, or academic research, or teaching, or for admission to graduate programs in health professions or research. Students desiring certification for teaching biology in grades 5–12 take an additional major in middle–secondary education. Biology majors must achieve an average GPA of 2.50 in their biology coursework before graduation. Transfer students must complete one-half of their major and one-third of their minor credits at Marian University. The Biology Department offers the following degree programs: majors in biology (BS) and biology–cytotechnology (BS), with minors in biology and biology education.

BIOLOGY MAJOR (BS)

The Biology major provides an overview of life sciences, surveying molecular biology, cellular biology, genetics, species diversity, human anatomy and physiology, microbiology, ecology, and evolution. Students then choose specialties in biology with in preparation for a capstone experience of an original research project or more advanced anatomical study. Training in Biology emphasizes objective analysis, critical thinking, creativity, and team work.

BIOLOGY MAJOR

53-56 credits as follows:

43-44 credits:

BIO 101 Biological Principles & Lab, 4 cr.
(BIO 100: Human Biology and BIO 150: Human Biology Lab, 4 cr.

OR

BIO 102 Biological Principles II & Lab, 4 cr.)

BIO 215 Ecology and Evolution, 3 cr.

BIO 301 Genetics, 3 cr.

BIO 351 Genetics Laboratory, 2 cr.

CHE 101 Principles of Chemistry I, 5 cr.

CHE 102 Principles of Chemistry II, 5 cr.

CHE 201 Organic Chemistry I, 3 cr.

CHE 251 Organic Chemistry I Lab, 1 cr.

SCI 010 Science Seminar, 0 cr.

SCI 300 Science Literature & Seminar, 2 cr.

SCI 425 Science Senior Research I, 2 cr.

Or

BIO 435 Human Anatomy & Physiology Lab I, 2 cr.

SCI 426 Science Capstone II, 2 cr.

Or

BIO 436 Human Anatomy & Physiology Lab II, 2 cr.

BIO XXX 8 cr. Electives (1 cr. Must be 300 level or higher)

1 of the following courses:

BIO 302 Cell and Molecular Biology, 3 cr.

BIO 303 Fundamentals of Microbiology, 3 cr.

1 of the following courses:

MAT 111 College Algebra, 3 cr.

MAT 114 Algebra and Trigonometry, 4 cr.

MAT 201 Calculus I, 5 cr.

MAT 202 Calculus II, 5 cr.

1 of the following courses:

- MAT 122 Introduction to Probability and Statistics, 4 cr.
 MAT 304 Introduction to Mathematical Statistics I, 3 cr.
 PSY 210 Statistical Techniques for Research Data Analysis, 3 cr.
 BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.

Required for Biology/Middle-Secondary Education Double Majors:

- BIO 104 Environmental Science & Lab, 4 cr.
 MAT 122 Introduction to Probability and Statistics, 4 cr.
 PHS 108 Earth Science & Lab., 4 cr.
 PHS 211 Elementary Physics & Lab, 5 cr.
 or
 PHS 203 University Physics & Lab, 5 cr.

BIOLOGY MINOR**30 credits as follows:****17 credits:**

- BIO 101 Biological Principles & Lab, 4 cr.
 (BIO 100: Human Biology and BIO 150: Human Biology Lab, 4 cr.
 OR
 BIO 102 Biological Principles II & Lab, 4 cr.)
 BIO 301 Genetics, 3 cr.
 BIO 351 Genetics Laboratory, 2 cr.
 BIO 302 Cell and Molecular Biology, 3 cr.
 BIO XXX Biology electives, 3 cr.

Additional requirements**13 credits:**

- CHE 101 Principles of Chemistry I, 5 cr.
 CHE 102 Principles of Chemistry II, 5 cr.
 CHE 201 Organic Chemistry I – Lecture, 3 cr.

BIOLOGY EDUCATION MINOR**42 credits as follows:****29 credits:**

- BIO 100 Human Biology, 3 cr.
 BIO 150 Human Biology Laboratory, 1 cr.
 BIO 231 Botany, 4 cr.
 BIO 301 Genetics, 3 cr.
 BIO 302 Cell and Molecular Biology, 3 cr.
 BIO 310 Invertebrate Zoology, 4 cr.
 BIO 322 Vertebrate Zoology, 4 cr.
 BIO 104 Environmental Science, 4 cr.
 BIO 215 Ecology and Evolution, 3 cr.

Additional requirements**13 credits:**

- CHE 101 Principles of Chemistry I, 5 cr.
 CHE 102 Principles of Chemistry II, 5 cr.
 CHE 201 Organic Chemistry I – Lecture, 3 cr.

PRE-PROFESSIONAL PROGRAMS

Students desiring a pre-professional degree in one of the health sciences in preparation for applying to dentistry, medicine, optometry, pharmacy, physical therapy, physician assistant, and veterinary medicine programs are advised to pursue a biology major with a chemistry minor, or a chemistry major with a biology minor.

CHEMISTRY AND PHYSICS PROGRAM

The Chemistry and Physics Department offers majors in chemistry, and minors in chemistry, chemistry education, and natural science.

The Chemistry and Physics Department provides students with courses and experiences in a wide variety of areas in the disciplines of chemistry and physics. It prepares students for entrance into the chemical industry, graduate school, health profession schools, and teaching science. Students desiring certification for teaching science in grades 5–12 take an additional major in middle–secondary education. Chemistry majors must achieve an average GPA of 2.50 in their chemistry courses before graduation. Transfer students must complete 18 or more of their chemistry credits at Marian University for the chemistry major and must complete 8 or more of their chemistry credits at Marian University for the chemistry minor.

CHEMISTRY MAJOR (BS)

61 credits as follows:

59 credits:

| | |
|---------|---|
| CHE 101 | Principles of Chemistry I, 5 cr. |
| CHE 102 | Principles of Chemistry II, 5 cr. |
| CHE 201 | Organic Chemistry I, 3 cr. |
| CHE 251 | Organic Chemistry I Lab, 1 cr. |
| CHE 300 | Analytical Chemistry, 4 cr. |
| CHE 301 | Instrumental Analysis, 3 cr. |
| CHE 303 | Organic Chemistry II, 3 cr. |
| CHE 353 | Organic Chemistry II Lab, 1 cr. |
| CHE 401 | Physical Chemistry I, 3 cr. |
| CHE 402 | Physical Chemistry II, 3 cr. |
| CHE 460 | Advanced Chemistry Laboratory & Analysis, 2 cr. |
| SCI 010 | Science Seminar, 0 cr. |
| SCI 300 | Science Literature and Seminar, 2 cr. |
| SCI 425 | Science Capstone I, 2 cr. |
| SCI 426 | Science Capstone II, 2 cr. |
| MAT 201 | Calculus I, 5 cr. |
| MAT 202 | Calculus II, 5 cr. |
| PHS 203 | University Physics I, 5 cr. |
| PHS 205 | University Physics II, 5 cr. |

2 credits:

| | |
|---------|---|
| CHE XXX | Chemistry electives, 2 cr. (choose from course numbers above 200) |
|---------|---|

Chemistry/middle–secondary education double majors are strongly recommended to take CHE 302 Biochemistry as their chemistry elective. Other science courses required for chemistry/middle–secondary education are:

| | |
|---------|---|
| BIO 101 | Biological Principles and Lab, 4 cr. |
| BIO 102 | Biological Principles II and Lab, 4 cr. |
| BIO 204 | Environmental Science and Lab, 1.5 cr. |

CHEMISTRY MINOR**26 credits as follows:****14 credits:**

- CHE 101 Principles of Chemistry I, 5 cr.
 CHE 102 Principles of Chemistry II, 5 cr.
 CHE 300 Analytical Chemistry, 4 cr.

12 credits:

- CHE XXX Chemistry electives (choose from course numbers 200 level and above)

CHEMISTRY EDUCATION MINOR**48-49 credits as follows:**

- BIO 101 Biological Principles, 4 cr.
 (BIO 100: Human Biology and BIO 150: Human Biology Lab, 4 cr.
 or
 BIO 102 Biological Principles II, 4 cr.)
 BIO 104 Environmental Science & Lab, 4 cr.
 CHE 101 Principles of Chemistry I, 5 cr.
 CHE 102 Principles of Chemistry II, 5 cr.
 CHE 201 Organic Chemistry I, 3 cr.
 CHE 251 Organic Chemistry I Lab, 1 cr.
 CHE 300 Analytical Chemistry, 4 cr.
 CHE 303 Organic Chemistry II, 3 cr.
 CHE 353 Organic Chemistry II Lab, 1 cr.
 PHS 203 University Physics I, 5 cr.
 PHS 205 University Physics II, 5 cr.

3-5 chemistry elective credits from the following:

- CHE 301 Instrumental Analysis, 3 cr.
 CHE 302 Biochemistry, 5 cr.

NATURAL SCIENCE MINOR

This minor is available to all students.

16 credits as follows:

- BIO 100 Human biology, 3 cr.
 (CHE 103 General, Organic, and Biochemistry, 5 cr.
 Or
 CHE 101 Principles of Chemistry I, 5 cr.)

8 elective credits from the following (4 credits must be at or above 200 level):

- BIO XXX
 CHE XXX
 PHS XXX

FORENSIC SCIENCE PROGRAM

The Forensic Science Program combines knowledge of criminal justice and natural sciences in their broadest sense with thorough training in the approaches, knowledge, and analytical techniques of the laboratory scientist.

Forensic scientists are often called on to analyze a wide variety of evidence and events, and consequently this requires thorough preparation in a broad array of disciplines including: forensic science, criminal justice, biology, chemistry, mathematics, physics, and statistics.

The Forensic Science Program provides its students with broad training in many of the sub-disciplines of forensic science. Through lecture, laboratory, field work, and practical experience, students are prepared for careers in crime scene investigation, death investigation, and criminalistics. This intense and broad program of study includes all of the courses required for application to advanced study in fields such as forensic science, medicine, physician assistant, physical therapy, and veterinary science. In addition, this program includes the array of coursework expected of candidates seeking employment in crime laboratories, law enforcement agencies, industrial quality control, basic science laboratories, and industrial product development research laboratories.

Progression policy and graduation requirements

Forensic Science majors must maintain a cumulative GPA of 3.0 starting with entrance to the program and throughout the first semester of senior year. Progression will be based on cumulative GPAs earned at Marian University at the conclusion of each semester. Any major failing to meet this criterion will be placed on probation. During the first semester of probation, students may continue taking major and chemistry minor courses. If the student fails to meet the criteria after one semester on probation, that student may only retake deficient classes and general education requirements. Failure to meet the progression requirement at the conclusion of a second probationary semester will result in dismissal from the Forensic Science Program.

Forensic Science majors may not earn a grade lower than C in any of the required major or Chemistry minor courses. In instances where the student earns a grade of C- or lower the course must be repeated in order to graduate.

Transfer students must complete one-half of their major and one-third of their minor credits at Marian University.

All Forensic Science majors are required to complete an approved internship. The internship provides practical work experience related to the student's career objective. All internships involve planned and supervised on-the-job training with interaction among the student, their faculty internship coordinator, and a supervisor from the site of the internship. The student may complete the internship on a part-time or full-time basis at the discretion of their selected agency and/or coordinator. Background checks similar to those required for law enforcement officers are likely to be a condition of your internship and future employment.

All Forensic Science majors are required to complete a comprehensive exit examination and interview during the semester prior to graduation.

FORENSIC SCIENCE MAJOR (BS)

Other requirements

The forensic science major requires completion of a concurrent minor in chemistry, including CHE 201, CHE 251, CHE 302, CHE 303, CHE 353.

53-56 credits as follows:

| | |
|---------|---|
| BIO 101 | Biological Principles, 4 cr. |
| BIO 102 | Biological Principles II, 4 cr. |
| BIO 301 | Genetics, 3 cr. |
| BIO 351 | Genetics Laboratory, 2 cr. |
| CRJ 101 | Introduction to Criminal Justice, 3 cr. |

| | |
|---------|---|
| CRJ 304 | Rules of Evidence, 3 cr. |
| FOS 105 | Survey of Forensic Sciences, 1 cr. |
| FOS 300 | Forensic Photography, 3 cr. |
| FOS 350 | Forensic Photography Lab., 1 cr. |
| FOS 305 | Crime Scene Investigation, 3 cr. |
| FOS 355 | Crime Scene Investigation Lab., 1 cr. |
| FOS 405 | Forensic Sciences, 3 cr. |
| FOS 455 | Forensic Sciences Lab., 1 cr. |
| SCI 010 | Science Seminar, 0 cr. |
| SCI 300 | Science Literature and Seminar, 2 cr. |
| MAT 122 | Introduction to Probability and Statistics, 4 cr. |
| PHS 203 | University Physics I, 5 cr. |
| PHS 205 | University Physics II, 5 cr. |

Experiential Learning Electives

Select either Internship (Field experience) or Science Capstone I & II (Research):

FOS 497 Internship, 1-3 cr.

Or

SCI 425 Science Capstone I, 2 cr.

And

SCI 426 Science Capstone II, 2 cr.

Special Topics Electives

4 credits from the following elective courses:

| | |
|---------|--|
| BIO 302 | Cell and Molecular Biology, 3 cr. |
| CHE 301 | Instrumental Analysis, 3 cr. |
| CHE 460 | Advanced Chemistry Lab Skills, 2 cr. |
| FOS 406 | Detection & Recovery of Remains, 2 cr. |
| FOS 407 | Bloodstain Pattern Analysis, 2 cr. |
| FOS 457 | Bloodstain Pattern Analysis Lab, 1 cr. |
| FOS 408 | Fingerprint Analysis, 2 cr. |
| FOS 458 | Fingerprint Analysis Lab, 1 cr. |

The Forensic Science major requires completion of a concurrent minor in Chemistry

Chemistry minor

27 credits:

| | |
|---------|-----------------------------------|
| CHE 101 | Principles of Chemistry I, 5 cr. |
| CHE 102 | Principles of Chemistry II, 5 cr. |
| CHE 201 | Organic Chemistry I, 3 cr. |
| CHE 251 | Organic Chemistry I Lab, 1 cr. |
| CHE 300 | Analytical Chemistry, 4 cr. |
| CHE 302 | Biochemistry, 5 cr. |
| CHE 303 | Organic Chemistry II, 3 cr. |
| CHE 353 | Organic Chemistry II Lab, 1 cr. |

FORENSIC SCIENCE MINOR

The Forensic Science (FS) Minor is open to all students, but will be of particular interest to students majoring in biology, chemistry, nursing, or psychology. The curriculum includes introductory courses in forensic science as well as more advanced courses in lab-based forensic science. Courses in related fields are also represented (criminal justice, biology, psychology). Both lecture and laboratory courses are incorporated into the curriculum.

20 credits as follows:**11 credits:**

- CRJ 101 Intro to Criminal Justice System, 3 cr.
- CRJ 304 Introduction to the Criminal Justice System, 3 cr.
- FOS 105 Survey of Forensic Sciences, 1 cr.
- FOS 405 Forensic Sciences, 3 cr.
- FOS 455 Forensic Sciences Lab, 1 cr.

9 credits from the following:

- BIO 201 Anatomy & Physiology I, 4 cr.
- FOS 404 Special Topics, 1-3 cr.
- FOS 408 Fingerprint Analysis, 2 cr.
- FOS 458 Fingerprint Analysis Lab, 1 cr.
- PSY 330 Forensic Psychology, 3 cr.

NURSING DEPARTMENT

Advancing its legacy of more than 45 years of quality nursing education, the Department of Nursing integrates founding principles and Marian's core values of community, learning, service, social justice, and spiritual traditions into health profession education that fosters professional growth, professional development, and commitment to life-long learning. The Department of Nursing strives to provide an educational environment that propels students to take personal responsibility for acquiring knowledge, forming values, developing effective communication and critical thinking skills, analyzing situations, and making independent judgments. At the baccalaureate level, the broad educational foundation helps students develop an in-depth understanding of societal and health care issues. Students achieve success in the classroom and in the clinical/field experiences through their partnership with experienced faculty, agency preceptors, and fellow students. At the master's level, learning is expanded and focused so that the student can assume advanced practice and leadership roles in health care fields of advanced practice nursing. The distinguished legacy of excellence in health care education continues as evidenced in our graduates who are highly regarded by their employers for their professional competence and leadership abilities.

The Nursing Department offers these programs of study:

- A major in nursing culminating in a Bachelor of Science in Nursing (BSN) degree, which leads to eligibility to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN*) to become a registered nurse.
- A major in nursing culminating in a BSN for Registered Nurses (RNs) who have previously earned an associate degree in nursing or a nursing diploma.
- A major in nursing culminating in a Master of Science in Nursing (MSN) degree for RNs with an earned BSN who desire to pursue advanced practice in either the Family Nurse Practitioner or Nurse Educator track.
- A post-graduate certificate in nursing education provides the nurse who has already attained a graduate degree in nursing the knowledge and experience necessary for providing educational experiences in academic or non-academic settings.

Accreditation

The baccalaureate degree program in nursing and the master's degree in nursing at Marian University are accredited by the Commission on Collegiate Nursing Education: <http://www.ccnaccreditation.org>

PRE-LICENSURE BSN PROGRAM

The pre-licensure undergraduate program prepares beginning students for professional nursing while completing coursework in liberal arts, biopsychosocial sciences and nursing. Students gain applied knowledge for competent nursing care and develop a profound appreciation for the importance of nursing research as the stronghold of evidence-based practice. This program is designed so that a student may complete the curriculum in eight semesters (four years). Students begin nursing coursework after completing three semesters of general education course work and meeting progression criteria. The nursing curriculum extends over the remaining five semesters. New cohorts begin in the fall and spring semesters of each year. Graduates are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Admission criteria

1. Traditional freshmen may declare the nursing major if the student demonstrates completion of a college preparatory curriculum in high school that includes a minimum of:
 - Biology,
 - Chemistry,
 - English (4 semesters), and
 - Math (2 semesters including Algebra),
2. Transfer students may declare the nursing major if progression criteria as outlined below are met.

Progression to Sophomore Level Nursing Coursework:

1. Minimum 3.0 cumulative GPA (CGPA) calculated on a minimum of 46 college-level credits and using credits from all schools attended. Once 12 credits have been earned at Marian University, only the Marian University credits will be used for CGPA calculation if those credits were earned within in the last two (2) years. If the Marian University credits were earned more than two (2) years ago the CGPA will be calculated using credits from all schools attended.
2. Minimum 2.75 math/science GPA (MSGPA) calculated on all required math and science course completed at Marian University or another institution.
3. The 44 college-level credits must include the following courses or equivalent:
 - a. PSY 105 Human Growth and Development
 - b. ENG 106 Argumentative and Research Writing
 - c. BIO 100 Human Biology
 - d. BIO 303 Microbiology*
 - e. CHE 103 General, Organic, and Biochemistry*
 - f. MAT 111 College Algebra
 - g. BIO 201 Anatomy & Physiology I*
 - h. BIO 202 Anatomy & Physiology II*

(*courses must have been completed within the last 7 years)
4. Completion of HESI A2 Admission Assessment Exam earning a composite score of 75 or above and a 75 or above on the Anatomy & Physiology portion of the exam.
5. Verifiable and active CNA Certification.
6. Submission of criminal background check and health and safety requirements.
7. Possible interview.
8. A student must complete the nursing program within five (5) years from the time entering the first nursing course.

Nursing Major Support Course Repeat Policy:

Students must repeat any course in which they received a grade of less than what is listed below.

Students are limited to two of the below repeated courses total. Students who repeat a course (at Marian or another school) and receive a grade of less than what is listed below will not be able to progress into the program. Students exceeding these limits will be dismissed from the nursing major.

- Must be completed with a grade of "C" (2.0) or better, one course can be repeated one time:
 - BIO 100 – Human Biology
 - BIO 303 – Microbiology
 - CHE 103 – General, Organic, and Biochemistry
 - MAT 111 – College Algebra
- Must be completed with a grade of "C" (2.0) or better, two repeats allowed (one course twice, or two courses once):
 - BIO 201 – Anatomy and Physiology I
 - BIO 202 – Anatomy and Physiology II
- Must be completed with a grade of "C" (2.0) or better, no limits on number of repeats:
 - ENG 106 – Argumentative and Research Writing
 - PSY 105 – Human Development

See Nursing Handbook located on Marian Online 2 under Resources for Nursing Students Pre-Licensure, for progression criteria throughout the nursing program and other important policies including but not limited to:

1. Nursing Course Repeat Policy
2. Required Health and Safety Documentation
3. Essential Capabilities of Nursing Majors

REQUIRED COURSEWORK:

Nursing Cognate Courses

25 credits as follows:

| | |
|---------|---|
| BIO 100 | Human Biology, 3 cr. |
| BIO 201 | Anatomy & Physiology I, 4 cr. |
| BIO 202 | Anatomy & Physiology II, 4 cr. |
| BIO 303 | Fundamentals of Microbiology, 3 cr. |
| CHE 103 | General, Organic, and Biochemistry, 5 cr. |
| MAT 111 | College Algebra, 3 cr. |
| PSY 105 | Human Development, 3 cr. |

Nursing Courses

65 credits as follows:

| | |
|---------|--|
| NRS 205 | Foundations of Professional Nursing, 3 cr. |
| NRS 225 | Pathopharmacology Across the Lifespan I, 3 cr. |
| NRS 230 | Health Assessment Across the Lifespan, 4 cr. |
| NRS 250 | Fundamentals of Nursing, 4 cr. |
| NRS 262 | Preparation for Professional Practice I, 1.5 cr. |
| NRS 300 | Patient Centered Care across the Lifespan I, 6 cr. |
| NRS 305 | Evidence-Based Nursing, 3 cr. |
| NRS 315 | Psychosocial Integrity Across the Lifespan, 3 cr. |
| NRS 340 | Pathopharmacology Across the Lifespan, 3 cr. |
| NRS 350 | Patient Centered Care Across the Lifespan II, 6 cr. |
| NRS 360 | Patient Centered Care of the Maternity Client, 1.5 cr. |
| NRS 362 | Preparation for Professional Practice II, 1.5 cr. |
| NRS 370 | Patient Centered Care of the Pediatric Client, 1.5 cr. |
| NRS 400 | Patient Centered Care Across the Lifespan III, 6 cr. |
| NRS 410 | Leadership & Healthcare Systems, 3 cr. |
| NRS 430 | Population Health Nursing, 5 cr. |
| NRS 450 | Patient Centered Care Across the Lifespan IV, 4 cr. |
| NRS 462 | Preparation for Professional Practice III, 2 cr. |
| NRS 470 | Senior Capstone, 4 cr. |

SOCIAL, BEHAVIORIAL & FORENSIC SCIENCES DEPARTMENT

CRIMINAL JUSTICE PROGRAM

The Criminal Justice Program focuses on academics that stress five core areas in the U.S. criminal justice system: law enforcement; correctional institutions; probation and parole; juvenile justice; and general criminal justice study. The program provides an excellent base of learning and practical preparation for positions in law enforcement, probation and parole, corrections, pre-law, and human services in both the public and private sector. Students are strongly encouraged to complete a criminal justice internship as part of their coursework.

Many students majoring in criminal justice are returning law enforcement, public safety, private security, and first responder professionals. Credits may be awarded for prior certified training, especially in law enforcement and corrections. Through agreements with Wisconsin state technical colleges, the University allows transfer students to apply their associate degrees in police science, corrections, and probation and parole toward a bachelor's degree.

Adult undergraduate students may pursue a criminal justice major in an accelerated format. Refer to the Adult and Graduate Studies section of this bulletin for more information.

CRIMINAL JUSTICE MAJOR (BS)

45 credits as follows:

30 credits:

- CRJ 101 Introduction to Criminal Justice System, 3 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 201 Criminal Law, 3 cr.
- CRJ 220 Critical Issues in Criminal Justice, 3 cr.
- CRJ 310 Criminology, 3 cr.
- CRJ 325 Corrections, 3 cr.
- CRJ 420 Race, Gender and Ethnicity, 3 cr.
- CRJ 495 Capstone Project in Criminal Justice, 3 cr.
- PSY 210 Applied Statistics for Social Science, 3 cr.
- SWK 352 Research Methods, 3 cr.

15 credits from any of the below:

Criminal Justice Electives (9-15 credits)

- CRJ 203 Juvenile Law, 3 cr.
- CRJ 204 Special Topics, 1-3 cr.
- CRJ 301 Criminal Investigations, 3 cr.
- CRJ 302 Criminal Procedures, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- CRJ 304 Rules of Evidence, 3 cr.
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes against Children, 3 cr.
- CRJ 312 Crisis Intervention and Management, 3 cr.
- CRJ 340 Principles of Judicial Process, 3 cr.
- CRJ 350 Principles of Professional Practice, 3 cr.*
- CRJ 394 Criminal Justice Field Experience, 3 cr.
- CRJ 404 Special Topics, 1-3 cr.
- CRJ 414 Independent Study, 1-3 cr.
- CRJ 425 Crime Prevention and Community Relations, 3 cr.
- CRJ 494 Criminal Justice Field Experience, 0-3 cr.
- HOS 101 Introduction to Homeland Security, 3 cr.

- HOS 204 Special Topics, 1-3 cr.
- HOS 212 Resource Management for Homeland Security, 3 cr.
- HOS 215 Emergency Planning, 3 cr.
- HOS 404 Special Topics, 1-3 cr.
- HOS 405 Disaster Management, 3 cr.

Non-Criminal Justice Electives (maximum of 6 credits)

- COM 321 Organizational Behavior and Communication, 3 cr.
- ENG 312 Advanced Composition, 3 cr.
- HIS 206 History of Terrorism, 3 cr.
- HIS 207 History of Crime, 3 cr.
- PHI 320 Philosophy of Law, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 301 Drugs, Behavior, and Society, 3 cr.
- PSY 308 Theories of Personality, 3 cr.
- PSY 330 Forensic Psychology, 3 cr.
- SPA 101 Elementary Spanish I, 3 cr.
- SPA 102 Elementary Spanish II, 3 cr.
- SPA 320 The Hispanic Experience in America, 3 cr.
- SWK 101 Introduction to Social Work and Human Services, 3 cr.
- THE 205 Peacemaking: Multicultural, Interfaith and Dimensions, 3 cr.

CRIMINAL JUSTICE MINOR

21 credits as follows:

9 credits:

- CRJ 101 Introduction to Criminal Justice System, 3 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 310 Criminology, 3 cr.

12 credits from the following:

- CRJ 201 Criminal Law, 3 cr.
- CRJ 203 Juvenile Law, 3 cr.
- CRJ 220 Critical Issues in Criminal Justice, 3 cr.
- CRJ 312 Crisis Intervention and Management, 3 cr.
- CRJ 325 Corrections, 3 cr.
- CRJ 340 Principles of Judicial Process, 3 cr.
- CRJ 350 Principles of Professional Practice, 3 cr.
- CRJ 420 Race, Gender, and Ethnicity, 3 cr.
- PSY 210 Applied Statistics for Social Science, 3 cr.

Crime Scene Investigation

The Crime Scene Investigation (CSI) Minor will be open to students in any major (except Forensic Science), but it will be of most interest to students majoring in criminal justice, homeland security, psychology, or social work. The coursework will introduce students to the fields of criminal justice, crime scene investigation, and forensic science. Both lecture and laboratory classes are incorporated into the curriculum.

CRIME SCENE INVESTIGATION MINOR

21 credits as follows:

18 credits:

- CRJ 101 Introduction to Criminal Justice System, 3 cr.
- CRJ 304 Rules of Evidence, 3 cr.
- FOS 101 Introduction to Forensic Science, 3 cr.
- FOS 151 Introduction to Forensic Science Lab, 1 cr.

- FOS 300 Forensic Photography, 3 cr.
- FOS 350 Forensic Photography Lab, 1 cr.
- FOS 305 Crime Scene Investigation, 3 cr.
- FOS 355 Crime Scene Investigation Lab, 1 cr.

3 elective credits from the following:

- FOS 406 Detection and Recovery of Remains, 2 cr.
- FOS 407 Bloodstain Pattern Analysis, 2 cr.
- FOS 457 Bloodstain Pattern Analysis Lab, 1 cr.
- FOS 408 Fingerprint Analysis, 2 cr.
- FOS 458 Fingerprint Analysis Lab, 1 cr.
- FOS 404 Special Topics in Forensic Science, 2-3 cr.

PSYCHOLOGY MAJOR (BS)

39 credits as follows:

24-27 credits:

- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 121 Professional Skills in Psychology, 3 cr.
- PSY 210 Applied Statistics for Social Science, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 311 History and Systems of Psychology, 3 cr.
- SWK 352 Research Methods, 3 cr.
- Or
- NRS 305 Evidence Based Nursing, 3 cr.
- CRJ 495 Capstone Project in Criminal Justice, 3 cr.
- or
- PSY 402 Senior Seminar in Psychology, 3 cr.
- or
- NRS 470 Senior Capstone, 4 cr.
- or
- SWK 498 Social Work Internship & Seminar II, 6 cr.

15 elective credits, from the following (no more than 6 credits of elective courses without the PSY prefix):

- COM 302 Intercultural Communication, 3 cr.
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes Against Children, 3 cr.
- ENG 311 Grant Writing, 3 cr.
- ESS 433 Psychological and Motivational Aspects of Sport, 3 cr.
- ESS 443 Exercise Psychology, 3 cr.
- MAT 122 Introduction to Probability and Statistics, 4 cr.
- NRS 315 Psychosocial Integrity Across the Lifespan, 3 cr.
- PSY 202 Social Psychology, 3 cr.
- PSY 204 Special Topics, 3 cr.
- PSY 222 Human Sexuality, 3 cr.
- PSY 299 Psychology Electives, 1-3 cr.
- PSY 301 Drugs, Behavior, and Society, 3 cr.
- PSY 302 Introduction to Clinical Counseling, 3 cr.
- PSY 308 Theories of Personality, 3 cr.
- PSY 314 Positive Psychology, 3 cr.
- PSY 321 Applied Behavior Modification, 3 cr.
- PSY 322 Childhood Psychopathy, 3 cr.

| | |
|---------|---|
| PSY 330 | Forensic Psychology, 3 cr. |
| PSY 340 | Field Experience, 1-6 cr. |
| PSY 341 | Cognitive Psychology, 3 cr. |
| PSY 360 | Research Practicum, 1-6 cr. |
| PSY 404 | Special Topics in Psychology, 1-3 cr. |
| PSY 405 | Industrial Organizational Psychology, 3 cr. |
| PSY 414 | Independent Study, 1-3 cr. |
| PSY 423 | Trauma and Resilience, 3 cr. |
| PSY 499 | Psychology Electives, 1-3 cr. |
| SWK 222 | Community Mental Health Practices, 3 cr. |

PSYCHOLOGY MINOR

21 credits as follows:

9 credits:

| | |
|---------|----------------------------|
| PSY 101 | General Psychology, 3 cr. |
| PSY 105 | Human Development, 3 cr. |
| PSY 211 | Abnormal Psychology, 3 cr. |

12 credits from the following:

| | |
|---------|--|
| CRJ 306 | Understanding Gang Formation and Behavior, 3 cr. |
| CRJ 307 | Crimes against Children, 3 cr. |
| ESS 433 | Psychological and Motivational Aspects of Sport, 3 cr. |
| ESS 443 | Exercise Psychology, 3 cr. |
| MAT 122 | Introduction to Probability and Statistics, 4 cr. |
| PSY 202 | Social Psychology, 3 cr. |
| PSY 204 | Special Topics, 1-3 cr. |
| PSY 210 | Applied Statistics for Social Science, 3 cr. |
| PSY 222 | Human Sexuality, 3 cr. |
| PSY 299 | PSY Electives, 1-3 cr. |
| PSY 301 | Drugs, Behavior, and Society, 3 cr. |
| PSY 302 | Introduction to Clinical Counseling, 3 cr. |
| PSY 308 | Theories of Personality, 3 cr. |
| PSY 311 | History and Systems of Psychology, 3 cr. |
| PSY 314 | Positive Psychology, 3 cr. |
| PSY 321 | Applied Behavior Modification, 3 cr. |
| PSY 322 | Childhood Psychopathology, 3 cr. |
| PSY 330 | Forensic Psychology, 3 cr. |
| PSY 340 | Field Experience, 1-3 cr. |
| PSY 341 | Cognitive Psychology, 3 cr. |
| PSY 404 | Special Topics in Psychology, 1-3 cr. |
| PSY 405 | Industrial Organizational Psychology, 3 cr. |
| PSY 414 | Independent Study, 1-3 cr. |
| PSY 423 | Trauma and Resilience, 3 cr. |
| PSY 499 | PSY Electives, 1-3 cr. |
| SWK 352 | Research Methods, 3 cr. |

SOCIAL WORK PROGRAM

The philosophical base of the Social Work Program begins with the Marian University mission to provide a quality liberal arts education to its students. Essential to this mission is the recognition of the interconnectedness between individual and societal well-being, an appreciation for human diversity, an informed call to remediate social injustice and a respect for holistic problem-solving. The social work program extends this mission and translates its compassion into professional actions for helping individuals, families, groups, communities and societal institutions to affect changes favorable to their mutual well-being. Successful completion of the social work major prepares students for generalist practice in entry-level positions in the social work profession.

Preadmission and transfer requirements

1. Transfer students are required to have previously earned social work foundation course credits validated by social work advisors in order to determine course equivalency for acceptance of transfer credits.
2. The complete preadmission and transfer policies are contained in the social work student handbook, and are available in the social work program office.

Admission to the social work major and degree candidacy

Students apply for admission to the social work major in the second semester of the sophomore year. In the second semester of their junior year, students apply for admission to degree candidacy. Criteria for admission to both the major and degree candidacy include academic standing, pre-professional activities, and indicators of professional readiness. The complete social work program admission policy is in the Social Work Student Handbook. Applications and additional information are available in the social work program office.

SOCIAL WORK MAJOR (BSW)

A completely online model is also available.

57 credits as follows:

Cognate courses (15 credits):

| | |
|---------|----------------------------------|
| SOC 100 | Introduction to Sociology, 3 cr. |
| POS 205 | American Government, 3 cr. |
| PSY 101 | General Psychology, 3 cr. |
| PSY 105 | Human Development, 3 cr. |
| PSY 211 | Abnormal Psychology, 3 cr. |

Social Work Prerequisite courses – Prior to Formal Admission to the major (junior classes) (9 credits):

| | |
|---------|---|
| PSY 210 | Applied Statistics for Social Sciences, 3 cr. |
| Or | |
| MAT 122 | Intro to Probability & Statistics, 4. |
| SWK 101 | Introduction to Social Work and Human Services, 3 cr. |
| SWK 201 | Ethics and Professional Behavior, 3 cr. |

Junior Year Fall (9 credits):

| | |
|---------|--|
| SWK 301 | Human Behavior and the Social Environment, 3 cr. |
| SWK 321 | Generalist Practice 1 - Individuals, 3 cr. |
| SWK 332 | Generalist Practice 2 - Groups, 3 cr. |

Junior Year Spring (9 credits):

| | |
|---------|--------------------------------------|
| SWK 312 | Generalist Practice 4 - Macro, 3 cr. |
| SWK 331 | Social Work Policy & Advocacy, 3 cr. |
| SWK 352 | Research Methods, 3 cr. |

Senior Year Fall (9 credits):

SWK 421 Generalist Practice 3 - Families, 3 cr.
 SWK 497 Social Work Internship & Seminar I, 6 cr.

Senior Year Spring (6 credits):

SWK 498 Social Work Internship & Seminar II, 6 cr.

Elective Courses:

SWK 222 Community Mental Health Practices, 3 cr.
 SWK 305 Understanding Poverty, 3 cr.

ACADEMIC-AFFAIRS PROGRAM

Interdisciplinary Studies' diverse curriculum enables students to develop and hone qualities that employers seek – effective communication, innovative problem solving and critical thinking. Interdisciplinary Studies students have the opportunity to root their major studies in the humanities or social sciences and expand their education not only to meet the demands of an ever changing job market but also to develop themselves as lifelong learners who approach issues from multiple perspectives.

INTERDISCIPLINARY STUDIES MAJOR (BS)**42 credits:****12 credits Interdisciplinary Studies Major Core:**

IDS 101 Introduction of Interdisciplinary Studies, 3 cr.
 IDS 201 Intro to the Humanities, 3 cr.
 IDS 202 Intro to the Social Sciences, 3 cr.
 IDS 400 Senior Seminar in Interdisciplinary Studies, 3 cr.

30 credits – Social Sciences OR Humanities Track (minimum of 15 credits must be at 300-400 level):

Social Sciences Track (Courses chosen from Criminal Justice, Homeland Security, Psychology)

Humanities Track (Courses chosen from Art, Communication, English, History, Music, Philosophy, Theology)

ADULT UNDERGRADUATE PROGRAMS

(ACCELERATED/ONLINE PROGRAMS)

The accelerated adult undergraduate programs are dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. The accelerated adult undergraduate programs, offered online, provide for continued personal and professional growth of the nontraditional adult learners, and are aligned with the changing needs of communities and organizations in the global workplace. These programs are sometimes internally referred to as “Adult Undergraduate” programs.

Accelerated Undergraduate Degrees:

Bachelor’s Degrees

Bachelor of Science (BS)

Major: Criminal Justice

Major: Dental Hygiene Completion

Major: Diagnostic Medical Sonography Completion

Major: Health Care Administration

Major: Interdisciplinary Studies

Major: Psychology

Major: Respiratory Therapy Completion

Bachelor of Business Administration (BBA)

Major: Accounting

Major: General Management

Major: Health Care Administration

Major: Operations & Supply Chain Management

Bachelor of Radiologic Technology (BSRT)

Major: Radiologic Technology Completion

Bachelor of Science in Nursing (BSN)

Major: Nursing (RN-BSN)

General Education Requirements

All undergraduate students are required to take satisfy the General Education Program requirements in addition to courses specific to their major and THE 101, which is a graduation requirement.

| GENERAL EDUCATION (30-32 CREDITS) | | | |
|-------------------------------------|------------------------------------|-----|-------------------|
| MARIAN COURSES | | | |
| Marian Course ID | Marian Course Title | CR | Pre-Requisites |
| ENG 106 | Argumentative and Research Writing | 3 | ENG 105/Placement |
| Writing Intensive | See below | 3 | |
| PHI 130 | Knowledge, Values, and Society | 3 | |
| Humanistic | See below | 3 | |
| Scientific | See below | 3 | |
| Social Scientific 1 | See below | 3 | |
| Social Scientific 2 | See below | 3 | |
| Diversity Literacies 1 | See below | 3 | |
| Diversity Literacies 2 | See below | 3 | |
| Quantitative | See below | 3-5 | |

| Writing Intensive (to be taken at Marian) | Humanistic Reasoning Courses | Scientific Reasoning Courses | Social Scientific Reasoning Courses | Diversity Literacies |
|--|--------------------------------|--------------------------------|-------------------------------------|---|
| ENG 122, ENG 123, ENG 125, ENG 201, ENG 202, ENG 211, ENG 212, ENG 222, ENG 225, ENG 300, ENG 301, ENG 302, ENG 311, ENG 312, ENG 340, ENG 406, or ENG 408 | HIS / PHI / SPA / THE / or WRI | BIO / CHE / FOS / PHS / or SCI | ECO / CRJ / PSY / SOC / or SWK | ART 230, ART 235, ART 240, CMG 215, CMG 315, COM 302, CRJ 220, ENG 112, ENG 121, ENG 216, ENG 217, ENG 220, ENG 221, ENG 250, ENG 310, IDS 201, PHI 306, PHI 315, SWK 222, or SWK 305 |

Quantitative Reasoning (3-5 credits) Placement into and completion of DAT 101, MAT 100, MAT 110, MAT 111, MAT 114, MAT 122, MAT 130, or MAT 201, unless otherwise listed below.

****Majors with defined Quantitative Reasoning courses:**

| | | | |
|---|--|---------------------------------|---------------------------------------|
| Biology: MAT 111, 114, 122, 201, 202, 304 | Dental Hygiene: MAT 122, 123, PSY/BUA 210 | Exercise Sport Science: MAT 114 | Trad Radiologic Technology: MAT 114 |
| Bio-Cytotechnology: MAT 122 | Trad Diagnostic Medical | Forensic Science: MAT 122 | Social Work: MAT 122, PSY 210/BUA 210 |
| Chemistry: MAT 201 | Sonography: MAT 114 | Mathematics: MAT 201 | |
| Criminal Justice: PSY 210/BUA 210 | Education: MAT 100 or 150 (MSE may require something else) | Nursing: MAT 111 | |
| Construction Management: MAT 114 | | Psychology: PSY 210 | |
| Data Science: MAT 122 | | | |

For Transfer credits, courses transfer as:

Humanistic Reasoning: Philosophy, History, Literature, Cultural Studies, Gender Studies, Ethnic Studies, Religious Studies, THE 1XX-4XX

Social Scientific Reasoning: Psychology, Economics, Geography, Political Science, Sociology, Communication, Anthropology, Archaeology

Scientific Reasoning: Biology, Chemistry, Physics, Environmental Science, Geology, Astronomy

Diversity Literacies: Global Studies, Diversity Studies, Intercultural Studies

Quantitative: MAT XXX, Statistics or DAT XXX (non-remedial) or major requirement

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM (BBA)

The Bachelor in Business Administration program focuses on developing business management and leadership skills with a comprehensive grasp of the economic, legal and cultural context of today's business environment. Learning takes place through case studies, small-group discussions and work-related research projects. Class participation will provide opportunities to network with other students from a variety of industrial, professional and educational backgrounds.

The degree program consists of a 30 credit common business core of courses that all students are required to complete. Students may then choose one of six undergraduate majors, including business administration, general management, human resource management, marketing, or operations and supply chain management. Students may also double major in health care administration. Each major is comprised of 18 – 26 credit hours in the discipline. Students pursuing more than one major must complete at least 15 credits of unique courses to count in each major. Students must complete at least 120 credits to earn a BBA degree.

Students majoring or minoring in a business program may not earn a grade lower than C– in any business course required in the business core or in their respective business major or business minor. In instances where the student earns a grade of D+ or lower in any of these courses, the course must be repeated in order to meet graduation requirements.

BUSINESS REQUIREMENTS

BUSINESS PROGRAMS CORE (Required in all AOS BBA degrees)

30-31 credits as follows:

3-4 credits from the following:

BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.

PSY 210 Applied Statistics for Social Science, 3 cr.

Or

MAT 122 Introductory Statistics and Probability, 4 cr.

27 credits:

ACC 201 Financial Accounting, 3 cr.

BUA 310 International Business, 3 cr.

BUA 350 Business Law, 3 cr.

BUA 402 Strategy and Policy, 3 cr.

ECO 202 Microeconomics, 3 cr.

FIN 301 Managerial Finance, 3 cr.

MGT 213 Principles of Management, 3 cr.

MKT 201 Principles of Marketing, 3 cr.

TEC 200 Fundamentals of Information Technology, 3 cr.

ACCOUNTING MAJOR (BBA)

Online

The Accounting program educates students to become successful accountants. Success and advancement in the accounting profession requires a well-rounded education. Today's accountant must have an understanding of all aspects of the business organization and its effects on society, as well as a technical proficiency in his or her own specialty. Firmly grounded in the liberal arts tradition, accounting majors possess the analytical, communication, and managerial skills necessary for leadership, not only within the business community, but also in the economic and social environment in which all business must function.

As a requirement for graduation, all students complete a field experience. With the assistance of the work site coordinator and a faculty advisor, students obtain work experience in their choice of accounting areas. Also

integrated into the accounting program and business curriculum are opportunities for service learning, providing avenues for the application of classroom theory and skills in connection with service to the community. Students can leave the program fully qualified to sit for the CPA and/or CMA exams in all 50 states.*

The content of accounting courses takes into account the increased responsibility in the profession and incorporates cases from real life situations taught by experienced practitioners with strong educational credentials. Accountants' ethical and legal responsibilities are also given the highest of priorities.

The BBA degree in Accounting is available for the student interested in a role in corporate accounting or some other area requiring public accounting credentials (e.g., CPA, CMA).

19-21 credits as follows:

- ACC 306 Managerial Accounting, 3 cr.
- ACC 310 Intermediate Financial Accounting I, 3 cr.
- ACC 311 Intermediate Financial Accounting II, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 422 Auditing, 3 cr.
- ACC 431 Advanced Cost Accounting, 3 cr.
- INT 497 Internship, 1-3 cr.

***CPA Option: All of the above would be required and completion of 150 total credits for any discipline are required to qualify to take the CPA examination.**

Electives – recommended but not required:

- ACC 305 Accounting Information System, 3 cr.
- ACC 312 Advanced Accounting, 3 cr.
- ACC 332 Income Tax II, 3 cr.

BUSINESS ADMINISTRATION MINOR (BBA)

Online

(not available to students pursuing a major in a business field)

21 credits:

- ACC 201 Financial Accounting, 3 cr.
- BUA 350 Business Law, 3 cr.
- ECO 202 Microeconomics, 3 cr.
- FIN 301 Fundamentals of Managerial Finance, 3 cr.
- MGT 213 Principles of Management, 3 cr.
- MKT 201 Principles of Marketing, 3 cr.
- TEC 200 Fundamentals Information Technology, 3 cr.

GENERAL MANAGEMENT MAJOR (BBA)

Online

The General Management major examines differing approaches to management and explains skills and activities utilized by managers in fulfilling their functions. Topics include leadership, power, decision-making, policy formation, and organizational structure and change. Emphasis is on the management function in an organizational context.

General Management Major

24 credits as follows:

12 credits:

- MGT 304 International Organizational Behavior, 3 cr.
- MGT 311 Human Resource Management, 3 cr.

- MGT 420 Entrepreneurial and Small Business Management, 3 cr.
 MGT 421 Project Management, 3 cr.

12 credits from the following:

- MGT 3XX Management electives, 3 cr.
 MGT 4XX Management electives, 3 cr.

HEALTH CARE ADMINISTRATION MAJOR (BBA)

Online

32 credits as follows:

- ALH 220 Introduction to Medical Terminology, 2 cr.
 HCA 201 Introduction to Health Care Administration, 3 cr.
 HCA 415 Health Care Information Systems, 3 cr.
 HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
 HCA 431 Health Care Management and Policy, 3 cr.
 MGT 330 Supply Chain Management, 3 cr.
 MGT 408 Leadership in Ethical Organizations, 3 cr.

12 credits from the following electives (300 level or higher):

- BUA XXX 3 cr.
 MGT XXX 3 cr.
 TEC XXX 3 cr.

OPERATIONS AND SUPPLY CHAIN MANAGEMENT MAJOR (BBA)

Online

The Operations and Supply Chain Management major focuses on industry's ability to create goods and services. Operations and supply chain managers direct what work is to be done, when it is to be done, and by whom. This includes purchasing supplies and raw materials, directing production activities, and delivering goods and services. The program is based on the comprehensive understanding of distribution, wholesaling, purchasing, inventory control, and basic principles of management systems.

18 credits:

- BUS 435 Statistical Applications, 3 cr.
 MGT 301 Operations Management, 3 cr.
 MGT 330 Supply Chain Management, 3 cr.
 MGT 422 Process and Quality, 3 cr.
 MGT XXX Management Elective, 3 cr.
 MGT XXX Management Elective, 3 cr.

MANAGEMENT MINOR (BBA)

Online

15–18 credits as follows:

3–6 credits:

- BUA 101* Introduction to Business, 3 cr.
 MGT 213 Principles of Management, 3 cr.

3 credits from the following:

- MGT 301 Operations Management, 3 cr.
 MGT 311 Human Resource Management, 3 cr.
 MGT 420 Entrepreneurial and Small Business Management, 3 cr.

9 credits from one of the following:**Group A**

MGT XXX Management electives, 9 cr.

Group B

MGT Management electives, 6 cr. and

ACC 201 Financial Accounting, 3 cr.

or

MKT 322 Sales Management, 3 cr.

or

TEC 403 Advanced Computer Applications and Systems, 3 cr.

* required for non-business majors only

HEALTH CARE ADMINISTRATION MAJOR (BS)**Online****33-35 credits as follows:****23 credits:**

ALH 220 Introduction to Medical Terminology, 2 cr.

HCA 201 Introduction to Health Care Administration, 3 cr.

HCA 415 Health Care Information Systems, 3 cr.

HCA 421 Financial and Economic Aspects of Health Care, 3 cr.

HCA 431 Health Care Management and Policy, 3 cr.

HCA 497 HCA Internship, 1-3 cr.

MGT 330 Supply Chain Management, 3 cr.

MGT 408 Leadership in Ethical Organizations, 3 cr.

12 credits from the following electives:

BUA 404 Special Topics, 1-3 cr.

BUA 405 Readings in Contemporary Business Issues, 1-3 cr.

MGT 213 Principles of Management, 3 cr.

MGT 304 International Organizational Behavior, 3 cr.

MGT 311 Human Resource Management, 3 cr.

MGT 321 Organizational Communication and Behavior, 3 cr.

MGT 422 Process and Quality

SWK 422 Law and Helping Professions, 3 cr.

TEC 310 Data Base Management, 3 cr.

TEC 403 Advanced Computer Apps for Business, 3 cr.

HEALTH CARE ADMINISTRATION MINOR (BS)**Online****17 credits as follows:****11 credits:**

ALH 220 Introduction to Medical Terminology, 2 cr.

HCA 201 Introduction to Health Care Administration, 3 cr.

HCA 421 Financial and Economic Aspects of Health Care, 3 cr.

HCA 431 Health Care Management and Policy, 3 cr.

6 credits from the following:

BUA 101 Introduction to Business, 3 cr.

BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.

OR

PSY 210 Applied Statistics for Social Science, 3 cr.

HCA 415 Health Care Information Systems, 3 cr.

MGT 213 Principles of Management, 3 cr.

MGT 311 Human Resources Management, 3 cr.

MGT 330 Supply Chain Management, 3 cr.

MGT 408 Leadership in Ethical Organizations, 3 cr.

SWK 422 Law and Helping Professions, 3 cr.

TEC 403 Advanced Computer Applications for Business, 3 cr.

CRIMINAL JUSTICE PROGRAM

The Criminal Justice program focuses on academics that stress five core areas in the U.S. criminal justice system: law enforcement; correctional institutions; probation and parole; juvenile justice; and general criminal justice study. The program provides an excellent base of learning and practical preparation for positions in law enforcement, probation and parole, corrections, pre-law, and human services in both the public and private sector. Students are strongly encouraged to complete a criminal justice internship as part of their coursework.

Many students majoring in criminal justice are returning law enforcement, public safety, private security, and first responder professionals. Credits may be awarded for prior certified training, especially in law enforcement and corrections. Through agreements with Wisconsin state technical colleges, the University allows transfer students to apply their associate degrees in police science, corrections, and probation and parole toward a bachelor's degree.

CRIMINAL JUSTICE MAJOR (BS)

Online

Criminal justice core

30 credits:

CRJ 101 Introduction to the Criminal Justice System, 3 cr.

CRJ 102 Constitutional Law, 3 cr.

CRJ 201 Criminal Law, 3 cr.

CRJ 220 Critical Issues in Criminal Justice, 3 cr.

CRJ 310 Criminology, 3 cr.

CRJ 325 Corrections, 3 cr.

CRJ 420 Race, Gender, and Ethnicity, 3 cr.

PSY 210 Applied Statistics for Social Science, 3 cr.

SWK 352 Research Methods, 3 cr.

CRJ 495 Capstone in Criminal Justice, 3 cr.

15 credits of electives from the following:

CRJ 203 Juvenile Law, 3 cr.

CRJ 204 Special Topics, 1-3 cr.

CRJ 301 Criminal Investigation, 3 cr.

CRJ 302 Criminal Procedures, 3 cr.

CRJ 303 Law Enforcement Administration, 3 cr.

CRJ 304 Rules of Evidence, 3 cr.

CRJ 306 Understanding Gang Formation and Behavior, 3 cr.

CRJ 307 Crimes Against Children, 3 cr.

CRJ 312 Crisis Intervention and Management, 3 cr.

CRJ 340 Principles of Judicial Process, 3 cr.

| | |
|---------|---|
| CRJ 350 | Principles of Professional Practice Topics, 3 cr. |
| CRJ 394 | Criminal Justice Field Experience, 1-3 cr. |
| CRJ 404 | Criminal Justice – Special Topics, 1-3 cr. |
| CRJ 414 | Independent Study, 1-3 cr. |
| CRJ 425 | Crime Prevention & Community Relations, 3 cr. |
| CRJ 494 | Criminal Justice Field Experience, 3 cr. |
| HOS 101 | Introduction to Homeland Security, 3 cr. |
| HOS 204 | Special Topics, 1-3 cr. |
| HOS 212 | Resources Management, 3 cr. |
| HOS 215 | Emergency Planning, 3 cr. |
| HOS 404 | Special Topics, 1-3 cr. |
| HOS 405 | Disaster Management, 3 cr. |

Maximum of 6 credits out of 12 from these classes:

| | |
|---------|--|
| COM 321 | Organizational Behavior and Communication, 3 cr. |
| ENG 312 | Advanced Composition, 3 cr. |
| HIS 206 | History of Terrorism, 3 cr. |
| HIS 207 | History of Crime, 3 cr. |
| PHI 320 | Philosophy of Law, 3 cr. |
| PSY 211 | Abnormal Psychology, 3 cr. |
| PSY 301 | Drugs, Behavior, and Society, 3 cr. |
| PSY 308 | Theories of Personality, 3 cr. |
| PSY 330 | Forensic Psychology, 3 cr. |
| SPA 101 | Elementary Spanish I, 3 cr. |
| SPA 102 | Elementary Spanish II, 3 cr. |
| SPA 320 | Hispanic Experience in America, 3 cr. |
| SWK 101 | Intro to Social Work, 3 cr. |
| THE 205 | Peacemaking: Multicultural/Interfaith Dim, 3 cr. |

CRIMINAL JUSTICE MINOR

Online Program

21 credits as follows:

9 credits:

| | |
|---------|--|
| CRJ 101 | Introduction to the Criminal Justice System, 3 cr. |
| CRJ 102 | Constitutional Law, 3 cr. |
| CRJ 310 | Criminology, 3 cr. |

12 credits from the following:

| | |
|---------|--|
| CRJ 201 | Criminal Law, 3 cr. |
| CRJ 203 | Juvenile Law, 3 cr. |
| CRJ 220 | Critical Issues in Criminal Justice, 3 cr. |
| CRJ 312 | Crisis Intervention and Management, 3 cr. |
| CRJ 325 | Corrections, 3 cr. |
| CRJ 340 | Principles of Judicial Process, 3 cr. |
| CRJ 350 | Principles of Professional Practice, 3 cr. |
| CRJ 420 | Race, Gender, and Ethnicity, 3 cr. |
| PSY 210 | Applied Statistics for Social Science, 3 cr. |

ACADEMIC-AFFAIRS PROGRAM

Interdisciplinary Studies' diverse curriculum enables students to develop and hone qualities that employers seek – effective communication, innovative problem solving and critical thinking. Interdisciplinary Studies students have the opportunity to root their major studies in the humanities or social sciences and expand their education not

only to meet the demands of an ever changing job market but also to develop themselves as lifelong learners who approach issues from multiple perspectives.

INTERDISCIPLINARY STUDIES MAJOR (BS)

Online Program

Interdisciplinary studies core

12 credits:

- IDS 101 Introduction to Interdisciplinary Studies, 3 cr.
- IDS 201 Introduction to the Humanities, 3 cr.
- IDS 202 Introduction to the Social Sciences, 3 cr.
- IDS 400 Senior Seminar in Interdisciplinary Studies, 3 cr.

30 credits:

Social Science or Humanities track a minimum of 15 credits must be at 300-400 level). For Social Science Track, courses are chosen from Criminal Justice (CRJ), History (HIS), Homeland Security (HOS), and Psychology (PSY). For Humanities track, courses are chosen from Art (ART), Communication (COM), English (ENG), Music (MUS), Philosophy (PHI), and Theology (THE). Courses from areas outside those listed above can be included with permission of the IDS Program Director.

PSYCHOLOGY PROGRAM

The Psychology Program provides a foundation in theory, methodology, and research findings in preparation for graduate school for those students who wish to become professional psychologists. The program prepares students for a variety of careers ranging from working with non-profit agencies to the service fields. The program seeks to give the student an appreciation of the complexity and variability of human functioning, as well as a realization of the role of the many factors that contribute to that functioning. This second goal involves an effort to help the individual grow in understanding of and empathy for both self and others, with the hope that this will lead to a greater fulfillment of human potential.

Psychology majors must achieve an average GPA of 2.0 in their psychology coursework before graduation.

PSYCHOLOGY MAJOR (BS)

Online Program

Psychology Core

39 credits as follows:

21 required credits:

- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 121 Professional Skills in Psychology, 3 cr.
- PSY 210 Applied Statistics for Social Science, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 311 History and Systems of Psychology, 3 cr.
- SWK 352 Research Methods, 3 cr.
- PSY 402 Senior Seminar in Psychology, 3 cr.
- Or
- CRJ 495 Capstone Project in Criminal Justice, 3 cr.
- Or
- SWK 498 Social Work Internship & Seminar II, 6 cr.

15 elective credits, from the following (no more than 6 credits of elective courses can come from elective courses without the PSY prefix):

| | |
|---------|---|
| COM 302 | Intercultural Communication, 3 cr. |
| CRJ 306 | Understanding Gang Formation and Behavior, 3 cr. |
| CRJ 307 | Crimes Against Children, 3 cr. |
| ENG 311 | Grant Writing, 3 cr. |
| ESS 433 | Psychological & Motivational Aspects, 3cr. |
| ESS 443 | Exercise Psychology, 3 cr. |
| MAT 122 | Introduction to Probability and Statistics, 4 cr. |
| PSY 202 | Social Psychology, 3 cr. |
| PSY 204 | Special Topics, 1-3 cr. |
| PSY 222 | Human Sexuality, 3 cr. |
| PSY 299 | Psychology Elective, 1-3 cr. |
| PSY 301 | Drugs, Behavior, and Society, 3 cr. |
| PSY 302 | Introduction to Clinical Counseling, 3 cr. |
| PSY 308 | Theories of Personality, 3 cr. |
| PSY 314 | Positive Psychology, 3 cr. |
| PSY 321 | Applied Behavior Modification, 3 cr. |
| PSY 322 | Childhood Psychopathology, 3 cr. |
| PSY 330 | Forensic Psychology, 3 cr. |
| PSY 341 | Cognitive Psychology, 3 cr. |
| PSY 360 | Research Practicum, 1-6 cr. |
| PSY 404 | Special Topics, 1-3 cr. |
| PSY 405 | Industrial Organizational Psychology, 3 cr. |
| PSY 423 | Trauma and Resilience, 3 cr. |
| PSY 499 | Psychology Elective, 1-3 cr. |
| SWK 222 | Community Mental Health Practices, 3 cr. |

PSYCHOLOGY MINOR

Online Program

21 credits as follows:

9 credits:

| | |
|---------|----------------------------|
| PSY 101 | General Psychology, 3 cr. |
| PSY 105 | Human Development, 3 cr. |
| PSY 211 | Abnormal Psychology, 3 cr. |

12 elective credits from the following:

| | |
|---------|---|
| CRJ 306 | Understanding Gang Formation and Behavior, 3 cr. |
| CRJ 307 | Crimes Against Children, 3 cr. |
| MAT 123 | Introduction to Probability and Statistics, 3 cr. |
| ESS 433 | Psychosocial and Motivational Aspects, 3 cr. |
| ESS 443 | Exercise Psychology, 3 cr. |
| PSY 202 | Social Psychology, 3 cr. |
| PSY 204 | Special Topics, 1-3 cr. |
| PSY 210 | App Statistics for Social Science, 3 cr. |
| PSY 222 | Human Sexuality, 3 cr. |
| PSY 299 | Psychology Electives, 1-3 cr. |
| PSY 301 | Drugs, Behavior, and Society, 3 cr. |
| PSY 302 | Introduction to Clinical Counseling, 3 cr. |
| PSY 308 | Theories of Personality, 3 cr. |
| PSY 311 | Hist & Systems of Psychology, 3 cr. |
| PSY 314 | Positive Psychology, 3 cr. |

| | |
|---------|---|
| PSY 321 | Applied Behavior Modification, 3 cr. |
| PSY 331 | Neuroscience, 3 cr. |
| PSY 322 | Childhood Psychopathy, 3 cr. |
| PSY 330 | Forensic Psychology, 3 cr. |
| PSY 341 | Cognitive Psychology, 3 cr. |
| PSY 404 | Special Topics, 1-3 cr. |
| PSY 405 | Industrial Organizational Psychology, 3 cr. |
| PSY 414 | Independent Studies, 1-3 cr. |
| PSY 499 | Psychology Electives, 1-3 crs. |
| SWK 352 | Research Methods, 3 cr. |

THANATOLOGY MINOR

Online Program

18 credits as follows:

9 credits:

| | |
|---------|--|
| THA 205 | Dying, Death and Bereavement, 3 cr. |
| THA 415 | Dying, Death and Loss Across Cultures, 3 cr. |
| THA 420 | Understanding Bereavement, 3 cr. |

9 elective credits from the following:

| | |
|---------|----------------------------------|
| THA 404 | Special Topics, 3-6 cr. |
| THA 421 | End-of-Life Care, 3 cr. |
| THA 422 | Children, Teens and Death, 3 cr. |
| THA 423 | Comprehending Suicide, 3 cr. |
| THE 220 | Death and Suffering, 3 cr. |

THANATOLOGY CERTIFICATE

Online Program

9 credits as follows:

| | |
|---------|-------------------------------------|
| THA 205 | Dying, Death and Bereavement |
| THA 415 | Dying, Death & Loss Across Cultures |
| THA 420 | Understanding Bereavement |

ACCELERATED ONLINE BACHELORS COMPLETION PROGRAMS

DENTAL HYGIENE

Online Program

This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in dental Hygiene degree. This bachelor's degree provides oral healthcare professionals with relevant and current dental hygiene concepts and practices. This program will engage students in collaborative partnerships and professional activities to advance the profession of dental hygiene, and broaden their employment prospects in oral healthcare settings. This program is offered in the 7 week online format.

Students will need a C or better in the Dental Hygiene courses to successfully pass. Students are allowed to repeat one course with less than a C.

DENTAL HYGIENE MAJOR (BS)

42 transfer credits:

| | |
|---------|---------------------------------|
| DHY 205 | Dental Hygiene Lab, 11 cr. |
| DHY 210 | Dental Hygiene Theory, 11 cr. |
| DHY 215 | Dental Hygiene Clinical, 20 cr. |

22 credits total:

- DHY 305 Leading and Managing Teams in Healthcare, 3 cr.
- DHY 310 Community Dental Hygiene Practice, 3 cr.
- DHY 405 Management of Oral Healthcare Delivery, 3 cr.
- DHY 315 Health Equity in Diverse Populations, 3 cr.
- DHY 320 Dental Hygiene Educational Methodology, 3 cr.
- DHY 410 Translating Research into Dental Hygiene Practice, 3 cr.
- DHY 495 Dental Hygiene Capstone Practicum, 3 cr.

DIAGNOSTIC MEDICAL SONOGRAPHY (BS)**Online Program**

The Diagnostic Medical Sonography program is an accelerated adult undergraduate program that is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. This program is offered in an accelerated format online. It provides for continued personal and professional growth of the nontraditional adult learners and is aligned with the changing needs of communities and organizations in the global workplace.

This completion program is designed for students who have completed a two-year program in an accredited school of diagnostic medical sonography and wish to achieve a baccalaureate degree. Students are credited with 60 credits toward their degree for having successfully completed the two-year Diagnostic Medical Sonography Program including certification. Coursework includes the liberal arts courses required to complete the baccalaureate degree and a choice among minors. Students may also opt to earn a business administration double major. This program provides a Bachelor of Science degree to certified Diagnostic Medical Sonography technicians.

Diagnostic Medical Sonography Core**60 credits:**

Two-year diagnostic medical sonography program from an accredited school of diagnostic medical sonography transferred as DMS 380, 390, 395, 400, 410, and 415.

15 credits total:**6 credits required:**

- SWK 352 Research Methods, 3 cr.
- ALH 495 Allied Health Capstone, 3 cr.

9 credits from the following:

- COM 220 Online Speaking and Presentations, 3 cr.
- COM 302 Intercultural Communication, 3 cr.
- COM/
- MGT 321 Organizational Behavior and Communication, 3 cr.
- COM 324 Interpersonal Communication, 3 cr.
- HCA 201 Introduction to HealthCare Administration, 3 cr.
- MAT 122 Intro to Statistics & Probability, 4 crs.
- MGT 213 Principles of Management, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- PSY 210 Applied Statistics for Social Science, 3 crs.

RADIOLOGIC TECHNOLOGY (BSRT)**Online Program**

The Radiologic Technology program is an accelerated adult undergraduate program that is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich

liberal arts foundation. This program is offered in an accelerated format online. It provides for continued personal and professional growth of the nontraditional adult learners and is aligned with the changing needs of communities and organizations in the global workplace. This completion program is designed for students who have completed a two-year program in an accredited school of radiologic technology and wish to achieve a baccalaureate degree. Students are credited with 60 credits toward their degree for having successfully completed the two-year Radiologic Technology Program including certification. Coursework includes the liberal arts courses required to complete the baccalaureate degree and a choice among minors. This program provides a Bachelor of Science in Radiologic Technology degree to certified radiologic technicians.

Radiologic Technology Core

60 credits:

Two-year radiologic technology program from an accredited school of radiologic technology transferred as RAD 380, 390, 395, 400, 410, and 415.

15 credits total:

6 credits required:

SWK 352 Research Methods, 3 cr.
ALH 495 Allied Health Capstone, 3 cr.

9 credits from the following:

COM 220 Online Speaking and Presentations, 3 cr.
COM 302 Intercultural Communication, 3 cr.
COM
/MGT 321 Organizational Behavior and Communication, 3 cr.
COM 324 Interpersonal Communication, 3 cr.
HCA 201 Introduction to HealthCare Administration, 3 cr.
MAT 122 Intro to Statistics & Probability, 4 cr..
MGT 213 Principles of Management, 3 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
PSY 210 Applied Statistics for Social Science, 3 cr.

RESPIRATORY THERAPY (BS)

Online Program

The Respiratory Therapy Completion program is an undergraduate program that is dedicated to the continued professional and person growth of the adult learner, incorporating professional education with a rich liberal arts foundation. This program is offered in the 7 week online format. This completion program is designed for students with an associate's degree in Respiratory Therapy from an accredited institution who are seeking a bachelor's degree.

Respiratory Therapy Major

43 transfer credits:

RST 225 Respiratory Therapy Introductory 14 cr.
RST 315 Respiratory Therapy Clinical Core, 14 cr.
RST 325 Respiratory Therapy Advanced Core, 15 CR.

15 credits total:

6 credits required:

SWK 352 Research Methods, 3 cr.
ALH 495 Allied Health Capstone, 3 cr.

9 credits from the following:

COM 220 Online Speaking and Presentations, 3 cr.
COM 302 Intercultural Communication, 3 cr.

| | |
|---------|--|
| COM/ | |
| MGT 321 | Organizational Behavior and Communication, 3 cr. |
| COM 324 | Interpersonal Communication, 3 cr. |
| HCA 201 | Introduction to HealthCare Administration, 3 cr. |
| MAT 122 | Intro to Statistics & Probability, 4 crs. |
| MGT 213 | Principles of Management, 3 cr. |
| MGT 408 | Leadership in Ethical Organizations, 3 cr. |
| PSY 210 | Applied Statistics for Social Science, 3 crs. |

RN-BSN COMPLETION PROGRAM

Online Program

The RN to BSN program is a fully online, accelerated adult undergraduate program for Registered Nurses who have an associate's degree or nursing diploma that can be completed in as little as 12 months. The program is structured to provide continued personal and professional growth of the nontraditional adult learner with an emphasis on leadership and management skills that will prepare graduates to meet the changing needs of health care communities and organizations.

The RN to BSN program includes general education and nursing courses for a streamlined curriculum to your BSN degree. Students also engage in experiential learning within a Population Health clinical consisting of direct and indirect clinical experiences across various population health environments and community settings.

A minimum of 120 credits are required for graduation with several options for credit articulation and/or general education credit transfer. Advisors will work with you to determine a plan of study. On average, students in the online RN to BSN program who earned their Associate degree in Wisconsin can expect to complete 36 credits at Marian University; 6 credits in general education courses, THE 101 for 3 credits and 27 credits in nursing specific courses.

Admission and Progression

Students seeking admission to the RN-BSN online program are required to submit a completed application (online or paper form) to the Admissions Office. A \$50 non-refundable application fee must accompany the application. Before initiating course work, the RN applicant must submit official transcripts from all institutions of higher learning; the Registrar shall evaluate the transcripts for credit transfer. A high school transcript is required if fewer than 32 credits have been earned at a post-secondary institution. Transfer credit from other institutions may satisfy some general studies and science requirements along with articulated nursing credit.

In accordance with Marian University transfer policy and policies set forth by the Nursing Department for the award of nursing credit, credit for prior learning, and credit for demonstrated higher level knowledge, RNs with an associate degree in nursing bring to Marian University approximately half of the 120 credits required for a Bachelor of Science in Nursing degree.

Students who have acquired academic credits at another regionally accredited college or university may be admitted to Marian University with advanced standing. To be considered for admission as a transfer student, a minimum cumulative grade point average (GPA) of 2.00 (on a 4.00 scale) is required. To be accepted as transfer credit a grade C- or better must have been earned in college or university courses; however, a grade of C or better is required for transfer of credit earned in nursing, math, and science courses. The Marian GPA is based solely on courses taken at Marian University.

All official post-secondary transcripts will be evaluated upon receipt for previously earned credit. Credit accepted for transfer will be reported in a written evaluation provided to the applicant.

Prerequisite Courses

Prerequisite courses for the nursing major are often met by credits transferring from associate degree or diploma nursing programs. If coursework completed previously is insufficient to meet prerequisite requirements, students may satisfy those requirements through challenge exams or by earning additional course credit.

Transferred and Articulated Nursing Credit

38 nursing credits are applied to the undergraduate program requirements for demonstrated higher level knowledge evidenced by RN licensure. An additional 12 nursing credits may transfer in accordance with Marian University articulation agreements and/or transfer policies.

General Education Program

Students must complete the General Education Program requirements.

Policy for Transfer of Science Credit

All anatomy, physiology, and microbiology courses successfully completed with a grade of C or better (2.00 or higher on a 4.00 scale) or repeated with a grade of C or better prior to enrollment for RN-BSN online studies at Marian University shall be accepted as meeting all BIO prerequisites for admission to the nursing major. Credit earned through challenge exams and/or coursework will be required for those RNs whose academic history prior to licensure includes documented grades less than C (2.00 or less on a 4.00 scale) in anatomy, physiology, and/or microbiology.

Note: The RN-BSN student who intends to progress to graduate nursing studies at Marian will be required to apply to the MSN program and complete all admission and progression requirements.

Progression to the Nursing Major in the RN-BSN Program

Upon successful completion of all but 15 credits in the Liberal Arts Core Curriculum, students are eligible for progression to the nursing major and all remaining courses in the RN-BSN online program.

Requirements for progression to the nursing major:

- Current licensure as a registered nurse in Wisconsin. RN license must be unencumbered and unrestricted, and have no limitations specified.
- All Gen Ed requirements met prior to start of NUR 312 with the 3 Semester FT Option Plan of Study; minimum 5 Gen Ed course requirements for 5 semester PT Option Plan of study (if applicable, remaining general education courses will be planned throughout the program); minimum 3 general education course requirements (if applicable, remaining general education courses will be planned throughout the program) for the 8 semester PT Option.

RN-BSN ONLINE UNDERGRADUATE NURSING MAJOR

General Education Program: requirements per the Adult and Online department

REQUIRED COURSES TAKEN AT MARIAN UNIVERSITY

27 credits:

| | |
|---------|---|
| NUR 312 | Professional Nursing Concepts, 3 cr. |
| NUR 322 | Evidence-Based Nursing, 3 cr. |
| NUR 406 | Healthcare Economics and Policy, 3 cr. |
| NUR 436 | Population Health, 4 cr. |
| NUR 437 | Population Health Clinical, 2 cr. |
| NUR 456 | Leadership and Healthcare Systems, 3 cr. |
| NUR 457 | Management in Nursing, 3 cr. |
| NUR 467 | Theoretical Foundations of Nursing, 3 cr. |
| NUR 470 | Professional Nursing Synthesis, 3 cr. |

GRADUATE ONLINE PROGRAMS

GRADUATE PSYCHOLOGY DEPARTMENT

The Psychology Department offers the following graduate program:

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (MS)

The industrial organizational psychology master's program gives both a broad and focused approach to the field offering a basic understanding of the overall field and a mastery of knowledge and practice in each of the specified components in the field. These components are based on industry-identified competencies recommended by employers who hire I/O psychology professionals. This program is ideal for those interested in selection, recruiting, training and development, program evaluation, workforce analytics, and organizational development in academic, government, and private sectors.

Admission Requirements

- Completed Marian University application
- Official college transcript which indicates a Bachelor's degree from an accredited institution was awarded (we do not require a transcript for every institution attended)
- Must have a minimum cumulative 3.00 GPA on a 4.0 scale. Lower GPA may be considered for provisional admittance
- Resume/Curriculum Vitae with a minimum of one (1) year employment at the time of application
- Goal Statement
 - Using the prompts below, please write a 500 word personal statement. You must be the sole author, having obtained no assistance or editing from other individuals. Follow APA 7th edition guidelines.
 - ✓ What do you expect to learn and achieve from this program?
 - ✓ How will this program enhance your career plans? Project the type of position you anticipate having five years after you earn this degree. What experiences have you had that form the foundation for your goals?
 - ✓ We encourage you to share with us some personal insights about experiences that have influenced your professional life. We consider it a privilege to read your essay and want you to know that we respect your confidentiality.

38 credits total

28 credits as follows:

| | |
|---------|---|
| PSY 700 | I/O Psychology & Ethical Issues, 2 cr. |
| PSY 702 | Research & Statistics, 2 cr. |
| PSY 704 | Job Analysis & Recruiting, 2 cr. |
| PSY 706 | Organizational Development, 2 cr. |
| PSY 720 | Selection & Assessment Psychometrics, 2 cr. |
| PSY 722 | Training & Development, 2 cr. |
| PSY 724 | Performance Evaluation, 2 cr. |
| PSY 726 | Research & Statistics II, 2 cr. |
| PSY 744 | Organizational Planning & Consulting, 2 cr. |
| PSY 746 | Program Evaluation, 2 cr. |
| PSY 760 | Project Management & Planning, 2 cr. |
| PSY 764 | Principles of Compensation Evaluation, 2 cr. |
| PSY 765 | Leadership & Motivation in Organizations, 2 cr. |
| PSY 767 | Seminar in I/O Psychology, 2 cr. |

Elective Courses: (10 credits) Must choose one of two sequences.

PSY 707 Thesis 4 repeatable, 4 total credits

Or

PSY 710 Practicum 4 repeatable, 4 total credits

And

PSY 600 Public Service Communication or PSY 740 I/O Analytics w/ R:I (2cr)

And

PSY 680 Employee Wellness, 3 cr. or PSY 742 I/O Analytics w/ R:II (2cr)

And

PSY 620 Public Safety Collaboration & Culture or PSY 762 Workforce Analytics (2cr)

GRADUATE BUSINESS DEPARTMENT

The Business department offers the following graduate programs:

Admission Requirements

- Completed Marian University application
- Official college transcript which indicates a Bachelor's degree from an accredited institution was awarded (we do not require a transcript for every institution attended)
- Must have a minimum cumulative 2.75 GPA on a 4.0 scale. Lower GPA may be considered for provisional admittance
- Resume/Curriculum Vitae
- Goal Statement
 - Using the prompts below, please write a 500-word personal statement. You must be the sole author, having obtained no assistance or editing from other individuals. Follow APA 7th edition guidelines.
 - ✓ What do you expect to learn and achieve from this program?
 - ✓ How will this program enhance your career plans? Project the type of position you anticipate having five years after you earn this degree. What experiences have you had that form the foundation for your goals?
 - ✓ We encourage you to share with us some personal insights about experiences that have influenced your professional life. We consider it a privilege to read your essay and want you to know that we respect your confidentiality.

Master of Health Care Administration (MHCA)

- Health Care Administration

Master of Science (MS)

- Management

HEALTH CARE ADMINISTRATION (MHCA)

ONLINE PROGRAM

The Masters of Health Care Administration emphasizes the conceptual, analytical and application skills required to manage contemporary healthcare organizations. Marian University will provide a comprehensive view of today's healthcare institutions, including models of operation from multiple perspectives through an interactive and personal on-line experience. Our program provides students with a robust online classroom that develops business acumen and policy and political savvy to thrive in health care today. In the final two courses, students will engage in a project or initiative in which they will demonstrate skilled health care administration performance.

30 credits as follows:

| | |
|---------|--|
| HCA 750 | Strategic Health Care Mgt Workplace, Community & Prioritization, 3 cr. |
| HCA 760 | Health Care Policy, Managing Care, Health Insurance, 3 cr. |
| HCA 770 | Health Care Quality, Safety, Trends and Issues, 3 cr. |
| HCA 780 | Advanced Health Care Law, 3 cr. |
| HCA 790 | Project Creation, Implementation and Evaluation, 3 cr. |
| MGT 700 | Emotional Intelligence for Leadership, 3 cr. |
| MGT 710 | Leading Teams, 3 cr. |
| MGT 720 | Managerial Accounting and Control, 3 cr. |
| MGT 730 | Business Analytics, 3 cr. |
| MGT 740 | Project Management, 3 cr. |

MANAGEMENT (MS)

ONLINE PROGRAM

The Master of Science in Management program is a ten course 30 credit hour program. The degree is highly innovative in that the degree focuses on leading and managing based on a highly successful model of managing under circumstances of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA). In the final two courses, students will engage in a project or initiative in which they will demonstrate skilled management performance.

30 credits as follows:

| | |
|---------|--|
| MGT 700 | Emotional Intelligence for Leadership, 3 cr. |
| MGT 710 | Leading Teams, 3 cr. |
| MGT 720 | Managerial Accounting and Control, 3 cr. |
| MGT 730 | Business Analytics, 3 cr. |
| MGT 740 | Project Management, 3 cr. |
| MGT 750 | Strategy and Decision Making, 3 cr. |
| MGT 760 | Managing Ambiguity and Uncertainty, 3 cr. |
| MGT 770 | Operations Management, 3 cr. |
| MGT 780 | Practicum, 3cr. |
| MGT 790 | Leader as Learner-, 3 cr. |

GRADUATE EDUCATION DEPARTMENT

The Education department offers a number of programs leading to a Master of Arts in Education (MAE) degree, post-baccalaureate license programs, and continuing professional development opportunities for teachers and educational leaders.

MASTER OF ARTS IN EDUCATION PROGRAMS (MAE)

Programs in the School of Education that lead to a Master of Arts in Education (MAE) degree include At Risk and Alternative Education, Special Education, and Teacher Education. All applicants for these programs must meet the admission requirements for a Master of Arts in Education degree as follows, but may also be required to meet a program's additional requirements or to submit additional information. Candidates must pass a background check to be admitted.

Application procedure

To be considered for candidacy into programs leading to the MAE degree, the applicant must present the following:

- Completed application form

The applicant must present the following prior to the completion of six credits at Marian University:

- Official college/university transcripts sent directly from the registrar, verifying completion of a baccalaureate degree and any other course work completed at the undergraduate or graduate level (Marian University alumni need not submit Marian University transcripts).
- Completed course sequence plan signed by an advisor, if required by the program.
- Any additional requirements or information required by the program.

Admission with full standing

To be admitted in full standing to the MAE degree program, degree-seeking applicants must have the following:

- A bachelor's degree in education or related area from a regionally or nationally accredited program, however, for Special Education, Teacher Education, and Education Technology a bachelor degree in any field is accepted;
- If required, a teaching license or evidence of eligibility to hold such a license. (If the candidate has an out-of-state teaching license, a copy of that teaching license or evidence of eligibility to hold such a license in that state must be provided.)
- A minimum undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale) or a minimum GPA of 3.30 in the last 60 credits of their undergraduate program.

Note - Per the WI Department of Public Instruction, students may not be admitted to the Education Department's Educator Preparation Program (teacher licensure program) on probationary status.

Credit transfer

All college and university coursework earned prior to admission, including graduate credits, must be reported on the application for admission and documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

A transfer of credit application must be filed in conjunction with the application for admission. Official syllabi/course descriptions must be provided upon request. Graduate credits earned prior to admission, but not reported on the Transfer of Credit Application are not considered for transfer after admission. No more than 9 credits are accepted in transfer. Individual programs may have additional restrictions.

To be considered for transfer, credits must be:

- Earned at an institution regionally or nationally accredited at the graduate level;
- Acceptable to the master's program in education of the transferring institution;

- Completed within the last 10 years; however, the department reserves the right to deny transfer of credit for courses in which the content or practice has significantly changed in the last 3 years;
- Grade of A or B (B– is not acceptable); however, such grades are not included in the computation of grade point average;
- Equivalent in rigor and competencies to Marian University courses; and
- Appropriate for the student’s proposed graduate program at Marian University.

The following are not transferable: undergraduate courses, continuing education units (CEU), or workshops.

Students admitted to the MAE program at Marian University who wish to take a course at another institution for transfer credit must have prior written approval from the Education Department Chair prior to enrolling in the course.

If a student changes emphasis within the MAE program, graduate courses already accepted in transfer are not automatically accepted into the student’s new emphasis. Such courses must be reevaluated and processed according to the above outlined procedures.

Degree time limit

All work applying to the MAE degree must be completed within a seven-year time period, which begins with formal acceptance into the degree program.

AT RISK AND ALTERNATIVE EDUCATION (MAE)

ONLINE PROGRAM

The At-Risk and Alternative Education (ARAE) master’s program prepares concerned educators, youth workers, counselors, juvenile services, and detention center personnel to be more effective in their career fields, especially those working with students at-risk of not being successful in the classroom or achieving personal success in their lives. Those graduates of the ARAE Program who successfully complete all 10 courses with Marian will automatically receive a TICE Certificate (Trauma-Informed Care in Education) - a certificate program unique to Marian University.

Admission requirements

All applicants must meet the following requirements:

- MAE admission requirements
- Official college transcript which indicates a Bachelor’s degree from an accredited institution was awarded (we do not require a transcript for every institution attended)
- Candidates must hold a Tier II license

Degree requirements

Candidates must meet the following criteria:

- Completion of the coursework or its equivalent with a minimum GPA of 3.00 (on a 4.00 scale);
- Grades below C (2.00) are not counted toward meeting degree requirements;
- Submit an application for degree completion; and
- Portfolio completion.

30 credits as follows:

| | |
|---------|---|
| TCH 618 | Advanced Educational Psychology, 3 cr. |
| TDE 628 | Teaching Strategies for At Risk Education, 3 cr. |
| EDU 636 | Understanding Alternative and Non-traditional Learners, 3 cr. |
| EDU 638 | Effective Schools Research: What Works, 3 cr. |
| TDE 645 | Differentiated Instruction and RtI, 3 cr. |
| RDG 674 | Digital Literacies, 3 cr. |
| EDR 626 | Social Justice Education, 3 cr. |

| | |
|---------|---|
| TDE 658 | Planning and Assessing Diverse Programs, 3 cr. |
| TDE 660 | Prevention, Intervention and Community, 3 cr. |
| TDE 662 | Resiliency, Holistic Health, & Stress Management, 3 cr. |

Additional Requirements:

The Capstone Portfolio: In each course a portion of the Portfolio is completed and assessed. A reflective paper is required as the Portfolio's terminal activity.

ALTERNATIVE EDUCATION LICENSURE ONLY

Only individuals with a Wisconsin Tier II teaching license may acquire the alternative education add-on license (WI DPI code 1952).

Students must take two courses* and complete a reflective paper based on Wisconsin's teaching standards.

***6 credits:**

| | |
|---------|---|
| EDU 636 | Understanding Alternative and Non-traditional Learners, 3 cr. |
| EDU 638 | Effective Schools Research: What Works, 3 cr. |

As EDU 636 and 638 are part of the MAE program, Wisconsin teaching license holders who complete the ARAE Master's Degree will automatically be eligible for the WI DPI's PL1952 Alternative Education add-on license.

Only those successfully completing all 10 ARAE courses are eligible for the TICE Certificate; however, *all* graduates, including those with transferred credits, will receive a certificate suitable for framing in Alternative Education, as well as a diploma.

DEPARTMENT OF EDUCATION

The Department of Education offers graduate teacher education programs in alternative learning, special education, and a teacher certification program (grades K–9) leading to initial licensure and a master degree in education.

SPECIAL EDUCATION (MAE)

ONLINE PROGRAM

The Special Education graduate level, licensure program is designed for educators wishing to teach K-12 special needs students. Completion of the entire program leads to a Masters of Arts in Education degree in special education/cross-categorical with a concentration in specific learning disabilities.

35 credits:

Core Courses (required of all graduate level initial licensure candidates)

| | |
|---------|---|
| TCH 605 | Foundations of Teacher Education, 3 cr. |
| TCH 619 | Foundations of Clinical Practice I, 3 cr. |
| SPE 613 | Educating Exceptional Children, 3 cr. |
| TCH 620 | Literacy in the Primary Grades, 3 cr. |
| SPE 615 | Methods of Teaching Content to Diverse Learners, 3 cr. |
| SPE 621 | Literacy Instruction for Students w/Disabilities, 3 cr. |
| SPE 634 | Diagnosis & Assessment of Disabilities, 1 cr. |
| SPE 637 | Social Emotional Interventions & Support, 3 cr. |
| TCH 660 | Pre-Clinical Practice (40 HRS. FIELD EXP.), 3 CR. |
| TCH 665 | Clinical Practice and Seminar, 8 cr. |

Additional Requirements –

Passing score on the standardized test(s) approved by state superintendent (Praxis II)

OR

A 3.0 GPA or higher in content area to be licensed, based on a transcript review of undergraduate degree and required content-related methods courses. Review will be conducted by the Director of Teacher Education

Must be completed before student teaching TCH 665

And

Wisconsin Foundations of Reading Test (Pearson) **Recommend testing after completion of TCH 620. Must be completed before student teaching TCH 665**

And

Full semester of full time teaching, a minimum of three observations with a University Supervisor, Marian Portfolio Assessment

READING TEACHER LICENSURE

ONLINE PROGRAM

This licensure only program is intended for those who currently hold a Wisconsin teaching license or have completed an approved teacher education program and have had at least two years of teaching experience. This 18-credit program meets criteria for the Wisconsin Reading Teacher (316) license. The Reading Teacher License is required for teachers specifically assigned to teach reading in grades PK-12.

18 credits:

| | |
|---------|--|
| RDG 601 | Foundations of Reading, 3 cr. |
| RDG 621 | Literacy for At-Risk and Struggling Readers, 3 cr. |
| RDG 630 | Assessment of Reading, 3 cr. |
| RDG 640 | Advanced Content Literacy, 3 cr. |
| RDG 648 | Multicultural Literacy, 3 cr. |
| RDG 796 | Literacy Practicum, 3 cr. |

Admission

Eligibility

- A baccalaureate degree from an accredited 4-year college or university
- Incoming candidates must hold or be eligible to hold a Wisconsin TIER II Teaching License

TEACHER EDUCATION (MAE)

ONLINE PROGRAM

The Teacher Education Program offers an alternative pathway to licensure for students who possess a baccalaureate degree and are interested in making career changes. The program prepares students for the middle childhood-early adolescence license, teaching grades K-9. Upon successful completion of the program the student will earn the Masters of Arts in Education degree.

35 credits:

| | |
|---------|--|
| TCH 605 | Foundations of Education, 3 cr. |
| TCH 619 | Foundations of Clinical Practice, 3 cr. |
| SPE 613 | Educating Exceptional Children, 3 cr. |
| TCH 620 | Literacy in the Primary Grades, 3 cr. |
| TCH 621 | Literacy in the Intermediate Grades, 3 cr. |
| TCH 628 | Mathematics Curriculum and Instruction, 3 cr. |
| TCH 630 | Science & Health Curriculum and Instruction, 3 cr. |
| TCH 632 | Social Studies & Multicultural Curr & In, 3 cr. |
| TCH 660 | Pre-Clinical Practice (40 HRS. FIELD EXP.), 3 cr. |
| TCH 665 | Clinical Practice, 8 cr. |

Additional Requirements –

Passing score on the standardized test(s) approved by state superintendent (Praxis II)

OR

A 3.0 GPA or higher in content area to be licensed, based on a transcript review of undergraduate degree and required content-related methods courses. Review will be conducted by the Director of Teacher Education

Must be completed before student teaching TCH 665

And

Wisconsin Foundations of Reading Test (240) **Recommend testing after completion of TCH 620 and TCH 621. Must be completed before student teaching TCH 665**

And

Full semester of full time teaching, a minimum of three observations with a University Supervisor, Marian Portfolio Assessment

Admission

Students must meet the following criteria in order to be admitted to full status:

- The student will have earned a minimum cumulative grade point average of 2.75 of 4.00 upon completion of baccalaureate degree.
- Complete background check
- Proficiency in Oral Communication course (grade of "C" or better)
This course will be used in GPA calculation for Demonstration of Content Knowledge: Oral Communication
- Proficiency in College English (writing) course (grade of "C" or better)
This course will be used in GPA calculation for Demonstration of Content Knowledge: Written Communication. Literature courses will not be used to fulfill this requirement unless it is indicated on the student's transcript that the course was "writing intensive".

GRADUATE THANATOLOGY DEPARTMENT

The mission of the Edwin S. Shneidman Program in Thanatology is to educate students from diverse backgrounds in the fundamental concepts, knowledge, research, techniques and skills of thanatology in order to (1) prepare them for employment in a wide variety of thanatology-related positions and (2) prepare them to contribute to the discipline of thanatology academically and professionally. The Body of Knowledge of the Association for Death Education and Counseling provides the foundation for the curricula. The Program is committed to the education of the whole person, integrating professional preparation with a liberal arts foundation and embracing justice, compassion, and service to the local and global community. The five core values of Marian University of community, learning, service, social justice and spiritual traditions inspire and inform the curricula within this Program.

Admission requirements:

To be considered for admission into the thanatology graduate programs, applicants must submit the following:

- A completed application form
- Official college transcript which indicates a Bachelor's degree from a regionally accredited institution was awarded (we do not require a transcript for every institution attended)
- Minimum cumulative GPA of 2.75 (on a 4.0 scale). Students may be considered for admission on a probationary status with less than a 2.75 GPA
- Career goal statement

Credit transfer

A Transfer of Credit Application must be filed in conjunction with the application for admission. Official syllabi/course descriptions must be provided upon request. Graduate credits earned prior to admission, but not reported on the Transfer of Credit Application are not considered for transfer after admission. Students may transfer up to 9 approved credits into the Master of Science in Thanatology degree program, and each potentially transferrable course is reviewed individually by the Department Chair and appropriate faculty. All credits transferred earned relating to the Master of Science in Thanatology must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

Credits will not be accepted for transfer for the Graduate Certificate in Thanatology.

To be considered for transfer, credits must be:

- Earned at a regionally accredited (Higher Learning Commission) institution graduate level program;
- Completed within the past 7 years;
- Completed successfully with a grade of B or better.
- Equivalent to or as rigorous as Marian University courses; and
- Appropriate for the Master of Science in Thanatology

The following are not transferable to the Master of Science in Thanatology: Undergraduate credit, continuing education units (CEUs), workshops, or credit for prior learning/experience.

Progression Policy

Students must earn a grade of "C" (2.00) or better in all courses. All incoming students must pass THA 605 with a C or higher to continue in the program. Students can re-take 605 a total of two (2) times. If a student fails to receive a C or higher in THA 605 OR withdraws/drops the course more than one time, a student may be withdrawn from the program. If a student earns a grade below "C" in any course, he or she may repeat that course one time only and must earn a "C" or higher in order to progress in the program. Students may repeat only one course one time only. A cumulative GPA of 3.00 is required for graduation from the program.

Master of Science in Thanatology Degree requirements

To receive the Master of Science in Thanatology, students must meet the following criteria:

- Completion of coursework with a minimum GPA of 3.00 (on a 4.00 scale); and
- Submission and approval of the final capstone project.

Graduate Certificate in Thanatology Requirements

To receive the Graduate Certificate in Thanatology the candidate must meet the following requirements:

- Completion of the coursework with at least a 3.00 grade point average (on a 4.00 scale).

THANATOLOGY PROGRAM

The Master of Science in Thanatology is a 30-credit degree program designed to prepare individuals for employment in organizations that focus on the delivery of care for individuals and families confronting end-of-life healthcare and subsequent bereavement issues, and/or to prepare individuals for employment in organizations that specialize in suicide prevention and postvention. The program combines rigorous study across the spectrum of end-of-life studies with content in palliative and hospice care, ethics, spirituality and religion, suicide and suicide prevention, traumatic death, end-of-life decision-making, communication with service providers and families, program development and assessment, diversity, death education, and a core curriculum grounded in thanatology theory and practice.

Master of Science in Thanatology Degree requirements

To receive the Master of Science in Thanatology, students must meet the following criteria:

- Completion of coursework with a minimum GPA of 3.00 (on a 4.00 scale); and
- Submission and approval of the final capstone project.

THANATOLOGY (MS)**ONLINE PROGRAM****30 credits as follows:****15 credits:**

| | |
|---------|---|
| THA 605 | Principles of Thanatology, 3 cr. |
| THA 615 | Greif Theory and Practice, 3 cr. |
| THA 625 | Cultural Humility in Thanatology, 3 cr. |
| THA 640 | Applied Healthcare Ethics, 3 cr. |
| THA 795 | Applied Capstone Project, 3 cr. |

15 credits from the following:

| | |
|---------|---|
| THA 604 | Special Topics in Thanatology, 1-3 cr. |
| THA 607 | Thanatological Perspectives on Complex Grief, 3 cr. |
| THA 609 | Trauma Informed Practices in Thanatology, 3 cr. |
| THA 630 | Thanatology Research Across the Lifespan, 3 cr. |
| THA 705 | Children's Understanding of Death and Grief, 3 cr. |
| THA 710 | Integrated Study of Suicide, 3 cr. |
| THA 720 | Children's Understanding of Suicide, 3 cr. |
| THA 725 | Thanatology Program Development, 3 cr. |
| THA 735 | Palliative and Hospice Care, 3 cr. |
| THA 740 | Aging, Society and the Life Course, 3 cr. |
| THA 745 | Spirituality in Thanatology, 3 cr. |
| THA 750 | Loss on the Frontlines, 3 cr. |
| THA 755 | Representation of Death in the Arts, 3 cr. |
| THA 765 | Expressive Arts Interventions, 3 cr. |

THANATOLOGY CERTIFICATE PROGRAM

Certificate Programs do not qualify for Federal Financial Aid

This 18-credit program is designed for students who already hold a master's degree in another discipline and who want additional content knowledge in thanatology. Note that holding a master's degree is not a requirement for admission. To receive the Graduate Certificate in Thanatology, the candidate must complete coursework with a minimum GPA of 3.00.

Graduate Certificate in Thanatology Requirements

To receive the Graduate Certificate in Thanatology the candidate must meet the following requirements:

- Completion of the coursework with at least a 3.00 grade point average (on a 4.00 scale).

GRADUATE CERTIFICATE IN THANATOLOGY

Certificate Programs do not qualify for Federal Financial Aid

18 credits as follows:

12 credits:

- THA 605 Principles of Thanatology, 3 cr.
- THA 615 Greif Theory and Practice, 3 cr.
- THA 625 Cultural Humility in Thanatology, 3 cr.
- THA 640 Applied Healthcare Ethics, 3 cr.

6 credits from the following:

- THA 604 Special Topics in Thanatology, 1-3 cr.
- THA 607 Thanatological Perspectives on Complex Grief, 3 cr.
- THA 609 Trauma Informed Practices in Thanatology, 3 cr.
- THA 705 Children's Understanding of Death and Grief, 3 cr.
- THA 710 Integrated Study of Suicide, 3 cr.
- THA 720 Children's Understanding of Suicide, 3 cr.
- THA 725 Thanatology Program Development, 3 cr.
- THA 735 Palliative and Hospice Care, 3 cr.
- THA 740 Aging, Society and the Life Course, 3 cr.
- THA 745 Spirituality in Thanatology, 3 cr.
- THA 750 Loss on the Frontlines, 3 cr.
- THA 755 Representation of Death in the Arts, 3 cr.
- THA 765 Expressive Arts Interventions, 3 cr.

GRADUATE NURSING DEPARTMENT

The Nursing Department offers a Master's of Science in Nursing degree (MSN) for registered nurses (RNs) who have previously earned a Bachelor of Science in Nursing (BSN) degree (post-BSN to MSN) for registered nurses who have previously earned an Associate degree in Nursing (ADN) (RN to MSN). Two tracks are offered in the MSN program, the Family Nurse Practitioner (FNP) and Nursing Administration.

A post-graduate Family Nurse Practitioner certificate is available for individuals who already possess a MSN or DNP degree.

The MSN program curriculum is built upon the Essentials of Baccalaureate Education for the Professional Nursing Practice (AACN, 2018) and is congruent with the Essentials of Master's Education in Nursing (AACN, 2018). Additionally, the FNP track adheres to the Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016) as well as the NP Core and Family/across the lifespan population-focused competencies endorsed by the National Organization of Nurse Practitioner Faculties (NONPF).

Accreditation

The master's degree program in Nursing at Marian University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Family Nurse Practitioner

The Family Nurse Practitioner (FNP) track is a 46-credit track offered in a full-time and part-time plan of study. Graduates of the FNP track are prepared to practice as a Family Nurse Practitioner in the primary care setting through didactic coursework and preceptor-supervised, faculty-guided clinical practicum experiences. The program content is guided by the Nurse Practitioner Core Competencies and FNP population competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a total of 750 clock hours of direct patient care clinical with certified nurse practitioner, certified physician assistant, or physician preceptors. Graduates are eligible to take the Family Nurse Practitioner certification examination through the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

Nursing Administration

The 34 credit Master of Science in Nursing/Nursing Administration (NA) track provides students the opportunity for interprofessional collaboration with both graduate nursing students and graduate business and health care administration students. Courses are a unique blend of traditional graduate nursing coursework and competency-based graduate management and health care administration coursework. The program culminates with a 225-hour practicum course where students work directly with nurse leaders to integrate didactic learning. The program has full-time or part-time options. No on-campus time is required. All didactic courses are offered 100% online. The practicum course can be completed close to home.

Students' progress through 18 credits of core MSN courses offered in a fall/spring 15 week and summer 7-week format. Once completed, students enter leadership and management courses that are offered as 6 3credit courses in the areas of Emotional Intelligence for Leadership, Managerial Accounting and Control, Project Management, Strategic Health Care Management, Health Care Law. These courses are offered via a flex-program where students have the option of selecting their courses and number of courses from the options provided in the program.

The Master of Science degree in Nursing/Nursing Administration track prepares graduates for nursing leadership positions in health care systems, from unit level to system wide leadership roles.

The NA track provides a focused curriculum that is aligned with the American Organization for Nursing Leadership (AONL) nurse manager and nurse executive competencies and prepares graduates to continue study at the Doctoral level.

Degree Admission POST-BACCALAUREATE MSN

Applications to the Master of Science in Nursing (MSN) program are open and reviewed on a rolling basis for both fall and spring semester cohorts. Deadlines for applicant submission is July 15 for Fall semester start and December 15 for Spring semester start.

Admission to the graduate program is competitive with selection of students based on academic acumen, congruent professional goals with program track, work experience (if applicable) and professional references.

Applicants seeking admission to the Master of Science in Nursing (MSN) program are required to submit a completed admission packet to the Admissions Office by the deadline specific to the starting term.

Application requirements are as follows:

- Earned Bachelor of Science degree in Nursing from a NLNAC or CCNE accredited program;
- Official transcripts from all colleges/universities attended;
- Unencumbered Wisconsin Registered Nurse (RN) license;
- A minimum cumulative GPA for 3.00 (on a 4.00 scale) for the BSN degree;
- Successful completion of an undergraduate physical/health assessment course within the last five (5) years (**FNP track only**);
- Successful completion of an undergraduate course in statistics within the last five (5) years. Statistics course must include content on descriptive and inferential statistics;
- Resume/curriculum vitae
- *Professional goals statement

*All applicants will submit a 4 page, double-spaced maximum length goal statement that addresses the following (please use these as headings):

- Reasons for choosing Marian University
- Reasons for choosing the program track (Family Nurse Practitioner)
- Personal and professional attributes that will contribute to your success in graduate school
- Preparations for the rigors of graduate education
- Short and long-term professional goals

Degree Admission RN to MSN

Admission Criteria:

- \$50 non-refundable application fee (this fee will be applied to tuition costs if the applicant matriculates into the MSN program)
- Earned Associate degree in Nursing from an ACEN accredited program
- Official transcripts from all colleges and/or universities attended
- Unencumbered Registered Nurse (RN) license
- Minimum GPA of 3.0 on 4 scale
- Resume/curriculum vitae.
- Professional goal statement.
 - All applicants will submit a 4 page, double-spaced maximum length goal statement that addresses the following (please use these as headings):
 - Reasons for choosing Marian University
 - Reasons for choosing the program track (Family Nurse Practitioner or Nursing Administration)
 - Personal and professional attributes that will contribute to your success in graduate school
 - Preparations for the rigors of graduate education
 - Short and long-term professional goals

Qualified applicants must also meet all Health and Safety Requirements as specified by the policies of the Marian University MSN program and individual clinical/practicum agencies. These requirements include background checks, drug screening, agency orientations, and immunization documentation.

Students will be prohibited from progressing in the MSN program if, at any time, the documentation of all Health and Safety Requirements is not complete and up to date.

Progression policy

MSN Course Repeat Policy

- A grade of B (87%) or higher is required to progress in the MSN program.
- Students who earn a grade below a B (87%) or withdrawal (administrative or self) from a nursing course may repeat the course one (1) time only.
- Earning a grade below a B (87%) or withdrawal (administrative or self) from a second MSN course will result in dismissal from the program.
- Students may appeal this dismissal following the Nursing Department Academic Dismissal policy outlined in this handbook.

MSN Practicum Repeat Policy

- A grade below a B (87%) in an FNP practicum course requires repeating both the practicum and the associated co-requisite FNP theory course.
- A grade below a B (87%) in an FNP theory course requires repeating both the theory course and the associated co-requisite FNP practicum course.
- The repetition of the theory and practicum course together counts as **one (1) repeat**, except in the following situation:
 - If a student earns below a B (87%) in **both** the theory and practicum course, this will be considered **two (2) repeats** and will result in dismissal from the program with no right to appeal.

Revisions to students' plans of study will most likely result in a delay of the anticipated graduation date.

Background checks

Background checks of nursing students are implemented through Marian University in order to be in compliance with state laws and regulations as well as clinical agency regulations. Although Marian University and the Nursing Department do not exclude students based upon the results of this background check, clinical agencies reserve the right to refuse admittance of any student to their facility based on the information obtained in the background check. Agency refusal to accept a student may result in the student not being able to complete the requirements necessary for progression in and graduation from the Nursing Department.

Admission of international students

Additional admission requirements for international student applicants to the graduate degree include the following:

- Every foreign applicant whose native tongue is not English is required to take the Test of English as a Foreign Language (TOEFL), given through the Educational Testing Service of Princeton, New Jersey. The TOEFL must be taken at least three months before the proposed date of enrollment if the application is to be processed in time for admission. If an applicant's TOEFL score is below 580, the applicant may be denied admission to the program or may be required to take steps to upgrade language proficiency.
- In addition to the TOEFL, foreign applicants must send (with English translation) official records (transcripts) from each previous undergraduate or postgraduate institution. Academic transcripts must have a seal and signature in ink of an authorized official of the institution(s), such as the registrar or recorder of records.
- Foreign students are required to pay for any costs incurred by the University for the evaluation of equivalencies of academic course work.
- Every foreign applicant must provide evidence of adequate financial resources (including support for any family members who accompany the student to the University) as part of the application for

admission. This statement must be provided in English and signed by the applicant and any financial sponsors.

- Foreign students are required to pay one half of the first semester's tuition to the University, in U.S. dollars, before arriving at the University. The remaining tuition for the first semester is due when classes begin.

Transfer of credit policy

A maximum of nine (9) graduate credits may be accepted in transfer to the MSN program at Marian University.

All remaining program credit requirements must be completed at Marian University. All college and university coursework, including graduate credits, earned prior to admission must be reported on the application for admission. All credits earned relating to the BSN degree, including all MSN prerequisite courses, must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

A transfer of credit application must be filed in conjunction with the application for admission to request transfer of graduate credits earned prior to applying for admission to Marian University. Official syllabi and/or course descriptions must be provided upon request. Graduate credits earned prior to admission but not reported on the transfer of credit application are not considered for transfer after admission.

To be considered for transfer, credits must be:

- Earned from a NLNAC- or CCNE-accredited graduate level program;
- Acceptable to the Master's program in nursing of the transferring institution;
- Completed within the past 10 years; however, the Nursing Department reserves the right to deny transfer of credit for courses in which the content or practice has changed significantly in the last 3 years;
- Completed successfully with a grade of B or better (a grade of B- is not acceptable for transfer credit); however, such grades are not included in the computation of the Marian University grade point average (GPA);
- Equivalent to or as rigorous as Marian University courses; and
- Appropriate for the student's proposed graduate program at Marian University.

The following are not transferable to the MSN program at Marian University: undergraduate credit, continuing education units (CEUs), workshops, or credit for prior learning.

Nursing Degree Requirements

To receive the Master of Science in Nursing (MSN) degree the candidate must meet the following requirements:

- Completion of the coursework or its equivalent with at least a 3.00 grade point average (on a 4.00 scale) and a minimum grade of B earned in each course;
- Completion of 750 clock hours of practicum experience for the FNP program or 225 hours of practicum experience for the NA program;

MASTER OF SCIENCE IN NURSING PROGRAM (MSN)

MSN Core

16 credits:

- NUR 512 Foundations of Advanced Nursing Practice, 3 cr.
- NUR 515 Evidence Based Practice: Evaluation and Integration, 3 cr.
- NUR 528 Healthcare Systems Leadership and Quality Improvement, 3 cr.
- NUR 531 Health Promotion and Disease Prevention among Diverse Populations, 3 cr.

- NUR 535 Health Policy, 2 cr.
 NUR 600 Scholarly Portfolio I, 1 cr.
 NUR 601 Scholarly Portfolio II, 1 cr.

Advanced Practice Nursing Core

9 credits:

- NUR 540 Advanced Pathophysiology, 3 cr.
 NUR 546 Advanced Health and Physical Assessment, 3 cr.
 NUR 606 Advanced Pharmacology, 3 cr.

Family Nurse Practitioner Track

21 credits:

- NUR 602 Advanced Diagnostic Skills & Reasoning, 1 cr.
 NUR 622 Family Nurse Practitioner Theory I, 3 cr.
 NUR 623 Practicum I: Family Nurse Practitioner and Role Development, 3 cr.
 NUR 631 Family Nurse Practitioner Theory II, 3 cr.
 NUR 632 Practicum II: Family Nurse Practitioner and Role Development, 3 cr.
 NUR 640 Practice Management for Nurse Practitioners, 2 cr.
 NUR 642 Family Nurse Practitioner Theory III, 3 cr.
 NUR 643 Practicum III: Family Nurse Practitioner and Role Development, 3 cr.

Nursing Administration Track

18 credits:

- NUR 662 Nursing Administration Practicum, 3 cr.
 MGT 700 Emotional Intelligence for Leadership, 3 cr.
 MGT 720 Managerial Accounting and Control, 3 cr.
 MGT 740 Project Management, 3 cr.
 HCA 750 Strategic HC Management Workplace, Comm Priorities, 3 cr.
 HCA 780 Advanced Health Care Law, 3 cr.

RN-MSN PROGRAM (MSN)

The RN to MSN program is available to registered nurses holding an associate degree in nursing who desire to continue their education and earn a graduate degree. Students' progress through a streamlined curriculum completing required general education course work and developing the necessary foundational knowledge and skills before advancing to graduate level classwork in either the family nurse practitioner (FNP) or Nursing Administration (NA) track.

Upon successful completion of program requirements, an MSN degree is awarded. No BSN degree is awarded. Students completing the FNP track are eligible to apply for American Nurses Credentialing Center (ANCC) certification or the American Academy of Nurse Practitioners Certification Board (AANPCB) Family Nurse Practitioner certification. Students completing the NA track meet the continuing education requirements to be certified through ANCC and/or AONL (additional hours of experience requirements defined by certifying agency).

General Education Program Requirements:

Transfer evaluations will be conducted. The articulation agreement with the Wisconsin Technical Colleges (WTC) would require only THE 101 Introduction to Christian Theology for those students entering the program with an Associate Degree in Nursing from a WTC. Students with an Associate Degree in Nursing from a program other than a WTC will undergo a credit-to-credit evaluation for general education equivalents they earned in their ADN program up to 90 total credits, including their nursing courses.

BSN Bridge courses:

| | |
|---|---|
| NUR 312 Professional Nursing Concepts | 3 |
| *MAT 123 Introductory Statistics and Probability | 3 |
| NUR 322 Evidence Based Nursing | 3 |
| NUR 456 Leadership and Healthcare Systems | 3 |
| NUR 308 Health Assessment (FNP track only) | 3 |
| NUR 436 Population Health | 4 |
| NUR 437 Population Health Clinical (90 hours) | 2 |
| NUR 406 Healthcare Economics and Policy (NA track only) | 3 |
| NUR 457 Management in Nursing (NA track only) | 3 |

*May be waived if taken within 5 years of starting program

General Education courses:

| | |
|--|---|
| THE 101 Introduction to Christian Theology | 3 |
|--|---|

Students then progress into MSN program in the FNP or NA track.

MSN Core

16 credits:

| | |
|---------|---|
| NUR 512 | Foundations of Advanced Nursing Practice, 3 cr. |
| NUR 515 | Evidence-Based Practice: Evaluation and Integration, 3 cr. |
| NUR 528 | Healthcare Systems Leadership and Quality Improvement, 3 cr. |
| NUR 531 | Health Promotion and Disease Prevention in Populations, 3 cr. |
| NUR 535 | Health Policy, 2 cr. |
| NUR 600 | Scholarly Portfolio I, 1 cr. |
| NUR 601 | Scholarly Portfolio II, 1 cr. |

Advanced Practice Nursing Core

9 credits:

| | |
|---------|--|
| NUR 540 | Advanced Pathophysiology, 3 cr. |
| NUR 546 | Advanced Health and Physical Assessment, 3 cr. |
| NUR 606 | Advanced Pharmacology, 3 cr. |

Family Nurse Practitioner Track

21 credits:

| | |
|---------|--|
| NUR 602 | Advanced Diagnostic Skills & Reasoning, 1 cr. |
| NUR 622 | Family Nurse Practitioner Theory I, 3 cr. |
| NUR 623 | Practicum I: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 631 | Family Nurse Practitioner Theory II, 3 cr. |
| NUR 632 | Practicum II: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 642 | Family Nurse Practitioner Theory III, 3 cr. |
| NUR 643 | Practicum III: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 640 | Practice Management for the Advance Practice Registered Nurse, 2 cr. |

Nursing Administration Track

18 credits:

| | |
|---------|---|
| NUR 662 | Nursing Administration Practicum, 3 cr. |
| MGT 700 | Emotional Intelligence for Leadership, 3 cr. |
| MGT 720 | Managerial Accounting and Control, 3 cr. |
| MGT 740 | Project Management, 3 cr. |
| HCA 750 | Strategic HC Mgmt Wkplace, Comm Prioriti, 3 cr. |
| HCA 780 | Advanced Health Care Law, 3 cr. |

POST-GRADUATE FAMILY NURSE CERTIFICATE

The Post-Graduate Family Nurse Certificate (PGFNP) is available to registered nurses holding a Master's degree in Nursing or a Doctor of Nursing Practice degree who desire to continue their education and develop their competencies as a Family Nurse Practitioner.

The Post-Graduate Family Nurse Practitioner Certificate is a variable credit-hour program, ranging from 15 to 30 credits, depending on prior education, advanced practice registered nurse (APRN) certification, and APRN practice. A gap analysis will be performed considering all prior education and experience.

The program can be completed in approximately 16 to 36 months.

Upon successful completion of program requirements, a certificate is awarded, and students are eligible to apply for American Nurses Credentialing Center (ANCC) certification or the American Academy of Nurse Practitioners Certification Board (AANPCB) Family Nurse Practitioner certification.

Gap Analysis Requirement for Post-Graduate FNP Certificate Students

In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, applicants who hold a graduate degree in nursing program will have a Gap Analysis completed by the Graduate Program Director. Previous education, APRN certification, and APRN practice (as applicable) will be used to determine an individual course of study. The completion of required didactic courses and clinical hours can be flexible depending upon waived and/or transferred credits hours.

NOTE:

- Graduate level across the lifespan Pathophysiology must have been taken within the past 3 years.
- Graduate level across the lifespan Advanced Health Assessment must have been taken within the past 3 years (this may be waived depending on applicant's certification and work experience).
- Graduate level across the lifespan Advanced Pharmacology must have been taken within the past 3 years (this may be waived depending on applicant's certification and work experience).

Plans of study will be individualized according to academic didactic and clinical needs.

Admission Requirements

Requirements for admission to the Post-Graduate FNP Certificate program are:

- Completed Marian University application
- Earned Master of Science in Nursing degree or Doctor of Nursing Practice degree from a NLNAC or CCNE accredited program.
- Official transcripts from all colleges and/or universities attended.
- 3.0 GPA on a 4.0 scale in the Master of Science of Nursing or Doctor of Nursing Practice degree; however, all applications will be reviewed on an individual basis.
- Unencumbered Wisconsin Registered Nurse (RN) license.
- Portfolio*

*Portfolio: Post-graduate students must submit a portfolio of their credentials for applicant review and facilitating program of study planning. The applicant portfolio should include:

- Updated resume
- Copies of any national nursing certifications, specifically APRN certification
- Descriptions of relevant APRN work experience including patient populations, roles and responsibilities and duration of experience
- Goal statement describing reasons for pursuing Post-Graduate FNP certificate

Post-Graduate FNP Certificate

Total credits and courses per Gap analysis:

| | |
|---------|--|
| NUR 540 | Advanced Pathophysiology, 3 cr. |
| NUR 546 | Advanced Health and Physical Assessment, 3 cr. |
| NUR 606 | Advanced Pharmacology, 3 cr. |
| NUR 602 | Advanced Diagnostic Skills & Reasoning, 1 cr. |
| NUR 622 | Family Nurse Practitioner Theory I, 3 cr. |
| NUR 623 | Practicum I: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 631 | Family Nurse Practitioner Theory II, 3 cr. |
| NUR 632 | Practicum II: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 642 | Family Nurse Practitioner Theory III, 3 cr. |
| NUR 643 | Practicum III: Family Nurse Practitioner & Role Development, 3 cr. |
| NUR 640 | Practice Management for the Advance Practice Registered Nurse, 2 cr. |

COURSE DESCRIPTIONS

INTERPRETING COURSE DESCRIPTIONS

| | |
|-----|--|
| ACC | Accounting |
| ART | Art |
| ASL | American Sign Language |
| ATH | Art Therapy |
| BIO | Biology |
| BUA | Business Administration |
| BUS | Business |
| CHE | Chemistry |
| CMG | Cultural, Media, and Gender Studies |
| COM | Communication |
| CYT | Cytotechnology |
| CRJ | Criminal Justice |
| DAT | Data Science |
| DMS | Diagnostic Medical Sonography |
| DHY | Dental Hygiene |
| ECE | Early Childhood–Elementary Education |
| ECO | Economics |
| EDR | Religious Education |
| EDU | Professional Education/Teacher Education |
| EME | Elementary–Middle Education |
| ENG | English |
| ESS | Exercise and Sport Science |
| FIN | Finance |
| FLA | Foreign Language |
| FLE | Foreign Language Education |
| FOS | Forensic Science |
| FRE | French |
| GEN | General Education |
| GEO | Geography |
| HCA | Health Care Administration |
| HIS | History |
| HOS | Homeland Security |
| IDS | Interdisciplinary Studies |
| INS | International Studies |
| JPN | Japanese |
| LDR | Leadership |
| MAT | Mathematics |
| MGT | Management |
| MKT | Marketing |
| MSC | Military Science |
| MTE | Mathematics Education |
| MUS | Music |
| NRS | Nursing |
| NUR | Nursing |
| PBS | Public Safety Management |
| PHI | Philosophy |
| PHS | Physical Science |

| | |
|-----|---|
| POS | Political Science |
| PSY | Psychology |
| RAD | Radiologic Technology |
| RDG | Reading Teacher |
| RST | Respiratory Therapy |
| SDM | Self-Designed Major |
| SEC | Middle–Secondary Education |
| SOC | Sociology |
| SPA | Spanish |
| SPE | Special Education |
| SRM | Sport and Recreation Management |
| SSS | TRIO |
| SWK | Social Work |
| TCH | Teacher Education |
| TDE | Differentiated Instruction for All Learners |
| TEC | Information Technology |
| THA | Thanatology |
| THE | Theology |

COURSE LEVELS

001–009

Undergraduate Pre-college level; do not fulfill degree requirements

010–299

Undergraduate Lower level; recommended for freshmen and sophomores

300–499

Undergraduate Upper level; recommended for juniors and seniors

500–999

Graduate courses

SCHEDULE OF COURSE OFFERINGS

Prior to registration, the Office of the Registrar publishes the schedule of course offerings. This schedule lists the courses offered during the upcoming semester, as well as any new or special courses that may not appear in this bulletin. The most current schedule is available online at

<https://selfservice.marianuniversity.edu/SelfService/Search/SectionSearch.aspx>.

DUAL-LEVEL COURSES

Dual-level courses are courses within a department that are offered at both the undergraduate and graduate level with the same course descriptions and the same title; however, the level of expectation for both quantity and quality of work performed for graduate credit is greater than that for undergraduate credit. Each dual-level course has both numbers listed (i.e. HIS 405/505).

ACC ACCOUNTING

ACC 201 Financial Accounting

3 credits

Prerequisites: MAT 101 and MAT 102, or MAT 100 or MAT 105 or MAT 111 or MAT 114 or MAT 122 or MAT 123 or MAT 130 or MAT 150 or MAT 151 or MAT placement

The purpose of this course is to introduce the student to generally-accepted accounting principles, basic accounting systems, accounting theory, and financial statements.

ACC 306 Managerial Accounting

3 credits

Prerequisites: ACC 201

A continuation of ACC 201 with concentration on corporate financial statements and the basics of managerial cost accounting. Applications are designed to provide exposure to analysis and interpretation of accounting data for managerial planning, control, and decision-making.

ACC 310 Intermediate Financial Accounting I

3 credits

Prerequisite: ACC 201

Builds on the theory and skills introduced in ACC 201 Financial Accounting. Emphasis is on accounting transactions through financial statement construction, valuation and measurement of cash, receivables, inventories, plant and equipment, intangibles, investments, and liabilities. Communication skills, as they apply to the accounting profession, are stressed.

ACC 311 Intermediate Financial Accounting II

3 credits

Prerequisite: ACC 310

An extension of the theory and application of generally-accepted accounting principles with emphasis on accounting for contributed capital, retained earnings, investments, income taxes, pensions, leases, and accounting changes. Revenue recognition and cash flows are also discussed. Application of the generally accepted accounting principles in different areas is emphasized throughout the course.

ACC 312 Advanced Accounting

3 credits

Prerequisite: ACC 311

A study of accounting for business combinations, partnerships, and governmental fund accounting. Extensive coverage of purchase method, intercompany transactions, and consolidated financial statements. Also includes governmental fund accounting.

ACC 331 Income Tax I

3 credits

Prerequisite: ACC 306 or ACC 310

A study of federal income taxes as they apply to individuals with emphasis on determination of gross income, adjusted gross income, deductions, exemptions, and taxes due. Students are required to complete comprehensive individual income tax returns.

ACC 332 Income Tax II

3 credits

Prerequisite: ACC 331

A continuation of ACC 331 dealing with the taxation of corporations and partnerships. Topics include determination of taxable income, transfers to corporations, corporate distributions, and S corporations. Students are required to complete comprehensive corporate and partnership income tax return problems. Service learning through the Volunteer Income Tax Assistance (VITA) Program is integrated throughout the course.

ACC 404 Special Topics

1–3 credits

A course in which selected topics in accounting are presented. Topics offered are at the department's discretion and vary from offering to offering.

ACC 414 Independent Study

1–3 credits

Prerequisite: Permission

Intensive independent study of a chosen subject. Students are expected to read a substantial number of major works in the field and to prepare a critically documented paper.

ACC 422 Auditing

3 credits

Prerequisite: ACC 311

(Senior standing preferred)

A course covering the philosophy, concepts, and techniques used by independent and internal auditors. Professional ethics and legal relationships, the study and evaluation of internal control, audit program applications, statistical sampling, EDP auditing, and reporting obligations are included in the course. Integrated material provides application of the theory studied in the course. Focus is placed on the analysis and interpretation of data, events, and theory using collaborative learning techniques. Oral and written communication skills are emphasized.

ACC 431 Advanced Cost Accounting

3 credits

Prerequisite: ACC 202 or ACC 306

An advanced study of cost accounting systems in both an industrial and service environment. Topics discussed in detail include job order and process costing, standard costs, variance analysis, and activity-based costing. The relationship of budgeting to profit planning and business control is studied and applied.

ACC 497 Accounting Internship

1–3 credits

Prerequisites: BUA 203, ACC 201, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

ALH ALLIED HEALTH

ALH 100 Introduction to Health Professions

1 credits

An introductory health professions course that features a thought-provoking exploration of nursing, social work, community health and human services, radiologic technology, sonography, exercise and sports science, forensic science, psychology, therapeutic arts and other pre-professional health programs. Guest presenters with expertise and experience in these areas will share trends and innovations in their respective fields. Each week students will learn about a different health profession.

ALH 220 Introduction to Medical Terminology

2 credits

Provides information about common medical terms, definition and usage. The Systems Model is used to organize content and make it more meaningful for the development of medical vocabulary.

ALH 304 Pathophysiology

3 credits

The student reviews concepts of anatomy and physiology and acquires knowledge about the pathophysiology of disease processes affecting the person across the life span. The student utilizes the processes of critical thinking and decision making within the evolving professional nurse role by exploring concepts and alterations of immunity, inflammation, infection, cellular proliferation, hormonal, musculoskeletal, renal, neurological, respiratory, hematological, and cardiovascular systems and functions of the person across the life span.

ALH 365 Healthcare Informatics

2 credits

Provides information about common medical terms, definition and usage. The Systems Model is used to organize content and make it more meaningful for the development of medical vocabulary.

ALH 495 Allied Health Capstone

3 credits

Culmination of learning within Allied Health degree completion programs. Through a synthesis of concepts from prior coursework, a professional problem is identified and an effective, evidence-based solution is devised and analyzed.

ART

ART 010, 020, 030, 040 Art Exhibition Attendance

0 credits

A requirement featuring exhibition attendance as fulfillment of an art major requirement. Students must attend and show evidence of at least one art exhibition per year as a pre-art or art major. (CR/NC grade only.)

ART 100 Art Fundamentals: Transformation

3 credits

An introduction to fundamental art concepts, art techniques, and study of the transformative nature of art. Possible experiences in drawing, painting, printmaking in a variety of media are considered with an introductory focus given to the study of three-dimensional forms.

ART 101 Art Fundamentals

3 credits

An introduction to fundamental art concepts and techniques, including an overview of art history. The course provides basic studio experiences in drawing, painting, and other media, and serves as a prerequisite for additional art electives.

ART 103 Art Foundation for Educators

3 credits

A basic course developing an art foundation for educators. The art experiences will address necessary objectives for the development of cogent teaching practice including sensory and perceptual awareness, recognition and use of fundamental art concepts, implementation of the creative process, formation or enrichment of art techniques and skills and encouragement for a more profound respect and recognition of the visual arts. This is a required art course for all early childhood–elementary and elementary–middle education majors, and a recommended art core course for other education majors with the exception of art education.

ART 104 Art Fundamentals: Identity

3 credits

An introduction to fundamental art concepts, art techniques, and the study of identity in art. Possible experiences in drawing, painting, printmaking in a variety of media are considered with an introductory focus given to the study of three-dimensional forms. This course is preferred as a core requirement.

ART 106 Art Fundamentals: Truth & Lies

3 credits

An introduction to fundamental art concepts, art techniques, and study of the truth & lies of art. Possible experiences in drawing, painting, printmaking in a variety of media are considered with an introductory focus given to the study of three-dimensional forms. A course is preferred as a core requirement.

ART 110 Introduction to Creativity and Innovation

3 credits

This interdisciplinary course will offer a broad introduction to the fundamental principles of creativity, critical thinking and problem-solving. Through lectures, discussions, writings, in-class exercises and projects, students will gain a greater understanding and appreciation of the creative process enabling them to access and develop their own creative thinking skills in concert with traditional, analytic modes.

ART 111 Basic Drawing

3 credits

A development of the concepts of awareness and perception of form in nature, in the drawings of major artists, in one's personal life experience and in that coming from diverse cultures. Both a disciplined set of skills and imagination are emphasized. Students use basic drawing tools and materials to apply knowledge of composition with line, value, texture, space relationships, perspective, and the emotional quality of drawing. A studio-intensive course in drawing that will focus on awareness and perception of forms in nature and developing skills needed to render such forms on paper. This is a required course for all art majors. Previous art experience is recommended.

ART 120-L Comix & The Graphic Novel: Fact or Fiction

3 credits

Shaping our modern visual culture is a unique medium that co-mixes literature and art, encapsulating as many genres as the written word. In this course, we will be exploring this sequential art/graphic narrative form best known as the comic book (aka comix, graphic novels, manga, bandes dessinees, fumetti or the "Ninth Art"). Come to appreciate the historical and cultural contexts of comics' outstanding works as we delve into close readings. Learn how to utilize the comic medium's unique visual language to develop original stories and characters; design compelling layouts; and discover a personal style as we realize a self-published comic anthology.

ART 201 Design

3 credits

A study of design theory, its evolution, and the elements and principles of design. To apply the theory, students create two-dimensional designs in a variety of media. Fundamental visual communication methods are studied and applied. This is a required course for all art majors, and a preferred art core course for communication majors. Previous art experience is recommended.

ART 202 Basic Painting

3 credits

An introduction to basic painting concepts through varied media: pastels, watercolors, oils, and/or acrylics. Students examine techniques, color theory, composition, and the application of these by the masters. They will explore a variety of approaches to painting and use a creative process in expressing ideas in paint.

ART 203 Introduction to Graphic Arts

3 credits

This studio course develops core concepts and skills in graphic design, technology, and file management while engaging in projects that utilize industry-standard computer applications. Students will focus on compositions that integrate text and image into vehicles of effective communication. The course will examine the role of the computer in art and graphic design, and foster insights into design theory. This is a required course for all art majors, and a preferred art core course for communication majors. Previous art experience is recommended.

ART 204 Special Topics

1-3 credits

A specialized area of art study reflecting advanced approaches to a project or research. Approval of instructor required.

ART 205 Digital Imaging

3 credits

An advanced course focusing on the use of the computer as a tool for creating images and graphics. Provides a basic understanding and use of electronic still cameras, image scanners, and image processing computer software. Students will learn to use input and output devices to capture, manipulate, and transmit photographic images. The class will have hands-on work sessions and sustained imaging projects using Adobe Photoshop. A concise review of the role of computer as a graphic imaging tool and the ethics of image manipulation will also be included.

ART 207 Computer Illustration

3 credits

A course exploring the use of the computer in drawing and illustration. Students will learn the basic techniques of computer-aided rendering, layout, and design. The history of traditional illustration and design, and its relationship to digital techniques, will be examined.

ART 210 The Visual Detective: Decoding Our Visual Landscape

3 credits

The course will decode various pictorial languages from cave paintings to modern advertisements. It will draw from numerous texts and case-studies to consider the visual and linguistic biases that shape our perception of the contemporary world. The course will address how these distortions make one vulnerable to exploitation by various interests, from governments to social networks. The objective is finally to empower students with skills to interpret their visual universes effectively.

ART 211 Basic Sculpture

2–3 credits

A studio course exploring three-dimensional form in space and its history. Students first develop awareness of such forms in space, and then perceptual and technical skills in bringing together ideas and materials in three-dimensional form.

ART 212 Basic Ceramics

3 credits

A studio course exploring the medium of clay and its history. Students learn the methods of constructing three-dimensional forms in clay through hand-building techniques, as well as decorating and glazing their forms. Wheel-throwing techniques are presented for those wishing to experiment, but are not required.

ART 230 Survey of Art History I

3 credits

A survey of art history beginning with cave art and moving to the Renaissance. When taken with ART 240 Survey of Art History II, these two courses provide a chronological treatment of world art. Respect for and appreciation of the aesthetic expressions of various cultures develop as students learn about major movements, artists and works through a variety of analytical, interpretive, and evaluative approaches.

ART 235 Women Artists Through History

3 credits

An introduction to the accomplishments of women artists throughout history, contributions that are often overlooked in mainstream art history books. The course will survey the entire history of art and will cover female artists who have made a unique, significant contribution to the visual arts.

ART 236 Contemporary Art History

1–3 credits

A study of the history of contemporary art since World War II. The course begins with an overview of modern art and questions the definitions of art, modernity, and self-expression. Students will learn about the earliest contemporary art, such as Abstract Expressionism and Pop, and then rapidly move through the wide variety of

movements and theories that replaced them. The course will question the theoretical basis of contemporary art and examine current issues of our post-modern artistic period.

ART 237 American Art History

3 credits

This course is a survey of American art that examines those works and artists that represent the major aspects, trends, qualities, and attitudes revealed in the development of American architecture, painting, sculpture and some other arts from early colonial times to the present, and that suggest the continuing variety of American art. To these ends, the course also will include the art of Native Americans and art that demonstrates America's cultural diversity.

ART 240 Survey of Art History II

3 credits

A survey of art history beginning with the Renaissance and moving to 1945. When taken with ART 230 Survey of Art History I, these two courses provide a chronological treatment of world art. Respect for and appreciation of the aesthetic expressions of various cultures develop as students learn about major movements, artists, and works through a variety of analytical, interpretive, and evaluative approaches.

ART 255 Bookmaking

3 credits

Prerequisite: ART 101 or ART 201 or ART 203 or ATH 201

An introduction to hand crafted books and the observation of these books as art. Fundamental book making skills, including design, layout, and construction methods are covered.

ART 300 Printmaking

3 credits

A studio course exploring the preparation of a variety of plates from which visual compositions are hand-printed in multiple. Students work with a creative process in designing and completing limited edition art prints. They also focus on artist printmakers and the historic contributions of printmaking as an art form.

ART 303 Life Drawing

3 credits

An advanced drawing class focusing on figure drawing and construction, stressing anatomy and form. The study of anatomy will be part of the basis for understanding the human figure. The class will have sustained drawing projects. A concise review of the role of figure study from a historical perspective will also be included.

ART 305 Introduction to Photography

3 credits

Prerequisite: ART 101 or ART 103 or ART 111 or ART 201

A course building on visual literacy and composition, focusing on the understanding and use of the camera in photography and filmmaking. A brief history of photography is also included.

ART 312 Intermediate Ceramics

3 credits

Prerequisite: ART 212

The pursuit of advanced problems of hand-building methods and the development of wheel-throwing skills.

ART 330 Art History Practicum

2 credits

Prerequisite: ART 230 or ART 240

A practical experience in archival research and art conservation. Students will work with the university's permanent collection. Examples of the practical applications include researching, cataloging, studying issues of

conservation and presentation, and writing commentaries about works in Marian's collection. This requirement may be met by a co-op or internship at a suitable gallery, museum, or historical society.

ART 340 Web Design

3 credits

Prerequisite: ART 205 or ART 207

This course will focus on advanced communication design projects involving web development and multimedia authoring. It will introduce HTML code and HTML design applications used in the graphic arts. Insights will be gained into nonlinear design and animated graphics.

ART 350 Intermediate Printmaking

3 credits

Prerequisite: ART 300

An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 370 Fiber Arts

3 credits

Exploration of fundamental processes of embroidery, weaving, puppetry and sewing. An emphasis on self-expression and a self-directed final project will support students in developing emotional literacy and provide a deeper understanding of how to apply personal meaning to artistic expressions.

ART 400 Senior Seminar in Art

3 credits

This class is intended for an Art or Art Education major's final semester. All courses should either be completed or concurrently taken with this course. This course culminates in a public show, through which the studio Art or Art Education major demonstrates acquired technical skills in a final art project and defends an integrated philosophy of art. The Art Education major's project focuses on the creative process in the teaching of art.

ART 401 Advanced Design

3 credits

Prerequisite: ART 201 or ART 205 or ART 207

An intense investigation and exploration of skills and techniques involving the creative process in design. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 404 Special Topics

3 credits

A specialized area of art study reflecting advanced approaches to a project or research limited to art majors or minors.

ART 407 Computer Animation

3 credits

This course will teach students how to develop engaging and effective animations with current computer technology. Students will be introduced to concepts and skills utilized in various traditional animation techniques, character animation, motion graphics, dynamic web applications, interactive interfaces and new media formats. Students will be encouraged to discover their own style as they create original animated short subjects developed for presentation over the Internet, on TV, or in the cinema.

ART 441 Advanced Printmaking I

3 credits

Prerequisite: ART 350

An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 442 Advanced Printmaking II

3 credits

Prerequisite: ART 441

An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 495 Creativity and Innovation Capstone

3 credits

Prerequisite: Permission

The Creativity and Innovation Capstone will allow students to integrate the coursework for the Creativity and Innovation Minor into a final project based on a need identified by a select client. Students will complete designs, experiments, narratives and documentation of their work along with a presentation discussing the results of the project. In addition to the project itself, the students will analyze their process and reflect on the outcome.

ART 497 Internship

1–3 credits

Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students' academic coursework to non-academic professional experiences.

ASL AMERICAN SIGN LANGUAGE

ASL 101 American Sign Language I

3 credits

An introduction to deaf culture and basic vocabulary, syntax, fingerspelling, gestural skills, and non-manual grammatical signs of American Sign Language (ASL). Development of gestural skills as a foundation for ASL communication and an appreciation for the Deaf community.

ASL 102 American Sign Language II

3 credits

Prerequisite: ASL 101

A continuation of basic skill development offered in Elementary American Sign Language I (ASL). Focus on expanding ASL vocabulary and sign fluency and development of more complex communicative skills needed to respond to signs produced by another signer.

ATH ART THERAPY

ATH 201 Introduction to Expressive and Therapeutic Arts

3 credits

Through a variety of readings, research, art activities, discussion, and creative journaling, students will experience the fundamental processes of the expressive and therapeutic arts. An emphasis on self-study will aid students in exploring personal goals, expectations, and career choices regarding application of these processes to fields of art, health care, social services, elder care, education, and business.

ATH 204 Special Topics in Expressive and Therapeutic Arts

1–3 credits

This course provides opportunity to explore a specialized area of study in art therapy that may not be reflected in other art therapy courses.

ATH 250 Developing Creative Relationships

3 credits

Prerequisite: ATH 250

Field-based exploration of utilizing art process to form healthy person-centered relationships with populations in need of support. Explore how art can facilitate research in experience-based directives.

ATH 301 Therapeutic Skills and Lab

4 credits

Prerequisite: ATH 201

Continuation of directed self-study process, this class fosters development of professional helping skills through observation, participation, and research. Lab time permits students to design hands-on arts projects related to academic study. Attention is given to exploring and creating components comprising safe therapeutic environments supportive of emotional, physical, spiritual, and cultural aspects of clients.

ATH 305 Techniques in Creative Process

3 credits

Prerequisite: ATH 201, ATH 301

This course provides a continuation of the directed self-study process and builds a strong foundation for self-awareness and professional helping skills. Through exploration of a variety of expressive mediums, students will learn to observe, reflect, share, and evaluate their creative experiences. Skill will be developed in creating safe, therapeutic environments, supportive of emotional, physical, spiritual, and cultural aspects of well-being for self and others.

ATH 311 Materials and Media

2 credits

Exploration of the physical and emotional body in response to a variety of art media. Students will explore a variety of sensory-based materials and media and their relevance to creating and meeting therapeutic objectives and treatment goals for diverse populations.

ATH 315 Fieldwork I and Seminar

3 credits

Prerequisite: Permission

This course provides fieldwork opportunities in approved community agencies, hospitals, schools, and long-term care facilities. The course entails weekly attendance in discussion and processing held on campus in addition to the fieldwork placement. Observation techniques and development of a professional portfolio will be a focus.

ATH 325 Fieldwork II and Seminar

3 credits

Prerequisite: ATH 315

This course provides a continuation of ATH 315. The student participates in other fieldwork settings to gain more experience. Along with weekly attendance on campus for discussion and processing, the student will develop planning and evaluative techniques, prepare a professional resume, and continue development of the portfolio.

ATH 350 Fieldwork III and Seminar

3 credits

Prerequisite: ATH 325 or ATH 415

Building on the experiences acquired through ATH 315 and ATH 415, the student further broadens experience with client populations. Seminars will address professional topics; provide opportunities to refine acquired skills;

discuss ethics, communication, client care, case or program management; and continue development of the portfolio.

ATH 400 Senior Seminar in Expressive and Therapeutic Arts

3 credits

(Expressive and Therapeutic Arts major only)

This is a capstone course that provides direction for students as they integrate classroom learning with practice. Students will reflect and demonstrate personal growth gained throughout their college career via presentation of a personal philosophy, conclusion of a portfolio and other preparation for professional employment, and production of a community arts project.

ATH 404 Special Topics in Expressive and Therapeutic Arts

1–3 credits

This course provides opportunity to explore advanced levels of a specialized area of study in art therapy that may not be reflected in other art therapy courses.

ATH 410 Program Design and Grant Writing

3 credits

Prerequisites: ATH 315 or ATH 325 or ATH 415

Due to the fact that expressive and therapeutic arts are still quite new to professional therapeutic settings, practitioners often need to educate possible employers and develop their own programs. As a foundation for these entrepreneurial skills, students will explore a wide range of literature in the field of expressive and therapeutic arts, create an extensive resource bibliography and demonstrate skill in the basics of grant writing.

ATH 475 Techniques in Creative Process

3 credits

Prerequisites: ATH 201

This course provides a directed self-study process and builds a strong foundation for self-awareness and professional helping skills. Through exploration of a variety of expressive mediums, students will learn, observe, reflect, share and evaluate their creative experiences. Skill will be developed in creating safe therapeutic environments, supportive of emotional, physical, spiritual, and cultural aspects of wellbeing for self and others.

BIO BIOLOGY

BIO 100 Human Biology

3 credits

Study of Fundamental concepts of molecular mechanisms of genetic information storage and application, cell structure, cell metabolism, and physiology. Emphasis is on human structure and function from molecular to the organ system levels.

BIO 101 Biological Principles

4 credits

Introductory life science stressing the nature of science and scientific methodology. Topics include the diversity of life, cell division, transmission genetics, ecology and evolution.

BIO 102 Biological Principles II

4 credits

Prerequisite: BIO 101 with a grade of C or higher

A continuation of BIO 101. Major topics covered include plant and animal biology. Structural and functional relationships are stressed. Major structures, adaptations, and evolution of Monera, Protista, and Animal kingdoms are surveyed. Current areas of research are included. Dissection of representative organisms including the fetal pig is required.

BIO 104 Environmental Science and Lab

4 credits

A study of the organization of ecosystems and human use of natural resources, including problems and opportunities generated by human interaction with the environment. Basic ecological principles are applied to current environmental issues and topics. Environmental case studies and current environmental literature are employed. Laboratory activities include field trips, simulations, and other activities designed to enhance lecture topics.

BIO 111 Ecology and the Environment

3 credits

(AOS students only)

This course is designed to help students understand the interrelationships among biological and physical components of human ecosystems, including human impacts on the environment. Major environmental problems and responses to them by business and society are explored. The complexity of environmental issues and the relationship of ecological principles to environmental problems and solutions are stressed. Case studies demonstrate both environmental disasters and successful or ethical approaches to problems on the part of business.

BIO 116 Wisconsin Natural Areas

3 credits

Wisconsin Natural Areas explores wild and tame lands in “this place we call Wisconsin.” During the Pleistocene epoch, a continental glacier sculpted and modified the land, sans southwestern Wisconsin’s Driftless Area. This most recent Ice Age produced regional landscapes with contrasting ecoregions that underpin the state’s natural areas. Among the topics to be examined are ecological landscapes, Public Land Survey System, WDNR State Natural Areas Program, land ethics, ecosystem services, invasive species, natural areas restoration, and Wisconsin natural communities.

BIO 150 Human Biology Laboratory

1 credit

Laboratory to accompany BIO 100.

Laboratory exercises, experimentation, and discussion to accompany topics in BIO 100: Human Biology. Topics may include genetic information storage and application, cell structure, cell metabolism, and physiology. Emphasis is on human structure. Dissection of a fetal pig is required.

BIO 201 Anatomy and Physiology I

4 credits

Prerequisites: BIO 100 or BIO 102; CHE 101 or CHE 103 (can be taken concurrently) or CHE 104, with grades of C or higher

An in-depth study of the structure and function of human organ systems and the relationships among physiologic systems at the cellular, tissue, organ, and system levels. A comprehensive understanding of how each system aids in the maintenance of homeostasis is stressed in the study of cellular structure and physiology, the integumentary, skeletal, muscular, and nervous systems. A strong background in biology and basic knowledge of physiological systems is assumed. Human cadaver dissections may be demonstrated in association with each organ system studied. Concurrent registration in BIO 251 is recommended.

BIO 202 Anatomy and Physiology II

4 credits

Prerequisite: BIO 201 with a grade of C or higher

Continuation of BIO 201. An in-depth study of the structure and function of human organ systems and the relationships among physiologic systems at the cellular, tissue, organ, and system levels. A comprehensive understanding of how each system aids in the maintenance of homeostasis is stressed in the study of the endocrine, cardiovascular, respiratory, digestive, excretory, and reproductive systems. Human cadaver dissections

may be demonstrated in association with each organ system studied. Concurrent registration in BIO 252 is recommended.

BIO 204 Special Topics

1–4 credits

A course allowing for instruction in areas not included in the regular biology curriculum. Topics vary according to the expertise of individual instructors.

BIO 215 Ecology & Evolution

3 credits

Prerequisites: BIO 100 or BIO 101, with a grade of C or higher

Study of the theory and mechanism of Ecology and Evolution. Topics include phylogenetic relationships, population variation, natural selection, adaptation, and speciation.

BIO 231 Botany

4 credits

Prerequisite: BIO 100 or BIO 102, with a grade of C or higher

An extensive study of the plant kingdom and related organisms. Major topics include taxonomy, structure, morphology, development, physiology, reproduction, and evolution of plants. Ecological awareness is encouraged.

BIO 251 Anatomy and Physiology Lab I

1 credit

Prerequisite or corequisite: BIO 201

An optional one-credit lab to accompany BIO 201. Topics will correspond to lecture material, including cell physiology through nerve/muscle relationships.

BIO 252 Anatomy and Physiology Lab II

1 credit

Prerequisite or corequisite: BIO 202

An optional one-credit lab to accompany BIO 202. Topics will correspond to lecture material, including endocrine function through reproduction.

BIO 301 Genetics

3 credits

Prerequisite: BIO 100 or BIO 102, with a grade of C or higher

Study of transmission, molecular, evolutionary, population, and quantitative genetics.

BIO 302 Cell and Molecular Biology

3 credits

Prerequisites: BIO 100 or BIO 102 and CHE 201

Study of eukaryotic cellular and molecular biology.

BIO 303 Fundamentals of Microbiology

3 credits

Prerequisites: BIO 100 or BIO 102 with grade of C or higher and CHE 103 with grade of C or higher or CHE 201

Study of microbiological structures, metabolism, growth principles, genetics, and identification. Particular emphasis is placed on those organisms that cause disease in humans, the nature of the immune response in humans, and evolutionary consequences of selection.

BIO 304 Field Study

1–2 credits

Prerequisite: BIO 104 or BIO 315, with a grade of C or higher, and Permission of the Instructor

Individual study arranged between the student and the department chair to observe and evaluate some phase of environmental science in nature or industry or through a civil or county department. The student keeps a daily log, collects data, and does extensive reading for a written report and oral presentation for a seminar.

BIO 310 Invertebrate Zoology and Lab

4 credits

Prerequisite: BIO 100 or BIO 102, with a grade of C or higher

A study of the biology and taxonomy of major invertebrate groups with special emphasis on structure-function relationships: their life histories, evolution, ecology, and economic importance. Laboratory sessions involve the observation and dissection of representative invertebrate organisms in order that a clear understanding of each taxonomic phylum may be attained.

BIO 312 Developmental Biology and Lab

4 credits

Prerequisites: BIO 100 or BIO 102

A study of progressive changes that occur within cells, tissues and organisms during their life span. Development at the molecular, biochemical, genetic, morphological, and physiological levels are examined through lecture, discussion, and laboratory exercises.

BIO 315 Ecology

3 credits

Prerequisite: BIO 215 with a grade of C or higher

A lecture course involving study of populations, communities, and individual organisms in relation to their environment. Abiotic and biotic factors, chemical cycles, population and community ecology, and succession are studied in depth. Interaction of organisms with physical and chemical components of the environment is stressed. Use of statistical methods in ecology is covered.

BIO 322 Vertebrate Zoology and Lab

4 credits

Prerequisite: BIO 100 or BIO 102, with a grade of C or higher

A study of the biology and taxonomy of major vertebrate groups with special emphasis on the structure-function relationships: their life histories, evolution, ecology, and economic importance. Laboratory sessions involve the dissection of representative organisms, understanding phylogenetic relationships, and ecological relationships.

BIO 324 Research Design and Biostatistics

3 credits

Prerequisite: BIO 100 or BIO 102, and MAT 122 or PSY 210 or BUA 210, with grades of C or higher

Experimental design, statistical assumptions, sample selection, descriptive statistics, inferential statistics, analysis of results, and critical reading of scientific literature.

BIO 351 Genetics Laboratory

2 credits

Prerequisite or corequisite: BIO 301 or BIO 302

Study of transmission, molecular, and evolutionary genetics in a laboratory setting. Emphasis will be placed on genetic laboratory principles, techniques, and instrumentation as they relate to how genetic material replicates and is inherited, results in a phenotype, and can change. This laboratory experience strongly enhances and supports material in BIO 301 and BIO 302.

BIO 353 Microbiology Laboratory

2 credits

Prerequisite or corequisite: BIO 303

Study of laboratory principles and techniques of microbiology.

BIO 365 Ecology Laboratory

1 credit

Prerequisite: BIO 100 or BIO 102, with a grade of C or higher

Prerequisite or corequisite: BIO 315

This course is designed to accompany BIO 315 and offer a more quantitative approach to the study of ecology. The student is introduced to various ecological field and laboratory methods, including statistical analysis of data.

Populations, habitat, communities, and productivity are analyzed, reinforcing the lecture material in BIO 315.

Scientific report writing is stressed.

BIO 404 Special Topics

1–4 credits

A course allowing for instruction in areas not included in the regular biology curriculum. Material covered varies according to the expertise of individual instructors.

BIO 414 Independent Study

1–3 credits

Prerequisite: Permission

A course designed by the student, with an instructor's guidance, to allow students of superior ability to pursue a topic of interest not available through regular courses.

BIO 435 Human Anatomical Dissection and Demonstration

3 credits

Prerequisite: BIO 202 with a grade of C or higher and permission

In-depth study of human anatomy via regional and systemic prosection of all major organ systems of a human cadaver, including the integumentary, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive systems. This small group immersion course broadens the students' knowledge of both the anatomy and physiology of human systems. Students conduct review sessions with dissection demonstrations to small groups from the Anatomy and Physiology course, as well as to other classes, advanced high school biology students, and other interested groups. Each semester different dissections may be conducted and variations in the anatomy and/or pathology provide new learning. (repeatable for credit)

BIO 497 Internship

1–3 credits

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. (This course will not count toward the biology major/minor without prior written permission of the department chair.)

BUA BUSINESS ADMINISTRATION

BUA 100 Introduction to Business Professions

1 credit

An introductory business professions course that features a thought-provoking exploration of accounting, economics, finance, health care administration, human resources, management, marketing, operations, sport & recreation management and other areas of business. Guest presenters with expertise and experience in these areas will share trends and innovations in their respective fields. Each class session will provide an opportunity to learn about a different business professions

BUA 101 Introduction to Business

3 credits

An introductory course, designed for the non-business major student, to learn general business functions and systems. The student will explore business skills that are needed in one's professional career. A computer simulation, current events, guest speakers, field trips to local businesses and discussion are used to gain knowledge of general business concepts and the business environment.

BUA 105 Fundamental of Business Practice

3 credits

Survey of general business functions and systems. Exploration of business skills required in a professional career while examining general business concepts and the business environment to include policies, procedures and systems that facilitate that environment.

BUA 203 Career Preparation

2 credits

A course in resume writing, interviewing skills, techniques for personal enhancement, and international business etiquette; supplies the student with criteria beyond academics for acceptance into the world of work and future entry-level management positions.

BUA 204 Special Topics

1–3 credits

A study of selected topics offered at the discretion of the instructor.

BUA 210 Statistical Techniques for Research Data Analysis

3 credits

Prerequisite: MAT 100 or higher or appropriate math placement test score

An interdisciplinary introduction to the basic principles of data analysis with an emphasis on application. Students are expected to apply these principles to data analysis in their respective areas of study. The applied focus is on the computerized application of summary statistics, one-/two-/multi-sample tests, linear models, association tests, randomness/normality tests, and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

BUA 310 International Business

3 credits

Prerequisite: ECO 201 or ECO 202

This course introduces the student to the economic, political, social and cultural issues of operating a business in a global economy. An understanding of exchange rate mechanisms, international trade agreements, and international strategies will be developed.

BUA 350 Business Law

3 credits

Prerequisite: ENG 106

A study of business law. Topics included in the course include the American legal system, contracts, property, negotiable instruments, creditors' rights and bankruptcy, agency, business organizations, labor and employment relations, government regulations and torts.

BUA 402 Strategy and Policy

3 credits

Prerequisite: FIN 301

(Senior standing, all Business core courses must be completed before taking this course)

A capstone business course that integrates the functional areas of a business with the strategic decision-making process. In a team environment, students are expected to employ the skills and knowledge learned from their

academic career in a computer-simulated industry. An analysis of case studies and/or current business articles will also be used to link academic concepts and theories to real-world situations.

BUA 404 Special Topics

1–3 credits

A study of selected topics offered at the discretion of the instructor. Open to qualified juniors and seniors who wish to do advanced work and permission of instructor.

BUA 405 Readings in Contemporary Business Issues

3 credits

Prerequisite: Permission

This course addresses topics from selected themes of contemporary interest in the broad content area of business and may focus on accounting, economics, management, leadership, marketing, finance, and technology. This course will explore questions raised by emerging new issues in the field of business and their potential impact on business, research, and society.

BUA 414 Independent Study

1–3 credits

Prerequisite: Permission

A course designed by the student with an instructor's guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

BUA 495 Business Synthesis and Capstone

3 credits

Integration of the functional areas of a business with the strategic decision-making process. Employ skills and knowledge in a computer-simulated industry. Develop managerial performance within the workplace with the application of academic concepts and theories to real-world business situations.

BUA 497 Internship

1–3 credits

Prerequisite: BUA 203, MGT 213, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience. Ideally, majors in the program would do an internship with a small business. However, if the internship is with a larger company, the internship should include a variety of work experiences.

BUS BUSINESS

BUS 435 Statistical Applications

3 credits

Prerequisite: MAT 123

(AOS students only)

An emphasis in applying concepts from statistics specific to statistical process or quality control from a Deming perspective. The study focuses on statistics in analytical studies with time devoted to control charts, Pareto analysis, and short-run Statistical Process Control (SPC) techniques. Design of experiment is discussed as a process improvement method.

BUS 495 Synthesis Portfolio

1 credit

(AOS students only, Senior Standing, all Business core courses must be completed before taking this course)

The purpose of this capstone course is to reflect on your learning processes through integration of the liberal arts core with the curriculum of the Bachelor of Business Administration program. Its primary focus is to examine the

critical thinking skills developed throughout the entire academic program resulting in the completion of degree requirements.

BUS 505 Leadership in organizations

3 credits

Introduction to leadership in contemporary organizations. Examines approaches and lessons applicable to today's organizational leaders. Relationship between the leaders, teams, and organization are explored. Learners participate in assessment of leader behaviors, use guided reflection on awareness of orientation to leadership and create a personal leadership development plan.

BUS 515 Systems Strategy and Adaptation in Leadership

3 credits

Prerequisite: BUS 505

Explores implications of systems theory within organization structures. Addresses strategic visioning, organizational alignment, knowledge management, organizational change, continuous improvement, adaptive systems. Examines leader's personal mastery, power, communication, organizational life cycles, and effectiveness.

BUS 625 Strategy, Risk and Leadership Ethics

3 credits

Prerequisite: BUS 515

Confronts the challenge of developing organizational strategy in a risky environment while reducing and mitigating risk. Examines the complex environment of ethical decision-making that challenge leaders in today's organizations.

BUS 635 Globalization and the International Perspective

3 credits

Prerequisite: BUS 505, BUS 515, BUS 625

Focuses on cultural, social, economic, and political aspects of creating globally competitive organizations. Addresses leadership, management, international trade agreements, currencies, barriers to international markets, and organizational structures.

BUS 645 Applied Quantitative Methods

3 credits

(Previous completion of undergraduate statistics course or leveling course)

Provides an overview of quantitative methods. Descriptive statistics are reviewed as a means of data summary and comparison. Methods of hypothesis testing are explored. Addresses ways to use statistical tools to filter, evaluate, and interpret data.

BUS 647 Research Foundations

3 credits

Prerequisite: BUS 645

An interdisciplinary introduction to graduate level research foundations skills for understanding, developing, and producing solutions to individual and organization problems. This course will assist in developing the research skills and critical analysis abilities for use in other core and concentration coursework.

BUS 655 Managerial Finance and Budgeting

3 credits

Prerequisite: BUS 515, BUS 625

(Previous completion of undergraduate courses or leveling courses in Accounting, Economics, and Finance)
Focuses on the concepts managers need to understand, plan for, and attain positive financial results for the organization. Includes reading and understanding financial statements, operational budgeting, capital budgeting, cash flow analysis, activity-based costing, and cost of quality.

BUS 675 Human Resources Strategies

3 credits

Prerequisite: BUS 505, BUS 515, BUS 625

Focuses on systems for aligning organizational objectives with the skills, potential, and well-being of employees. Addresses talent management, human resources planning, and strategies for job analysis, recruitment, training and development, performance evaluation, workplace change, regulation and compensation.

BUS 695 Operations Management

3 credits

Prerequisite: BUS 515, BUS 625, BUS 635

Overview of the operation of organizations. Includes topics in operations strategy, supply chain management, workflow, demand management and forecasting, yield management, inventory control, and scheduling. The course is conducted employing examples from both the manufacturing and service sectors.

BUS 701 Capstone Project

3 credits

Prerequisite: BUS 645, BUS 647

Using techniques and approaches from previous coursework examine a functioning organization and report findings making analytic comments and recommendations for organizational change. Final report will be provided to the organization and the review committee. Evaluation based on review of the final presentation and project report and peer evaluation.

CHE CHEMISTRY**CHE 101 Principles of Chemistry I**

5 credits

Prerequisites: MAT 111, can be taken concurrently

CHE 102 Principles of Chemistry II

5 credits

Prerequisite: CHE 101 or CHE 105 with a grade of C or higher

A second-semester general chemistry course that introduces the topics of equilibrium, kinetics, ionic equilibria of weak electrolytes, solubility product, coordination compounds, thermodynamics, electrochemistry, and descriptive chemistry. Qualitative analysis is included in the laboratory portion of this course.

CHE 103 General, Organic, and Biochemistry

5 credits

Prerequisite: MAT 111 with a grade of C or higher or appropriate Math placement

An introductory course for non-science majors. This course provides a basic knowledge of chemistry and its application to everyday life with special focus to biological and medical applications. With laboratory.

CHE 201 Organic Chemistry

3 credits

Prerequisite: CHE 102 with a grade of C or higher
(Corequisite in CHE 251 recommended)

An in-depth study of the chemistry of organic compounds. This course includes nomenclature, structure, reactions, stereochemistry, an introduction to absorption spectroscopy, and uses and reaction mechanisms of organic molecules.

CHE 204 Special Topics

1–5 credits

A course allowing for instruction in areas not included in the regular chemistry curriculum. Topics vary according to the expertise of individual instructors.

CHE 251 Organic Chemistry I – Lab

1 credit

Prerequisite or corequisite: CHE 201

An introduction to the techniques and methods of the organic chemistry laboratory. This course includes the synthesis of various classes of compounds, determination of properties and structures, product evaluation, introduction to various instruments and identification.

CHE 300 Analytical Chemistry

4 credits

Prerequisite: CHE 102 with a grade of C or higher

An introduction to the principles of analytical chemistry with emphasis on analytical methods involving volumetric, optical, separations, and electrochemical analyses, especially for chemistry majors, pre-medical, and medical students, medical technology and other students in biological sciences.

CHE 301 Instrumental Analysis

3 credits

Prerequisite: CHE 300

An introduction to chemical instrumentation presenting theoretical aspects of solving analytical problems. The course introduces the applications of modern instruments to the detection and identification of chemical elements and compounds, covering ultraviolet, visible, infrared spectrophotometry, ESR, NMR, atomic absorption, ion exchange, gas chromatography and electrochemistry.

CHE 302 Biochemistry

5 credits

Prerequisite: CHE 201

A lecture and laboratory course directed toward the study of the organic and inorganic constituents of living matter with particular emphasis on the carbohydrates, proteins, lipids, nucleic acids and enzymes and their mode of action in relation to digestion, absorption and biological oxidation. This course also includes metabolic pathways, blood constituents and analyses of biological fluids.

CHE 303 Organic Chemistry II

3 credits

Prerequisite: CHE 201 with a grade of C or higher

(Corequisite in CHE 353 recommended)

A continuation of CHE 201.

CHE 353 Organic Chemistry II – Lab

1 credit

Prerequisite: CHE 251 with a grade of C or higher

(Corequisite in CHE 303 recommended)

A continuation of CHE 251.

CHE 401 Physical Chemistry I

3 credits

Prerequisite: Math Placement

Prerequisite or corequisite: CHE 300 and MAT 202

A survey course covering topics such as chemical thermodynamics, chemical kinetics, equilibria, phase rule, solutions, spectroscopy, quantum chemistry, electrical and magnetic properties, and the states and structures of matter.

CHE 402 Physical Chemistry II

3 credits

Prerequisite: CHE 401

A continuation of CHE 401.

CHE 414 Independent Study

1–3 credits

Prerequisite: Permission

This course provides the student an opportunity to study a topic of interest that is not covered in any other course. The student is required to do most of the work on an independent basis but does meet periodically with the supervising professor. The number of credits received is determined by the supervising professor.

CHE 460 Advanced Chemistry Laboratory & Analysis

2 credits

Prerequisite: CHE 300 with minimum grade of C

Prerequisite or corequisite: CHE 301 or CHE 401 with minimum grade of C or Permission

Experimental work correlating with the theory of CHE 401/CHE 402 Physical Chemistry I/II and CHE 301

Instrumentation Analysis. Applications of modern instruments to the detection and identification of chemical elements, compounds, and properties. Experimental determination of thermodynamic, kinetic, and quantitative measurements of chemical systems with an interdisciplinary focus.

CMG CULTURAL, MEDIA, AND GENDER STUDIES**CMG 100 TR: Fairy Tales & the Folk**

1.5 credits

Reading fairy tales as cultural artifacts reveals important information about a culture's values and fears. Fairy tales feature narratives about the transformation from one stage of life to another: adolescence, marriage, family and death. Analyzing these often misunderstood stories for children reveals complex and conflicting stories about how different groups of people understood their world and faced the challenges of change.

CMG 107-L Defining Cultural Terms

1.5 credits

Exploring and defining cultural terms such as feminism, hegemony, gender, race, and ideology through various perspectives of personal narratives.

CMG 204 Special Topics

1–3 credits

A course allowing for instruction in areas not included in the regular Cultural, Media, and Gender Studies curriculum. Topics vary according to the expertise and interests of individual instructors.

CMG 215 Contemporary Culture

3 credits

In this course, students will examine the effects of cultural processes and products on the values, beliefs, identities, and relationships of power that shape society, with particular attention given to the role of the media and the social construction of gender. Students are introduced to the process of critical cultural inquiry—the

integration of critical thinking, theory and socially responsible engagement—as a means of analyzing (1) cultural artifacts such as consumer goods (clothing, music CDs, cell phones), television programs, advertisements, films, and architecture; (2) the media’s role in shaping how meaning is created and communicated; and (3) social institutions and practices, and how they help create and maintain inequalities in identity. Specific emphasis is also given to identifying injustice and developing appropriate responses. Theories and methodologies from a variety of disciplines are employed.

CMG 315 Gender and Sexuality in the 21st Century

3 credits

An advanced inquiry into gender theory and sexuality studies that re-situates its key concepts within the larger field of cultural representation, including film and media. While broadly overlapping fields, gender theory is here understood to include approaches from feminist, postmodern, and poststructuralist theories of gender, while sexuality studies also includes diverse approaches drawn from sexology, psychoanalysis and queer theory. This course aims to furnish students, who may already have established an interest in understanding gender and sexuality as critical categories, with more advanced theories and methodologies. Through critical study, students develop specific concepts, terminology, and methods needed to participate in on-going theoretical debates within gender theory and sexuality studies, in addition to using such theories to analyze cultural representations.

CMG 404 Special Topics

1–3 credits

In this course, students engage in a supervised, independent research project that focuses on an issue, problem or topic within their area of concentration (culture, media, or gender), culminating in the writing and presenting of a comprehensive paper. With the approval of the instructor, the research may include a community project or some form of ethnography. Primary emphasis is given to the demonstration of proficiency in the application of critical cultural inquiry (which includes responsible social engagement), the effective use of appropriate methodologies and the demonstration of how the research is relevant to an aspect of the student’s major. The seminar process will include class discussions of research and writing-in-progress. Students can take this course more than once.

CMG 410 Questions of Culture

3 credits

This course focuses on using theory to critique cultural practices and texts by engaging with contemporary issues and content. A seminar-style class, students contribute to class content and discussions, integrate critical cultural analysis, an awareness of social issues, and diverse perspectives to analyze how contemporary culture affects identities, media, language, political movements, and the pursuit of social justice.

CMG 414 Independent Study

1–3 credits

Prerequisite: Permission

A course designed by a superior student, with faculty guidance, to explore a topic not covered in traditional course offerings.

COM COMMUNICATION

COM 104 Truth, Lies and Communication

1.5 credit

An investigation of how lying intersects with communication. Nonverbal behavior, interpersonal communication, social media and fake news are examined as contexts in which lying and truth-telling are often challenged.

COM 105 Who Are We? The Self in Cinema

1.5 credit

An examination of how story, visual, and audio elements of film build a sense of self for characters and audiences.

COM 115 Essentials of Interpersonal Communication

1.5 credits

This course establishes essential understandings and skills in interpersonal communication. Students learn to appreciate, comprehend, receive and create messages one to one while using a variety of means to express themselves both verbally and nonverbally, increasing self-awareness that enables them to mindfully engage and interact with others.

COM 120 Presentation Essentials

1.5 credits

Introduction to public presentations, including topic formation, outlining, informative speaking, special occasion speaking, and use of multi-media. Through lecture, class activities, discussions, and projects, students will gain experience creating and delivering presentations. (COM 115 is recommended prior to this course)..

COM 202 Writing for Media

3 credits

This course introduces students to the principles of writing news in text form for web-based publications and as scripts to be used in broadcast-style reports via the web, television, or radio. In addition to news, public relations writing – in the form of news releases and public service announcements (PSAs) – and advertising writing is covered.

COM 204 Special Topics

3 credits

An exploration and analysis of special areas, issues, or problems in communication, chosen because of their special relevance or interest and not specifically examined in other courses.

COM 208 Sabre Voice

1 credits

Students gain experience working on the publication of a newspaper as part of a team. Opportunities include serving in a number of capacities: news writing and reporting, features and sports writing and reporting, layout and design, photojournalism, advertising sales and management, as well as in editorial capacity, practicing leadership and organizational skills, editing, and budget input. The course's variable credit structure allows faculty overseeing the course to identify leaders for editor roles. This course may be taken more than once for credit.

COM 210 Mass and Digital Communication

3 credits

This course deals with the influence of mass media on people's personal lives, corporate environments and the government. It studies the interrelationship of the mass media with individuals and society. The interaction of media with legal, political, cultural, economic, and social forces and trends is examined. Study of the structure and practices of the media industries includes consideration of regulation, news coverage, advertising and public relations, government, and technology.

COM 215 Introduction to Public Relations

3 credits

Students will be introduced to the profession of public relations — its practice, history, and legal and ethical issues. This includes how to communicate with various publics (community, consumers, employers, government, the media) for various purposes (education, political and social action, community relations, issues, and crisis management). Students will be encouraged to explore how public relations is practiced in their own disciplines.

COM 220 Online Speaking and Presentations

3 credits

A theoretical understanding and practical application of oral communication and presentation skills within an online environment including techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences in diverse mediums and physical and vocal delivery skills. Emphasis is on

research, preparation, delivery and evaluation of informative and persuasive public speaking within a professional online context.

COM 230 Digital Culture and Communication

3 credits

Exploration of the cultural and societal aspects of digital media. Implications of how digital innovations are shaping the future. The course covers social networking and implications of a world digitally connected. Students develop analytical and methodological skills by studying cases in digital culture. Possible topics include the following: technology addictions, virtual worlds and gaming culture, online communities, global political engagement and protest, copyright, government and corporate controls, and issues on unethical digital citizenship.

COM 232 Public Speaking

3 credits

A course applying traditional rhetoric and communication theory to oral presentations. Students study, write, deliver, and evaluate public speeches. Emphasis is placed on the students' ability to speak from an outline in a variety of situations including informative speaking, persuasive speaking and demonstration speaking. All presentations are made in class and videotaped to aid in evaluation.

COM 270 Business and Professional Presentations

3 credits

A course focused on building students' presentation skills in a variety of settings including proposal presentations, sales position advocacy and specialty presentations typical in business and professional settings. Individuals and teams design professional-length presentations involving the use of visual and audio aids, written materials for the audience and computer-generated graphic presentations. Students develop proficiency in the critique and analysis of professional presentations.

COM 300 Communication Proseminar

3 credits

This course provides students with an extensive view of the communication field, an appreciation of the different approaches to communication, and an in-depth study of key principles of theory along with several key communication theories. Students gain an understanding of the differing contexts, approaches, and theories of communication and the ways these differences impact communication behavior.

COM 302 Intercultural Communication

3 credits

This course develops intercultural communication competence through an exploration of cultures. Using a broad definition of culture, which includes norms, values, beliefs, art, music, and literature, students examine the world as a place of dynamic change and cultural interaction, increasing their need for intercultural sensitivity in general. Through both theory and personal experience, students examine how the various components of communication are affected by and interface with the intercultural experience. Service learning is a component of this course.

COM 315 Public Relations Writing and Practice

3 credits

Prerequisite: COM 215, ENG 105, ENG 106, or ENG 230

Students will learn the theories and principles of good public relations writing and practice. This includes how to develop, write and present press releases, reports, speeches, newsletters and brochures, advertisements, papers and letters, and give interviews. Students also will learn theories of persuasion, practical legal and ethical concerns, and how to conduct and evaluate research. (Course may serve as an upper-level journalism writing elective.)

COM 321 Organizational Behavior and Communication

3 credits

(Also MGT 321)

The course provides a broad overview of the theoretical and conceptual issues relevant to organizational communication. The focus is on how communication operates in organizations, the impact of communication on organizational life, and how communication can be made more efficient and effective in meeting personal and organizational goals.

COM 322 Argumentation and Persuasion

3 credits

The course utilizes classical and contemporary methods of logical reasoning, emotional appeal, and ethos as persuasive techniques to teach students problem analysis, research of evidence, and formulation and defense of one's position on an issue. Students write and present position papers on contemporary issues; analyze advertising, mass media techniques of persuasion, and political rhetoric; and explore the ethical issues surrounding the use of persuasion and propaganda in conveying messages. In the process, the course helps students become rational decision-makers who are able to defend and debate their positions on critical issues. Students are assessed on both written and oral skills.

COM 324 Interpersonal Communication

3 credits

The course examines the basic principles and theories of interpersonal communication. Students study and practice basic principles for effective interpersonal communication. Study includes language, perceptions, values, culture, nonverbal communication, and self-concept and listening and their effects on communication.

COM 333 Digital Applications for Communications

3 credits

Students develop technological skills in Excel, presentation applications, and project management applications, amongst other applications needed to excel in communication careers. Students learn workplace skills by creating content and deliverables for an existing organization or for a startup organization.

COM 334 Discussion and Small Group Interaction

3 credits

With emphasis on practical application, the course focuses on the theories and dynamics of group decision-making. Various processes are explored along with leadership responsibilities and analysis of group effectiveness.

COM 401 Legal Issues in Communication

3 credits

The course examines the development of the complex relationship of communication and the law to the present day, and covers a variety of free expression issues in contemporary society. The U.S. legal system itself is studied. Emphasis is placed on the First Amendment to the U.S. Constitution and on libel, privacy, and copyright law. The relationship between regulatory agencies and the Internet, journalism, entertainment, political communication, commercial speech, and the mass media in general is explored.

COM 404 Special Topics

3 credits

Prerequisite: Permission

An exploration and analysis of special areas, issues, or problems in communication, chosen because of their special relevance or interest and not specifically examined in other courses.

COM 406 Organizational Communication Senior Project

3 credits

Prerequisite: Permission
(AOS students only)

A capstone course wherein communication majors apply the theories and concepts of the degree in an assessment project that evaluates the communication process and competencies of their respective organizations or places of employment. The students write a major assessment paper and make a presentation based on the paper.

COM 412 Digital Communication

3 credits

Prerequisite: COM 333

Students will write, edit and create content for the digital communication world. This course provides an advanced-level opportunity to practice and polish the related skills of reporting, writing and editing for multimedia platforms. Students will learn advanced newswriting with a focus on feature writing and investigative reporting, as well as advanced-level digital production skills for creating websites, social media tools and working with different file formats.

COM 414 Independent Study

1–3 credits

Prerequisite: Permission

A course designed by the student with an instructor's guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

COM 415 Digital Story Telling

3 credits

As the media landscape continues to change with new technology, it is essential for people working with media messages to understand the evolving digital world. Stories are basic building blocks for newspaper and magazine articles; films; photographs; advertising and public relations campaigns; and television and radio broadcasts. This course will identify strategies to tailor messages to reach audiences in new ways that will create impact. The course will explore the viral nature of videos and other online trends. The three main areas of focus are: creativity, production, and distribution. This course will enhance students' base knowledge of the technical media landscape. Students will transform from ideation to creation.

COM 416 Crisis Communication

3 credits

Taking a service-learning approach, the course will explore approaches to communicating with various publics, legal issues and mandates for public knowledge, ethical issues and extensive understanding of strategies, planning and implementation of crisis communication efforts.

COM 420 Professional Presentations

3 credits

Prerequisite: COM 232

This course focuses on building students' presentation skills in a variety of professional settings, including training, advocacy, and sales. Individuals and teams design professional-length presentations involving the use of visual and audio aids, written materials for the audience, and computer-generated graphic presentations. Students develop proficiency in the critique and analysis of professional presentations.

COM 431 Training and Assessment in Communication

3 credits

With an emphasis on practical application of communication theory, students use a variety of assessment and experiential training models to enhance organizational communication. Students assess organizations, and plan and deliver experiential training modules in real-world settings. Students learn and apply leadership and

facilitation skills. (The course is recommended for juniors and seniors who have completed COM 232 Public Speaking or COM 101 Fundamentals of Communication.)

COM 460 Senior Seminar in Communication

3 credits

A seminar course that assesses communication majors' and minors' general integration of material covered by their course of study. Students demonstrate their competency in the field by completing a capstone research project. Discussion focuses on current research that forms the basis for students' projects and papers. Students also create a professional portfolio, conduct a job search and make an oral presentation.

COM 470 Communication Senior Portfolio Preparation

1 credit

A seminar that supports communication majors' and minors' in the completion of their professional portfolio, preparation for employment interviews and presentation of their senior projects. Discussion focuses on current communication research that forms the basis for students' projects and papers.

COM 480 Communication Senior Research Project

1 credit

A seminar course that supports communication majors' and minors' in the completion of their senior research project and presentation thereof. Discussion focuses on current communication research that forms the basis for students' projects and papers.

COM 497 Internship

1–3 credits

A learning approach that integrates college studies with paid, practical work experience that is directly related to the communication major. Students earn credit for internship work experience. Opportunities for internships exist in business, industry, government, and service agencies.

CON CONSTRUCTION MANAGEMENT

CON 101 – Introduction to Construction Management

3 credits

An introduction to the construction process including an overview of the construction industry and historical background of the built environment. The course will provide an overview of construction management functions, key concepts, terms, processes and practices associated with modern construction management.

CON 201 - Construction Planning, Cost Estimating, and Contracts

3 credits

Construction fundamentals for defining and developing conceptual estimates and contracts. Topics include theories and applications of the planning and scheduling processes and the use of construction software.

CON 203 – Construction Graphics

3 credits

Prerequisite: CON 101

Introduction to graphic communications used in construction including civil, architectural, structural, mechanical and electrical drawings, plans, and schematics; creating and editing plans; symbols, terminology, and layout. Basic drawing through overview of building modeling is covered.

CON 205 – Methods, Materials and Quality I

3 credits

Prerequisite: CON 101

Methods and materials used in vertical construction. Comprehensive analysis of materials, design, and specifications, installation methods, testing and inspection, and appropriate construction methodology for application. The principles of sustainable construction are included.

CON 207 – Methods, Materials and Quality II

3 credits

Prerequisites: CON 101 and CON 205

Advanced methods and materials, focusing on horizontal construction materials, testing procedures, material properties, design, specification, and installation methods using certified standards and guidelines. The principles of sustainable construction are included.

CON 220 – Construction Surveying

3 credits

Prerequisites: MAT 114

The application of surveying skills as they relate to horizontal and vertical control on construction projects. Activities include building layout, centerline staking, earthwork computations, and slope staking. The use of electronic instruments is emphasized.

CON 233 – Plan Reading and Quantity Takeoff

3 credits

Prerequisite: CON 205, CON 207, MAT 114

Students learn how to read, review and interpret construction drawings and building plans. Includes calculations of estimated material quantities from construction drawings using both manual and electronic means.

CON 301 - Building Codes and OSHA Safety & Risk Management

3 credits

Prerequisite: CON 101

Topics include the structure of building codes and enforcement, OSHA requirements for construction and the knowledge and skills required to ensure safety compliance and risks associated with construction. Hypothetical situations to identify and analyze jobsite risks to be included. review of real projects and estimates to actual numbers

CON 303 – Construction Estimating I

3 credits

Prerequisites: CON 101, CON 205 and CON 207

Topics include the fundamentals of construction estimating. Includes square foot estimates, unit price cost estimates, labor, materials and equipment. Spreadsheets with materials, labor and equipment needed for project costing. The application of construction math is utilized. The course highlights the importance of controlling costs and how to monitor project cash flow. Learners will work on a break-even analysis of construction tasks in a project.

CON 305 – Structural Statics and Materials

3 credits

Prerequisite: CON 101

Covers the fundamental concepts of structural statics such as forces, support conditions, equilibrium and more. Covers the fundamental concepts of strength of materials such as stress, strain, bending, torsion and more. Includes soils and concrete testing, tensile and flexural strength.

CON 307 – Building Systems

3 credits

Prerequisite: CON 101

An introduction to primary mechanical and electrical equipment and systems utilized in the design, construction and start-up of building systems. Plumbing, heating, ventilating, air conditioning, water supply, fire protection and sanitary sewage systems. Basic principles of residential and commercial electricity and illumination.

CON 309 – Construction Estimating II

3 credits

Prerequisites: CON 101, CON 303, CON 305 and CON 307

The continued study of the estimating process emphasizing estimating procedures, development of direct and indirect unit costs, evaluation of subcontractor bids, bidding strategy and bid opening. The completion of an estimate, bid submission, and development of a schedule of values is completed.

CON 311 – Heavy Construction Equipment

3 credits

Prerequisite: CON 101

Study of current methods and equipment used in heavy construction projects, including highways, tunnels, bridges, dams, storm drains and sanitary sewers. Includes contract analysis, work breakdown, equipment selection, site logistics planning and project scheduling, cost productivity and performance, quality control and risk management.

CON 330 – Soils and Foundations

3 credits

Prerequisites: CON 305

A study of soil mechanics as it relates to foundation construction. Topics include soil classification, engineering properties, compaction testing, types of foundation systems, and methods of foundation construction.

CON 340 – Structural Design

3 credits

Prerequisites: CON 305

A study of the design of beams and columns using steel and wood. Principles of structural design related to the design of temporary structures used in the construction process.

CON 401 – Planning and Scheduling

3 credits

Prerequisites: CON 101, CON 203, CON 301, CON 303, CON 305 and CON 307

Provides the basic knowledge and skills needed to plan, schedule and monitor construction projects; develop effective ways of communicating ideas and information; and consider and understand alternatives. Topics include project life cycle, work breakdown structure and sequencing, permits and approvals, scheduling techniques in resource leveling, equipment allocation, time/cost relationships and monitoring/controlling work progress.

CON 403 – Construction Project Control

3 credits

Prerequisites: CON 101, CON 203, CON 301, CON 303, CON 305 and CON 307

Includes the examination of the approaches and activities involved in construction for monitoring projects and identifying possible deviations and subsequent corrective actions. Students utilize data in order to forecast/make job projections.

CON 405 – Construction Law

3 credits

Prerequisites: CON 101 and CON 301

Topics include business law and relationship to the construction industry, construction contracts and contractual relationships commonly established between owner/real estate developer, designer, builder, municipal entities and construction manager. Comprehensive review of construction contracts and legal principles and practices used.

CON 407 – Construction Project Management

3 credits

Prerequisites: CON 101, CON 203, CON 301, CON 303, CON 305 and CON 307

Topics include the flow of project information, project sequencing, managing sources of risk, mobilization and organization of a project in the field, change orders, budget management, clarifying project team and subcontractor roles and responsibilities along with managing effective performance, and project close-out.

CON 409 – Construction Business and Finance

3 credits

Prerequisites: CON 101, ACC 201 and FIN 301

Topics include financial statements, budgets, cash flow, cost accounting, earned value and forecasting associated with the construction industry. A review of economic indicators and their effects on the construction industry.

CON 411 – Senior Project: Construction Management

3 credits

Prerequisites: CON 101, CON 103, CON 203, CON 205, CON 207, CON 301 and CON 303

Application and subsequent oral and written presentation of skills, knowledge, techniques and concepts of a construction project. Emphasis is placed on integrated project management, including estimating and bidding, project organization and control and project documentation.

CON 420 – Engineering Economy

3 credits

Prerequisites: ECO 202

A systematic application of engineering economy to design, selection of construction materials, and construction methods. A study of first costs, operating and maintenance costs, service life, and replacement costs.

CON 497 – Internship

3 credits

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

CRJ CRIMINAL JUSTICE**CRJ 101 Introduction to the Criminal Justice System**

3 credits

This course explores the three main subsystems of the criminal justice system: law enforcement, courts, and corrections. The history, philosophy, structure, current issues, and future trends of these three main subsystems are presented, discussed, and studied using a cooperative learning approach. This course also identifies the functions and jurisdiction of Wisconsin law enforcement and criminal justice system agencies, and the sources and legal principles that form the foundation of Wisconsin criminal law. Additionally, belief systems, social pressures, moral problems, ethical decision making, and the consequences of decisions are discussed. This course identifies the resources available in communities to assist the criminal justice system. This course also covers Wisconsin requirements for written law enforcement agency policies and procedures.

CRJ 102 Constitutional Law

3 credits

In this course, students will examine the tenuous balance between the needs of society to investigate and prosecute criminal conduct against the rights of the individual to be free from governmental intrusion in their lives. Students will analyze laws and court decisions relating to arrest, search and seizure, and confessions law under the 4th, 5th, 6th and 14th Amendments to the U.S. Constitution.

CRJ 103 Criminal Justice Transformation

1.5 credits

Crime and punishment affects the lives of all Americans. It is a regular topic in traditional and social media platforms and affects society in a variety of ways. From the Civil Rights movement of the 1960's, the events of 9/11, changes in crime trends, immigration, police use of force, and more, policing and criminal justice is woven into the American experience. Students will examine areas in which these events have transformed the criminal justice system and how the criminal justice response transformed society.

CRJ 104 Criminal Justice Identity

1.5 credits

In the world of law enforcement, groups often identify themselves by engaging in activities, behaviors, and attitudes that separate themselves from others. For example, street gangs and organized crime groups may develop hand signs, language, and wardrobe that identify them as members. Law enforcement officers, and subgroups of those officers, may also take on specific characteristics and values that makes them part of the brother or sisterhood that they are employed in. This class will look at where these activities, behaviors, and attitudes originated, whether they are healthy, and what their impact is on the American culture.

CRJ 106 Truth and Lies in Criminal Justice

1.5 credits

Through an examination of case studies of criminal incidents, students will examine situations in which actors (the police, witnesses, prosecutors, defendants, and/or the judiciary) engaged in behavior that may be untruthful. Examples may include false witness identifications, misrepresenting evidence, false testimony, and corruption. Students will examine psychology and human development and use critical thinking to evaluate course materials.

CRJ 201 Criminal Law

3 credits

Prerequisite: CRJ 101

This course identifies the elements of crimes against persons, property, controlled substances, and alcohol beverage laws. The legal definitions and potential penalties of felonies, misdemeanors and ordinance violations are explored. Students will be able to identify potential violations and penalties in simulated cases.

CRJ 202 Criminal Justice True Crimes

1 credit

Prerequisite: CRJ 101 or Permission

Examination of recent or historical criminal incidents. Study of the laws, policies, and science behind the investigation, court process, and punishment of the offender(s). The in-depth focus on one incident or offender will allow students to understand the inter-related nature of the criminal justice system.

CRJ 203 Juvenile Law

3 credits

Prerequisite: CRJ 101

This course examines the juvenile justice system, including juvenile court proceedings involving alleged delinquent children and on behalf of children in need of protection and services under applicable Wisconsin Statutes and constitutional law principles. The roles and responsibilities of law enforcement, child protection agencies, intake workers, and court officials are developed. The juvenile justice system is also examined from a sociological perspective with students evaluating the system's effectiveness in controlling juvenile delinquency by reviewing

recent legislation and court ruling on the rights of youthful offenders and assessing legal efforts to correct their antisocial behavior.

CRJ 204 Special Topics

1-3 credits

Special topics in criminal justice will be discussed. This is a variable credit course.

CRJ 220 Critical Issues in Criminal Justice

3 credits

Prerequisite: CRJ 101

Examination of long-standing systemic issues, as well as new and current trends in criminal justice. Discussion of criminal justice effectiveness and review of research. Examination of law legitimacy and accountability, corruption, use of force and brutality, special and legal issues in policing, and the challenges involved in conforming with democratic principles such as fairness, equity, access to justice, and respect for human rights. Discussion of what has been done to address these issues what can be done in the future.

CRJ 301 Criminal Investigations

3 credits

Prerequisites: CRJ 101, CRJ 201

This course is a study of the fundamentals of criminal investigations, including the principles involved in the collection, processing, and preservation of physical evidence. Students will examine the unique aspects of death, sexual assault, and child maltreatment investigations, including crime scene management, identification and evaluation of physical evidence found in the crime scene, and the collection and preservation of that evidence.

CRJ 302 Criminal Procedures

3 credits

This course is designed to introduce students to specific laws and court decisions on topics of arrest requirements, frisks and searches, seizures, warrants and exceptions, confessions and statements, and trial procedures.

CRJ 303 Law Enforcement Administration

3 credits

Prerequisite: CRJ 101

A survey course of police management practices and principles. The course is structured to provide the student with a comprehension and knowledge of the law enforcement profession, including administration, management, and supervision, and duties and functions therein. The course focuses on job descriptions and responsibilities, as well as law enforcement traditions, current trends and practices, and the future needs from an administrative and technical standpoint. Other topics covered include staff development, planning, budgeting, community relations, and legal aspects of administration. Application of decision-making and problem-oriented policing techniques are included in this course.

CRJ 304 Rules of Evidence

3 credits

Prerequisite: CRJ 101 or CRJ 102

This course is a study of the nature, types, and degrees of evidence used in criminal prosecutions. The course emphasizes the vital importance of "why" and "how" evidence handled by the forensic criminalists for proper presentation and administration into the trial, in accordance with historical rule governing the admissibility of evidence in court. This includes the citizen-to-criminalist, criminalist-to-criminalist, and criminalist-to-prosecution chain of evidence rules. A basic legalistic criminalistic component will be stressed, which will examine the various analytical systems used in the evaluation of physical evidence which includes the correct identification, collection, and preservation of evidence.

CRJ 306 Understanding Gang Formation and Behavior

3 credits

Prerequisite: CRJ 101 or PSY 101 or PSY 105

This course is designed to provide the student with a thorough understanding of gangs, theories of gang formation, gang behavior, and policies implemented to address them. Upon completion of this course, students should have a good understanding about what a gang is, how gang violence is functional, and how the existence of gang criminal activity has impacted criminal justice policy (prosecution, courts, prisons, probation, and parole).

CRJ 307 Crimes Against Children

3 credits

Prerequisite: CRJ 101 or PSY 101 or PSY 105

This course studies the different types of child abuse. Central to this course is an extensive review and examination of the multiple causes and intricate familial dynamics of abuse. Both the physical and behavioral indicators of the victim are also studied, as well as potential family intervention strategies.

CRJ 310 Criminology

3 credits

Prerequisite: CRJ 101

An overview of theories of crime. The following theories will be explored: classical, spiritual and natural explanations; biological factors; psychological factors; control theories; deterrence theories; conflict theory; gender and crime; age and crime; and integrative theories.

CRJ 312 Crisis Intervention and Management

3 credits

Prerequisite: CRJ 101

Students will learn the role of crisis intervention and its management strategies necessary for their criminal justice career. Professional communication will be integrated and reinforced throughout the course. Students will be expected to apply these professional communication skills appropriately in (all) simulations. Students will also learn intervention principles, guidelines and techniques for criminal justice, public safety and health providers-about persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Strategies of crisis intervention will be discussed in their own right and within the contexts of: suicide and personal loss/bereavement as well as other crises of lethality; posttraumatic stress disorder, hostage situations and the catastrophic events that are related, and sexual assault and domestic violence (including both adult and child victims and the perpetrators of these crimes) as well as the current issue of school-based violence.

CRJ 325 Corrections

3 credits

Prerequisite: CRJ 101

An overview of corrections (jails, prisons, probation/parole, and community-based options) as a means to protect society. Students will develop an understanding of the concepts of incarceration, prison management, and rehabilitation (penology), especially in the United States. Topics include pre-sentence investigations, sentence recommendations, conditions of probation and parole, case plans, rules, probation / parole violations, and revocations. How offenders change their lives in order to become productive community members will be explored in this course. Students will become familiar with corrections philosophies, prison violence, inmate subcultures, health care needs, treatment programs, punishment, prison educational programs, community perceptions, and jail administration. Consideration of aspects of probation service delivery, home visits, restitution, court obligations, supervision fees, and alternative methods of community protection.

CRJ 340 Principles of Judicial Practice

3 credits

Prerequisite: CRJ 101 or CRJ 102

This course focuses on the dynamics of the court by introducing the concept of the courtroom workhouse and the interrelated relationship of the three main actors-judge, prosecutor, and defense attorney-thus illustrating the law in action, not just boring theories and facts. It is important to understand the basic layout of the judicial process, no matter what field of law or criminal justice one may be in. This class provides the basic concepts needed.

CRJ 350 Principles of Professional Practice

3 credits

Prerequisite: CRJ 101 or CRJ 102

This course is a seminar in the major concepts of professionalism in criminal justice administration, and further, an introduction to the knowledge and skills necessary for one to practically apply the theory and principles of professionalism and professional conduct in the environment of criminal justice practice.

CRJ 360 Practicum in Research I

1-3 credits

(Also PSY 360, SWK 360)

Prerequisite: Permission

Introduction to the practice of developing research skills in the major. Students perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

CRJ 362 Practicum in Research II

1-3 credits

(Also PSY 362, SWK 362)

Prerequisite: CRJ 360 and permission

A continuation of CRJ 360, a further practice of developing research skills in the major will be explored. Students perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation or other activities.

CRJ 394 Criminal Justice Field Experience

0-3 credits

Prerequisite: Permission

An upper-level practicum for students majoring in criminal justice whose academic performance is judged adequate for placement. Practical work experience in law enforcement, probation and parole, or corrections is obtained with a federal, state, or local criminal justice agency.

CRJ 400 Criminal Justice Seminar

3 credits

(Senior standing)

An upper level seminar course specifically designed for criminal justice students. This seminar primarily deals with a career-oriented study of various federal, state, and local criminal justice departments /agencies. The course focuses on both the organizational structure and personnel policies of the respective departments/agencies. Some of the major areas of concentration will include recruitment and selection procedures, minorities in law enforcement, and inter-agency relationships within the criminal justice system. The course identifies the importance of specific recruiting policies and interagency relationships within criminal justice on employment.

CRJ 404 Special Topics

1-3 credits

Prerequisite: CRJ 101

Selected topics relating to the field of criminal justice are presented. The topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

CRJ 414 Independent Study

1–3 credits

Prerequisite: Permission

Intensive independent study of a selected topic in the criminal justice system. The student is expected to research the topic and will prepare a critical documented paper on the topic. Also, see the statement on independent study.

CRJ 420 Race, Gender, and Ethnicity

3 credits

Prerequisite: CRJ 101

The focus of this course is to study the nature and extent of racial, cultural, and gender issues as they pertain to criminal justice issues in America. Furthermore, the class will attempt to distinguish the variability in past and existing criminal justice practices at each stage of the criminal justice system for minority groups.

CRJ 425 Crime Prevention and Community Safety

3 credits

Prerequisite: CRJ 101

Examination of crime prevention strategies and concepts, with emphasis on new and innovative approaches to preventing criminal behavior, primarily from the perspective of law enforcement. Review and discussion are focused on the following areas: diversity, facilitation and problem solving, and community policing strategies. Students will recognize the dynamics of a diverse society, identify hate crimes, recognize the role of problem solving within the community, apply principles of crime prevention, and understand the components of community policing.

CRJ 457 Comparative Criminal Justice Systems

3 credits

Prerequisite: CRJ 101

This course is an upper division examination of criminal justice systems worldwide. Students will explore the justice systems predicated on Common and Civil Law as well as Sharia Law and Marxist traditions. The course explores the means of establishing cooperation toward mutual goals despite structural, historical and ideological differences.

CRJ 494 Criminal Justice Field Experience

0–3 credits

Prerequisite: Permission

An upper-level practicum for students majoring in criminal justice whose academic performance is judged adequate for placement. Practical work experience in law enforcement, probation and parole or corrections is obtained with a federal, state, or local criminal justice agency.

CRJ 495 Capstone Project in Criminal Justice

3 credit

Prerequisite: CRJ 101

The capstone project includes an individual research, design, and implementation project chosen by each student. Projects will be approved by the faculty member leading the capstone course. The expectation is that this would be a significant project acting as a capstone for their criminal justice leadership education. Depending on the student's interest, there may be more of a research and writing aspect to the work or possibly more design and implementation of software. The projects would be structured with various deliverables during the semester and culminating with a colloquium at the end of the semester. The particular content of each presentation would be agreed upon in advance by each student (or sub-group) and the professor. The professor will arrange for each of the students taking the senior seminar to give presentations preferably at the end the term to the cohort, seminar groups, and any other interested faculty and students.

CYT CYTOTECHNOLOGY

CYT 470 Cytotechnology Clinical I

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 32-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

CYT 475 Cytotechnology Clinical II

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 32-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

CYT 480 Cytotechnology Clinical III

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 32-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

DAT DATA SCIENCE

DAT 201 Disciplines in Data Science

1 credit

Prerequisite: DAT 101

Exposure to the application of Data Science in the work world. As a seminar, students investigate the variety of industry applications of the tenants of data science in general social service, education, health, business, STEM, and government work.

DAT 210 Data Analytics and Data Mining

1 credit

Examination of fundamental concepts needed to understand data mining, visualization and descriptive statistics to assist in business decision making. Learners will review data summarization and application of analytics to advance comprehension for various business environments.

DAT 310 Data Visualization

3 credits

Prerequisite: PSY 210 or BUA 210, DAT 210

Study of techniques to visually communicate descriptive data and complex statistical findings to a diverse audiences using the fundamental principles of graphic design, illustration, and cognitive science. Development of skills in data interpretation and effective communication of scientific information to a diverse audience. This course covers how to best leverage computer-based static and interactive visualization methods.

DAT 350 Data Science Capstone I

1 credits

Prerequisite: SWK 352, TEC 310; Permission

Integration and application of the knowledge, skills, and critical thinking gained throughout the Data Science curriculum. In consultation with the program director, students work as a class with an organization and execute a capstone project that demonstrates their ability to integrate the knowledge gained throughout the curriculum. Projects include a direct service learning experience to apply learning.

DAT 450 Data Science Capstone II

1-3 credits

Integration and application of the knowledge, skills, and critical thinking gained throughout the Data Science curriculum. In consultation with the program director, students work independently with an organization to design and execute a capstone project that demonstrates their ability to integrate the knowledge gained through the curriculum. Projects include a direct service learning experience to apply learning.

DHY DENTAL HYGIENE**DHY 205 Dental Hygiene Lab**

11 credits

Dental Hygiene Lab block transfer of 11 credits. Credits will be blocked in from their associate degree. (These Courses NOT taken at Marian)

DHY 210 Dental Hygiene Theory

11 credits

Dental Hygiene Theory block transfer of 11 credits. Credits will be blocked in from their associate degree. (These Courses NOT taken at Marian)

DHY 215 Dental Hygiene Clinical

20 credits

Dental Hygiene Theory block transfer of 12 credits. Credits will be blocked in from their associate degree. (These Courses NOT taken at Marian)

DHY 305 Leading & Managing Teams in Healthcare

3 credits

Discovery of personal strengths and behavioral styles through self-assessment. Lead interprofessional initiatives with a team dynamic that enhances clinical patient and community outcomes. Incorporate project management techniques at the organizational level in oral healthcare.

DHY 310 Community Dental Hygiene Practice

3 credits

Exploration of interprofessional opportunities for the dental hygienist beyond the traditional practice setting. As a competent and collaborative oral healthcare provider network, lead and expand your reach to provide equitable care to diverse populations of need.

DHY 315 Health Equity in Diverse Populations

3 credits

Exploration of dental hygiene strategies to ensure the practice of health equity emphasizing cultural sensitivity, health literacy and best practices for patients of all ages with varied health needs and challenges. Practice patient-centered care respectful of individual differences, beliefs and values with an inclusive medical into dental care approach.

DHY 320 Dental Hygiene Educational Methodology

3 credits

Overview of dental hygiene educational opportunities for classroom/clinical instruction or educational consulting. Discover methods to successful teaching that integrates learning theories, instructional goals and objectives, teaching/learning strategies, classroom dynamics and assessment of learning outcomes.

DHY 405 Management of Oral Healthcare Delivery

3 credits

Prerequisite: DHY 305

Discovery of advocacy and application of public health principles to strengthen community partnerships and optimize the oral healthcare work environment. Strategize new trends in equitable healthcare delivery with practice management skills, negotiation, quality assurance and conflict resolution. Lead with ethical purpose and recognize legal obligations and implications.

DHY 410 Translating Research into Dental Hygiene Practice

3 credits

Prerequisite: ENG 106; ENG 230, MAT 123; MAT 122; PSY 210

Continuation of research skill development with a focus specifically on evidence-based decision making in dental hygiene practice. Create a dental research question, search e-resources, critically appraise scientific literature and evaluate evidence. Translate current research into appropriate patient or population-centered care.

DHY 495 Dental Hygiene Capstone Practicum

3 credits

Prerequisite: DHY 305, DHY 310, DHY 315, DHY 320, DHY 410

Corequisite: DHY 405

Field based exploration of an individually designed, self-directed course project that guides one in a career direction of interest. Utilize personal strengths and a mentor/mentee relationship to research, create and implement an innovative self-experience in an interprofessional community dental hygiene setting.

DMS DIAGNOSTIC MEDICAL SONOGRAPHY**DMS 380 Diagnostic Medical Sonography Clinical I**

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 390 Diagnostic Medical Sonography Clinical II

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 395 Diagnostic Medical Sonography Clinical III

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 400 Diagnostic Medical Sonography Clinical IV

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 410 Diagnostic Medical Sonography Clinical V

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 415 Diagnostic Medical Sonography Clinical VI

6 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 420 Diagnostic Medical Sonography Clinical VII

15 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

DMS 430 Diagnostic Medical Sonography Clinical VII

15 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of "CR" for maintaining successful progress in the clinical program.

ECE EARLY CHILDHOOD–ELEMENTARY EDUCATION

ECE 101 Child Development

3 credits

An interrelated study of the physical, affective, social, cognitive, and moral growth of children from prenatal through middle childhood. Content is presented chronologically to develop understanding from various research sources and the major theorists.

ECE 201 Foundations of Early Childhood Education

3 credits

Prerequisite: ECE 101

This course is an introduction to early childhood education. Historical, psychological, social, and philosophical foundations are examined and provide a base for evaluation of contemporary programs.

ECE 301 Teaching Young Children with Special Needs

3 credits

Prerequisite: EDU 201, EDU 290, SPE 313

This course is designed to give early childhood educators the needed expertise to teach young children with special educational needs, who are included in regular early childhood settings. It focuses on identifying the needs of those children and adapting early childhood curriculum and methodology in response to an extended range of individual differences.

ECE 302 Methods of Teaching the Young Child

3 credits

Prerequisites: ECE 201, EDU 290

Examines the curriculum content of early childhood education programs and identifies developmentally appropriate teaching methodology. Focus is on designing and implementing a comprehensive education program: child assessment, curriculum design, learning activities and materials, classroom organization, instructional techniques, behavior management, and program evaluation. Students develop skills by creating a thematic unit and teaching lessons in a supervised setting. Includes a 10 hour field experience.

ECE 312 Organization and Administration of Early Childhood Programs

3 credits

Prerequisites: ECE 201

An exploration of aspects of establishing and administering early childhood programs: needs assessment, program development, state and local regulation, financing, organizational structure, personnel management, environmental design, evaluation methods, and current issues.

ECO ECONOMICS

ECO 201 Macroeconomics

3 credits

An introduction to the overall functioning of an economic system with a view toward understanding the factors underlying income, employment, and prices on the aggregate level. Topics include such monetary and fiscal policies as suggested by the relevant theories discussed. This course meets the statutory requirement of PI 34.022(1).

ECO 202 Microeconomics

3 credits

This course is an introduction to microeconomics: the study of how households and firms interact and make decisions to allocate limited resources in the markets for goods and services. This course meets the statutory requirement of PI 34.022(1).

ECO 205 Managerial Economics

3 credits

Overview of Micro-and Macroeconomics pertaining to business decisions. Exploration of the fundamentals of micro-economic concepts on scarcity of resources, supply and demand, cost and benefits, and incentives. A study of macroeconomic concepts such as inflation, economic growth, and unemployment rates in direct relation to their impact on business decisions domestically and globally.

EDR RELIGIOUS EDUCATION**EDR 200 Religious Education**

3 credits

An introduction to the various models of religious education today through study of the works of contemporary theologians and religious educators. Attention is given to particular issues of religious education, such as moral issues, dialogue, multicultural considerations and the utilization of the arts. The course gives attention to the role of religious educators and implications for religious education today.

EDR 302 Religious and Ethical Development

3 credits

Prerequisites: PHI 132 and THE 101

A study of how people develop their religious and ethical sensibilities and how those sensibilities affect how people respond to contemporary religious and ethical issues. Rooted in the work of theologians and educational theorists, this course facilitates critical analysis of contemporary religious and ethical issue and helps students decide how to solve such issues.

EDR 350 Holocaust and Genocide: Religious Perspectives

3 credits

Prerequisites: THE 101

Prerequisite or Corequisite: PHI 132

A theological and historical study of the Holocaust and contemporary genocide. Within an historical framework that considers the political nature of the Holocaust and other genocides, this course helps students study the theological precursors to the Holocaust and to contemporary genocides, what religious leaders did or did not do during the crises, and what religious people ought to do to prevent future atrocities. Students visit the Jewish Museum in Milwaukee or the Illinois Holocaust Museum as part of the class.

EDR 380 Jewish-Christian Relations

3 credits

Prerequisite: THE 101

What is the relationship between Christians and Jews? What has been the development in Christians' understanding of Jews and Judaism over the years? This course addresses these questions by examining the history of the relationship between Christians and Jews, from the first century through contemporary times. Stereotypes and prejudices found in past and present literature, media, and world events are analyzed and broken down. The nature and practice of genuine dialogue are central to this course. For students interested in religious education, this course offers further consideration to educational implications of Jewish-Christian relations and how students can teach about Jews, Judaism, the Holocaust, and scriptural texts. For other students, this course allows for the development of an understanding and appreciation of another religious tradition than one's own. The course is both theoretical and experiential.

EDR 404 Special Topics

1–3 credits

Prerequisite: THE 101

A treatment of particular theological and/or religious education questions chosen because of special relevance or student interest.

EDU PROFESSIONAL EDUCATION

EDU 101 Introduction to Education

3 credit

Introduction to the foundation and philosophical background of education in the United States, through examination of principles, policies, current trends, and history. An overview of the knowledge and performance skills needed to become an effective teacher, including a 10 hour field experience in a partner school classroom.

EDU 202 Psychology of Learning

3 credits

Prerequisite: EDU 101

Focuses on the educational implications of psychological principles and theories of child and adolescent development derived from research. The application of theories and principles will emphasize components of the teaching–learning situation.

EDU 290 Introduction to Clinical Practice

3 credits

Prerequisite: EDU 101

Introduces and begins to develop foundational skills for clinical practice such as lesson planning, instructional approach, assessment, integrating technology, and classroom management. Students will plan and deliver micro-lessons and engage in reflective practice. This course includes a 20 hour field experience.

EDU 3XX Developing as a Paraprofessional

3 credits

Prerequisite: EDU 290

A comprehensive examination of the work of paraprofessionals in education, using state and national standards for highly qualified paraprofessionals as the guiding framework.

EDU 301 Intercultural Studies for Educators

3 credits

Prerequisite: EDU 202

Critical examination of factors that impact student learning, ie: sexual orientation, gender, religion, socioeconomics, language, and age. Forces of discrimination in schools are evaluated. Particular attention is given to critical race theory, educational equity, and critical social justice theory. American Indian culture is studied. Students have opportunities to develop relationships with people from various cultural backgrounds. Includes a 10 hour field experience.

EDU 390 Pre-Clinical Practice

3 credits

Prerequisite: Department Consent

Pre-student teaching clinical experience for all teacher education candidates. Students complete a 60-hour field experience, under the supervision of the cooperating teacher. Students apply and analyze instructional methods, assessment alternatives, reading strategies, technology integration, co-teaching and collaborative methods, through teaching experiences and reflective practice.

EDU 405 Educational Studies Practicum

3-6 credits

Prerequisite: Department Consent

Students engage in working and learning experiences off campus in education-related roles corresponding to one of the following Educational Studies: Early Childhood, Paraprofessional, or Religious Education. Each student's practicum experience is developed in conjunction with the faculty advisor and College of the Professions Director of Clinical Placements.

EDU 490 Clinical Practice Seminar

1 credits

Prerequisite: Department Consent

Pedagogical theories are applied to authentic learning environments. Students compile comprehensive work samples for planning, instruction, and assessment. Student teaching experiences are shared with peers in a supportive manner.

EDU 498 Clinical Practice

1-12 credits

Prerequisite: Department Consent, Acceptance into Clinical Practice

Practical application of educational theory and best practice during a full semester of student teaching, developmental in scope and sequence, and corresponding to the student's licensure program(s). Under supervision of a cooperating teacher and college supervisor, the teacher candidate will assume full responsibility for planning lessons, delivering instruction, and assessing student learning. Student teaching placements will be full-time for a full semester (18 consecutive weeks) following the hosting school district's calendar. This course meets the legislative guidelines of PI-34.023(2).

EDU 636 Understanding Alternative and Non-Traditional Learners

3 credits

This course is designed to assist both mainstream and alternative school educators to more effectively understand, assess, reach, and teach the increasing population of discouraged, difficult, and alternative learners. A major emphasis in the course is the discovery of how cultural, family, and societal issues can and do influence youth both outside and inside the school environment, and what alterations and adaptations educators may need to make to remain effective with the affected student.

EDU 638 Effective Schools' Research: What Works

3 credits

(Also EDL 638)

This course examines how philosophy, classroom strategies, and known research may be combined into a team approach including students, parents, and other professionals to better meet the intellectual, personal, social needs of diverse populations of alternative learners at the classroom, building, and district levels. Special emphasis will be given to the effective schools body of research.

EME ELEMENTARY–MIDDLE EDUCATION**EME 203 Children's Literature**

3 credits

Critical, analytical and instructional skills for teaching with culturally diverse literature. Integration of literature across the curriculum to develop critical thinking, social literacy, and inquiry skills. Develop an aesthetic and critical response to literature, experiencing a breadth of genres and constructing creative ways to teach with literature. Emphasis placed on skills needed to appropriately select, assess, and plan instruction.

EME 302 Integrating Fine Arts in Education

3 credits

Prerequisite: EDU 290

Introduces elementary education candidates to the knowledge and skills needed to integrate visual arts, drama, music, human movement and physical activity in the elementary curricula to enhance student learning. Emphasis is placed on the educational, communicative, and aesthetic value of visual arts and the role the arts plays in promoting students' ability to express themselves creatively.

EME 303 Primary Reading: Teaching and Assessment

3 credits

Prerequisite: EDU 290

Reading is a complex process that is best developed through both holistic and systematic methods. This course is intended to provide an overview of early reading and writing instructional strategies in word recognition, including phonemic awareness and phonics, vocabulary development, and comprehension. It was designed to encompass both the theoretical and practical aspects of learning how to teach and assess reading in pre-kindergarten, kindergarten, and primary grade classrooms. Includes a 10 hour embedded field experience.

EME 304 Intermediate Reading: Teaching and Assessment

3 credits

Prerequisite: EME 303

Designed for teachers of intermediate or early adolescent students. Emphasis will be placed on a developmental approach to teaching reading which uses a balanced approach to meeting the needs of the students. Strategies for teaching fluency, vocabulary and word study, and comprehension will be studied to enable learners to become independent and competent readers. The reading/writing connection will be expanded upon. Assessment and evaluation will be taught as a means to inform instruction. Includes a 20 hour embedded field experience.

EME 312 Language Arts Curriculum and Methods

3 credits

Prerequisite: EDU 290

Students study the development of written and oral language for children from birth through early adolescence. Students explore the socio-cultural, practical, and political aspects of language arts instruction including the reciprocal nature of reading and writing. Topics include oral and written language development, methods of teaching and assessing writing, grammar instruction, and the role of children's literature within language arts instruction. Includes a 10 hour embedded field experience.

EME 316 Primary Mathematics Curriculum and Methods

3 credits

Prerequisite: EDU 290, MAT 151 with a grade of C or better

Provides students with experiences using methodologies recommended for the effective teaching of mathematics. Students evaluate mathematics curricula and supplementary materials using specific assessment tools. Students review mathematics theory and content necessary for teaching early childhood and elementary school levels. Includes a 10 hour embedded field experience.

EME 318 Intermediate Mathematics Curriculum and Methods

3 credits

Prerequisite: EME 316

Major concepts, procedures, and reasoning processes related to number systems, number sense, geometry, measurement, statistics, probability and algebra are examined. Candidates are exposed to the selection and use of a wide range of manipulatives, and instructional resources to support the teaching of mathematics. Candidates learn to promote all students' abilities to apply, interpret, and construct mathematical thinking skills. This course includes 10 hours of field experience.

EME 322 Social Studies Curriculum and Methods

3 credits

Prerequisite: EDU 290

Explores the disciplines that comprise the social studies core and also stresses the importance of addressing environmental issues. Students study a variety of methodologies and materials and have opportunities to teach social studies lessons, and discuss value clarification processes, questioning techniques, and current issues and social studies education. Includes a 10 hour embedded field experience.

EME 332 Science & Health Curriculum & Methods

3 credits

Prerequisite: EDU 290

Students are given the opportunity to peer-teach science and health lessons using inquiry and process-orientation methodologies. They evaluate science and health curricula and materials using specific criteria, and review physical, biological and earth science content necessary for teaching for the early childhood, elementary and middle school grades. Includes a 10 hour embedded field experience.

ENG ENGLISH**ENG 001 Basic Writing**

3 credits

An intensive study of the writing process and of the most difficult features of standard edited English. Students develop their skills in invention, organization, revision, and proofreading. They learn the conventions of Standard English concerning sentence boundaries, agreement of subjects and predicates, verb forms, contractions, possessives, agreement of pronouns, commas, and spelling. (This course is a pre-college level course and does not fulfill degree requirements.)

ENG 100 Writing Workshop

1 credit

Prerequisite: Permission

Corequisite: ENG 105

A course taken in tandem with ENG 105 and designed to be developmental for students who tested into precollege for English. This course supports the content being covered in ENG 105 and offers the student one on one writing feedback and additional assistance for written assignments being completed in ENG 105.

ENG 104 Contemporary Texts & Today's Issues

1.5 credits

A survey of literature by contemporary authors that explores questions of identity. Possible focuses include gender, sexuality, nationality, race, ethnicity, immigration status, class, family, etc.

ENG 105 Expository Writing

3 credits

Prerequisite: Appropriate English placement test score or ENG 001.

A course designed to enhance students' composition and critical thinking skills, by providing experiences with a range of writing strategies. This course will focus primarily on the writing of clear and thoughtful expository prose, as well as the identification and use of the rhetorical modes of development: narration, description, definition, division, classification, process analysis, comparison/contrast, cause/effect, and evaluation/analysis. Further, this class requires students to demonstrate their understanding of these rhetorical modes and their skill in employing them. Students develop their awareness of the resources of language and of the stages in the writing process. The course aims to make students competent in standard edited English and to prepare them for the writing they will do in college and in their careers.

ENG 106 Argumentative and Research Writing

3 credits

Prerequisite: ENG 105 or appropriate English placement test score

A course introducing students to the principles of college research, with emphasis on analytical reading of research material, focused use of sources, and the methodology of citation and documentation. This course will focus primarily on the translation of critical reading and critical thinking into critical writing by reinforcing and expanding upon the rhetorical modes, the foundational mechanics, and the composition skills taught in the expository writing course, as well as the critical-thinking, critical-reading and library skills introduced in the First-Year Seminar. In this class, students refine their awareness of the resources of language and of the stages in the writing process. The course aims to make students proficient in standard edited English and to prepare them further for the writing they will do in college and in their careers.

ENG 107 Literature of Origins

1.5 credits

A survey of literature that explores issues of the past in the formation of personal and/or group identity. Possibly focuses can include a specific author, gender, sexuality, nationality, race, ethnicity, class, family, etc.

ENG 108 Perspectives & Point-of-View

1.5 credits

An examination of how the narrator or speaker shades the telling, both revealing and concealing. This class explores perspective and point-of-view to analyze this aspect of narration, and the power and limitations of certain kinds of literary discourses.

ENG 109 Epiphany & Disillusionment

1.5 credits

An examination of how characters undergo change in ways that engage the reader in an exploration of empathy and reflection. This class explores conflict, dynamic changes in character, and the important literary element of catharsis.

ENG 112 Introduction to Literary Genres

1–3 credits

A genre-based study of short stories, drama, and poetry; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking, and writing skills, and exploring the values-laden nature of literature.

ENG 114-I Lyrics as Literature

1.5 credits

An examination of song lyrics as a literary art form. This course will explore how the history, evolution, and artistry of a musical genre create meaning, express identity, and impact American culture.

ENG 116-L ID: Reading People

1.5 credits

An examination of stories told by first-person narrators. Students will also consider how the art of storytelling reveals things about the storytellers behind them. By scrutinizing fiction, students will practice analyzing the stories people tell them every day. As a way to prepare readers for the kinds of narratives they will encounter in their professions, this course aims to develop the analytics skills that will help students read storytellers through their stories with greater understanding.

ENG 121 Introduction to Poetry

3 credits

A genre-based study of poetry that focuses on applying tools of literary analysis to the interpretation of specific poems in order to increase insight and pleasure. Close reading of poetry, with attention to formal elements, will

provide the students with an introduction to major poets and styles. A wide variety of works is read, representing a diversity of cultures, contexts and perspectives. Course objectives also include developing critical reading, thinking and writing skills and exploring the values-laden nature of literature.

ENG 122 Introduction to Fiction

3 credits

A genre-based study of fiction; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking, and writing skills, and exploring the values-laden nature of literature.

ENG 123 Introduction to Drama

3 credits

A genre-based drama course; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts and perspectives. Course objectives also include developing critical reading, thinking and writing skills, and exploring the values-laden nature of literature.

ENG 125 Introduction to Film

3 credits

This course focuses on developing a greater awareness of and appreciation for film by analyzing its artistic properties, theories, cultural impact, and history while surveying different genres, directors, and movements.

ENG 201 British Literature I

3 credits

An examination of major early British writers, with a focus on the interplay of aesthetic, social and cultural values; the development of literary forms and traditions; and historical contexts. Students will be introduced to major authors of cultural significance.

ENG 202 British Literature II

3 credits

A wide-ranging investigation and analysis of British Romanticism, Victorianism, and Modernism. Students will be introduced to major authors of cultural significance. As with ENG 201, the course focuses on the interrelationships of aesthetic and cultural values, literary prose and historical contexts.

ENG 204 Special Topics

1–3 credits

Prerequisite: ENG 105 or ENG 230

An in-depth exploration of a significant approach to literary criticism or the work of a major literary figure.

ENG 205 Introduction to Literary Studies and the English Professions

3 credits

Prerequisite: ENG 106

This course serves as a gateway, providing English majors, prospective English majors, and English minors with critical tools to heighten and enhance their experiences in subsequent courses in the major and their careers. The course introduces students to critical theory and to a wide variety of critical approaches to literature, enabling them to read and interpret literature with greater insight and discernment. Students also deepen their understanding of key literary periods and movements and become more knowledgeable of developments in the evolution of significant literary genres and sub-genres. Students will also gain an appreciation for the relevance and practical applications of literary studies in personal and professional development.

ENG 210 Spring Play

1 credit

An opportunity for students to be substantially engaged with the spring play as actors, directors, stage managers, or other backstage leaders during 4-6 weeks of rehearsal for 1-2 performances. Depending on role, each student should be prepared to commit roughly 4-7 hours per week.

ENG 211 American Literature I

3 credits

A study of American literature from its beginning to the Civil War, tracing the development of American writing in its cultural contexts. In lectures and discussions, students are introduced to a broad range of critical methods for approaching major American authors.

ENG 212 American Literature II

3 credits

A continuation of ENG 211, tracing the evolution of American literature from the Civil War to early Postmodernism in the contexts of the social and intellectual forces that shaped it, including the impact of minority writers. In lectures and discussions, students consider critical approaches to the rise of realism, naturalism, modernism, and the beginnings of postmodernism in American letters.

ENG 216 Contemporary Women's Literature: Emerging Voices

3 credits

A topical study of literature written by women, dealing with contemporary issues and concerns. This course will focus on fiction and nonfiction texts as they are emerging in modern and contemporary times. Discussion will center upon language, form, and themes as they relate to women. The course remains open-ended, in that any specialized concerns of class members will be welcomed as texts are chosen.

ENG 217 Evolution of Women's Literature

3 credits

A survey of the evolution of women's literature. The course will focus upon literature of the Middle Ages and Renaissance, 17th and 18th centuries, 19th century and turn of the century, and Modernist and Contemporary eras written by female authors. This material will be integrated across genres and geographical contexts.

ENG 220 World Literature I

3 credits

A study of major writers of Europe, Africa, Asia, and the New World, with emphasis on writers of international stature and influence. The course offers students a broad perspective on literary history from classical times to the 17th century. A chronological survey of significant work leads to discussion of problems in the historical examination of literature: the definition of movements, the relationships between society and literature, and the evolution of literary genres.

ENG 221 World Literature II

3 credits

A study of major writers of Europe, Africa, Asia, Latin America, and the United States, with emphasis on writers of international stature and influence. The course offers students a broad perspective on literary history since the 17th century. A chronological survey of significant work leads to discussion of problems in the historical examination of literature: the definition of movements (such as neoclassicism, romanticism, realism), the relationships between society and literature, and the evolution of literary genres.

ENG 222 Business Communications

3 credits

An application of contemporary communication theory to practical business situations, and an application of traditional rhetoric and communication theory to oral presentations. Students study communication theory;

practice basic forms of business writing; write, deliver, and evaluate public speeches; and explore communication systems in modern corporations.

ENG 225 Mythology

3 credits

A study of important myths and legends from a variety of times and places, with emphasis on writers and works that have influenced Western thought, arts, and culture. Using methods of formal and structural analysis, students will study works of literature, such as epics, plays, and poetry that employ mythological allusions and deal with universal symbols and themes.

ENG 230 Professional Composition and Research Writing

3 credits

(AOS students only)

A course designed to enhance students' composition and critical-thinking skills, by providing experiences with a range of writing strategies, with emphasis on expository and argumentative prose. Students develop an awareness of the resources of language and of the stages in the writing process. The course aims to help make students more competent in standard edited English and to prepare them for the writing they will do in college and in their careers. The course also introduces students to the principles of college research, with emphasis on analytical reading of research material, focused use of sources, and the methodology of citation and documentation. It acquaints students with techniques of interviewing and conducting surveys, as well as with search strategies involving resources in print. The course provides guidance for students as they apply research principles to subjects within their disciplines or areas of interest.

ENG 250 Ethnic Minority Literature

3 credits

Students will analyze the work by ethnic minority writers in the United States. Doing so, they will examine the experiences of inequality, struggle, and triumph from diverse and often unheard voices.

ENG 300 Writing the Self: Creative Non-Fiction

3 credits

Explores the craft of creative non-fiction, utilizing writing exercises, readings and workshops to explore the many ways that writing serves the human condition. Students will engage in reflection, therapeutic writing and writing as a method of outreach and connection.

ENG 301 Creative Writing

3 credits

An introduction to the techniques of writing poetry, fiction, and drama. The course is taught as a workshop, with repeated presentation and discussion of works in progress. (repeatable for credit).

ENG 302 Shakespeare

3 credits

A survey of Shakespeare's major plays. While the emphasis is on close study of the individual works, students also consider Shakespeare's artistic development and the plays' historical contexts.

ENG 304 Modern and Contemporary American Literature

3 credits

An intense exploration of a wide variety of literature of modern and contemporary America, focusing on acclaimed authors, stylistic trends, thematic patterns, and a diversity of voices. This examination of the rich American literary tradition is used to gain deeper insight into the role of literature as an expression of a society's values and/or as a challenge to the values of the status quo.

ENG 306 Bible as Literature

3 credits

Prerequisite: ENG 106

Introduction to applying literary analysis to The Bible by exploring the historical context, narrative devices, poetic structure, and symbolism of the scriptures.

ENG 310 African-American Literature

3 credits

A generally chronological survey of African-American literature from its inception to the present time. The course is designed to include a diversity of themes, styles, authors and values. Students are challenged to examine their own attitudes and understanding regarding the relationship of African-American literature to American literature and culture as a whole.

ENG 311 Grant Writing

3 credits

A study of the grant writing process including researching a non-profit organization, drafting a need statement, creating a list of funding sources, and writing a grant proposal.

ENG 312 Professional Writing & Editing

3 credits

Prerequisite: ENG 105 or ENG 230

A study of professional writing in various contexts, which may include magazine & feature writing, editorial pitching, and business and government documents. Students will work with the Muriel Press, editing and designing book projects. Through an increased awareness of the importance of audience, rhetorical theory, and the writing process, by focusing on writing examples from various industries and academic writing, students will enlarge and improve their writing skills. This course is repeatable for credit.

ENG 315 Literature and Film

3 credits

Study of literature and its relationship to film. Students will analyze literature that has been adapted to film, using cinematic terminology and theories of adaptation. This course has variable topics depending on the instructor's educational background. Some offerings may focus on classic literature adapted to film while other offerings may focus on contemporary works.

ENG 322 Russian Literature

3 credits

An exploration of the literature of Russia, from early epics through the masterpieces of the 19th century to the works of the mid-20th century émigré population.

ENG 324 Modern and Contemporary World Literature

3 credits

An intense exploration of a wide variety of literature of the modern and contemporary world, focusing on acclaimed authors, stylistic trends, thematic patterns and a diversity of voices. This examination of the rich worldwide literary tradition is used to gain deeper insight into the role of literature as an expression of a society's values and/or as a challenge to the values of the status quo.

ENG 330 Scriptwriting

3 credits

An introduction to the techniques, theory, and form of writing screenplays, television episodes, and plays. Students will produce, present, and discuss creative works in progress.

ENG 335 Postcolonial Literature

3 credits

Study of major theories and texts of postcolonial literature to examine issues of colonialism, imperialism, and identity politics of gender, race, sexual orientation, and language.

ENG 340 Advanced Composition

3 credits

Prerequisite: ENG 106

A workshop course where students develop, edit, and revise academic writing for other classes and capstone projects. Through their writing, students will learn the principles and issues in grammar, linguistics, and rhetoric. The course examines the stylistic elements of writing aimed at different discourse communities, including academic and business audiences, with emphasis on developing adaptability, expressiveness, and polish in students' own writing.

ENG 360 Contemporary and Experimental Literature

3 credits

An exploration of contemporary literature that focuses on major authors and trends that challenge tradition. Through a diverse selection of texts, authors, and voices, students will engage with works that defy the canon and explore the political implications of style.

ENG 375 Advanced Study of Language, Grammar, and Rhetoric

3 credits

Prerequisite: ENG 106

Students become more aware of principles and issues in grammar, linguistics, and rhetoric, particularly as they unfold historically, and apply this enhanced awareness to the development of their own writing. The course examines the stylistic elements of writing aimed at different discourse communities, including academic and business audiences, with emphasis on developing adaptability, expressiveness, and polish in students' own writing.

ENG 404 Special Topics

1–3 credits

Prerequisite: ENG 105 or ENG 230

An in-depth exploration of a significant approach to literary criticism or the work of a major literary figure. Recent course offerings have included Literature of the Avant-Garde and Contemporary Literary Theory.

ENG 406 Seminar in Fiction Writing

3 credits

Students will investigate the techniques of composing short stories and other forms of fiction, research the stylistics of fiction, and present original works in a seminar setting.

ENG 408 Seminar in Poetry Writing

3 credits

Students will investigate the techniques of composing poems, research the stylistics of poetry, and present original works in a seminar setting.

ENG 414 Independent Study

1–3 credits

Prerequisite: Permission

A course designed by the student with an instructor's guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

ENG 495 English Research Capstone

3 credits

Prerequisites: ENG 106, ENG 205

The English Capstone course will allow students to reflect on their past work in English and prepare for graduate study or the job market. The class will integrate literary criticism, primary theoretical texts, and a student-directed final paper or research project. In addition, students will compile a portfolio of selected pieces of their work as an English major to be submitted to the English department for assessment purposes. Course will run as a small seminar or independent study, depending on student and department needs.

ESS EXERCISE AND SPORT SCIENCE**ESS 121 Sport Theory: Weightlifting**

1 credit

Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 125 Sport as a Socializing Agent

3 credits

Exploration of transformation through the study of sport as a socializing agent. Focus is on how sport has been used in different countries historically, and contemporarily, to teach and shape norms and values.

ESS 200 Professional Development Seminar I

1 credit

Introduction to the fields and career opportunities in exercise science, kinesiology, health, and wellness.

ESS 205 Health, Safety, and First Aid

2 credits

A survey course designed to promote self-responsibility and a holistic approach to wellness and illness. Emphasis is placed on wellness planning and contemporary health issues. Course will also include instruction and practice in First Aid principles, procedures, and emergency care.

ESS 210 Principles of Coaching

3 credits

Introduction to evidence-based coaching techniques. Practices and strategies for working with all age levels will be explored. All course content will be broadly focused on effective coaching, and not on coaching within specific sports.

ESS 225 Introduction to Nutrition & Metabolism

2 credits

Examination of basic nutritional and metabolic principles. The scientific basics of nutrition within a systems and health approach is covered. Nutrition as it relates to human performance is also explored.

ESS 230 Health, Exercise, & Sport Assessment

3 credits

This course provides the knowledge of health history taking, physical assessment, and documentation. The student will acquire needed skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health, exercise, and sports. Effective communication, assessment, and documentation will be practiced in the laboratory setting. The student will become familiar with the techniques of physical assessment consisting of inspection, palpation, percussion, and auscultation. Emphasis is placed on an assessment with a systematic and organized examination that will provide accurate data in which to determine health on a continuum.

ESS 250 Research Methods

3 credits

Survey of research methodologies used in the Exercise and Sport Sciences. Quantitative, qualitative, and mixed methodological procedures will be covered. Focus of the course is on locating, analyzing, summarizing, and applying research studies to professional practice.

ESS 300 Professional Development Seminar 2

1 credit

Prerequisite or Corequisite: ESS 200

Continuation of ESS 200. Further exploration of careers in the field of exercise and sport science. Focus will be on roles and duties of professionals as well as education and training needed.

ESS 321 Exercise Prescription

3 credits

Theory and practical aspects of exercise testing and prescription; topics include testing of strength, endurance, cardiovascular endurance, flexibility, body composition, muscle power, and balance with special considerations for arthritis, osteoporosis, dyslipidemia, immunology, and metabolic syndrome.

ESS 325 Sociology of Sport

3 credits

A sociological examination of the rise of sport in contemporary society. Topics such as the social organization of sports, women and sports, sports and violence, inter-scholastic sports and achievement behavior, discrimination and sports, and the future of sports are covered.

ESS 330 Prevention, Care and Treatment of Athletic Injuries

3 credits

Prerequisites: ESS 205

Cause, treatment, and prevention of injuries common to athletic activities; taping, bandaging; discussion of rehabilitation, conditioning, and variable factors of athletic performance levels.

ESS 340 Exercise Physiology

3 credits

Prerequisites: ESS 200, ESS 330

Focuses on the functional changes brought by acute and chronic exercise sessions. Topics include muscle structure and function, bioenergetics, cardiovascular and respiratory adaptations, exercise training for sport, sport nutrition, ergogenic aids, and other health and fitness topics.

ESS 345 Biomechanics

3 credits

Prerequisites: ESS 200, ESS 330

A study of the anatomical and mechanical bases of human movement and its application to skill analysis in exercise science.

ESS 414 Independent Study

1-3 credits

A student-designed learning experience which is submitted in proposal form to an exercise and sport science faculty member in order to develop a mutually acceptable independent study plan. This faculty-guided experience allows students of superior ability to pursue a topic of interest not available through regular courses.

ESS 420 Principles of Strength Training and Conditioning

3 credits

Theory and practice in development and administration of comprehensive strength and conditioning programs for both the athlete and individual of any level. Includes knowledge, safety concerns and skill techniques necessary for teaching and administering any strength and conditioning facility.

ESS 422 Strength Training Program Design

3 credits

Prerequisites: ESS 420

Program design as it applies to exercise and sport. The student will complete a comprehensive strength and conditioning manual.

ESS 423 Theories and Principles of Weight Management

3 credits

Human nutrition as it specifically applies to exercise science. Specific needs for proteins, carbohydrates, fats, electrolytes and micronutrients.

ESS 431 Personal and Group Wellness

3 credits

This course emphasizes methods in planning, designing, implementing, and improving health/wellness promotion programs. Client motivation, behavior change, and physical activity for special populations will be addressed.

ESS 432 Community Outreach and Health Promotion

3 credits

Assess market opportunities in wellness services, programs, and facilities. Develop marketing and promotional strategies to increase the customer base, provide incentives for behavioral change and enhance revenues for wellness programs, services and facilities.

ESS 433 Psychological and Motivational Aspects of Sport

3 credits

Overview of psychological and motivational principles and their applications to individuals and groups in sport, exercise and/or therapy.

ESS 443 Exercise Psychology

3 credits

Examines the psychological antecedents and consequences of physical activity relationships. Including the mental health benefits of exercise as well as motivational factors involved in exercising and the many variables that influence exercise behavior, e.g., stress, emotional states, anxiety, and depression.

ESS 491 Coaching Practicum

1 credit

(Must be taken in the last semester before graduation.)

Practical and relevant information appropriate for beginning and experienced coaches at all age levels.

ESS 497 Practicum

1-3 credits

Practical and didactic training in Exercise and Sport Science in an approved internship site. Work will focus on student's desired career path. Practicums must be preapproved by the program director.

FIN FINANCE**FIN 205 Personal Finance**

3 credits

Provide the student with the information needed to make sound personal financial decisions and manage personal financial assets wisely. Subjects covered include financial planning, budgeting, consumer purchasing decisions, income taxation, insurance and risk management, investing, and retirement and estate planning.

FIN 301 Fundamentals of Managerial Finance

3 credits

Prerequisites: ACC 201, BUA 101, ECO 202 or FIN 205

An introduction to the environment of financial management. It includes the analysis of financial statements for planning and control, corporate securities, working capital management, capital budgeting, and financing the short- and long-term requirements of the firm.

FIN 303 Money and Banking

3 credits

Prerequisites: ACC 201, ECO 201, ECO 202

In this course, students will study the structure of financial markets, financial institution management, regulation of financial markets and institutions, determination of interest rates, and the role of the Federal Reserve and monetary policy in the economy.

FIN 331 Principles of Insurance and Risk Management

3 credits

(Junior or Senior standing required)

This course will introduce the studies of Insurance and Risk Management. As to Risk Management, course participants will study risk identification, analysis, and management. Insurance will be studied from the perspective of a risk management tool and from the perspective of how insurers operate, what risks can be insured, and how the industry is regulated. Additionally, career opportunities in the insurance industry will be explored.

FIN 400 Investments

3 credits

Prerequisites: FIN 205 or FIN 301

Construction and management of investment portfolios to meet the needs of personal and institutional investors; and selection of securities to balance income, risk, and capital growth.

FIN 401 Global Finance

3 credits

Prerequisites: FIN 301

This course emphasizes the increasing importance of the global integration of money and capital markets. Topics include, among others, global foreign exchange risk management, global equity markets, global risk diversification, direct foreign investment and political risk management.

FIN 404 Special Topics

3 credits

Prerequisites: FIN 301

A study of selected topics offered at the discretion of the instructor. Open to qualified juniors and seniors who wish to do advanced work. Permission of instructor is required.

FIN 497 Internship

1–3 credits

Prerequisites: BUA 203, FIN 301, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

FLA FOREIGN LANGUAGE**FLA 204 Special Topics**

1–3 credits

Study of a genre, cultural topic, or specialized career application in foreign language.

FOS FORENSIC SCIENCE**FOS 101 Introduction to Forensic Science**

3 credits

This lecture course explores the nature of evidence, the basics of crime scene investigation, and the capabilities of various sub-disciplines of forensic science. Students from any major (traditional or AOS) are welcome to take this course. This is a required course for the crime scene investigation minor.

FOS 105 Survey of Forensic Sciences

1 credit

Lecture/seminar course that has the goal of providing students a general introduction to the application of scientific knowledge to the purposes of the law. It will familiarize students with some of areas of science which are involved in the court process, particularly in criminal trials, and the role of the forensic criminalist in criminal procedure. Accordingly, this class will survey forensic criminalistics and prepare students for additional, more in-depth classes in criminalistics and forensic science.

FOS 151 Introduction to Forensic Science Lab

1 credit

Topics correspond to lecture material (i.e., the basics of crime scene investigation and the capabilities of various sub-disciplines of forensic science). Both hands-on and virtual activities will be utilized. FOS 101 is a pre-requisite, but concurrent registration with FOS 101 is allowed. Students from any major (traditional or AOS) are welcome to take this laboratory course. This is a required course for the crime scene investigation minor.

FOS 300 Forensic Photography

3 credits

Prerequisite: FOS 105

Corequisite: FOS 350

Lecture studies of the general principles and concepts behind both basic and technical photography. The theoretical underpinnings of, techniques for, and applications of forensic photography will be examined. Topics include: the science behind photography, composition, exposure, focus, depth of field, flash techniques; and the challenges associated with crime scene, underwater, and aerial photography. Students will also learn how to properly document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to prepare photographic reports and displays for court.

FOS 305 Crime Scene Investigation

3 credits

Prerequisite: FOS 300

Corequisite: FOS 355

Lecture studies of how biology, chemistry, mathematics, and physics concepts and methods are used to recognize, locate, document, and recover evidence at various types of crime scenes. Topics and techniques relating to scene security, documentation, search procedures, chain of custody, and the recognition, recovery, and preservation of

different classes of evidence will be discussed. Class discussions will examine and demonstrate how each specialty may be utilized during the course of a crime scene investigation.

FOS 350 Forensic Photography Lab

1 credit

Prerequisite: FOS 105

Corequisite: FOS 300

Laboratory studies of the general principals and concepts behind both basic and technical photography. The theoretical underpinnings of, techniques for, and applications of forensic photography will be examined. Topics include: the science behind photography, composition, exposure, focus, depth of field, flash techniques; and the challenges associated with crime scene, underwater, and aerial photography. Students will also learn how to properly document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to prepare photographic reports and displays for court.

FOS 355 Crime Scene Investigation Lab

1 credit

Prerequisite: FOS 350

Corequisite: FOS 305

Laboratory studies of how biology, chemistry, mathematics, and physics concepts and methods are used to recognize, locate, document, and recover evidence at various types of crime scenes. Topics and techniques relating to scene security, documentation, search procedures, chain of custody, and the recognition, recovery, and preservation of different classes of evidence will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a crime scene investigation.

FOS 405 Forensic Sciences

3 credits

Prerequisite: FOS 305

Corequisite: FOS 455

Lecture continuation of FOS 305: Crime Scene Investigation-Lecture. Advanced topics and examination/interpretation techniques from the various forensic sub-disciplines will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a criminal investigation.

FOS 406 Detection and Recovery of Remains

2 credits

Prerequisite: FOS 355

Intensive survey of the detection, documentation, and recovery techniques associated with remains in an outdoor environment. Topics include: anthropology, archaeology, entomology, pathology, taphonomy, and technical photography.

FOS 407 Bloodstain Pattern Analysis

2 credits

Prerequisite: FOS 305

Corequisite: FOS 457

Lecture studies of bloodstain pattern recognition, identification, documentation and analysis. Topics include: photographic/schematic documentation, analysis/interpretation techniques, terminology, report writing, court displays and testimony.

FOS 409 Advanced Forensic Photography

2 credits

Prerequisite: FOS 300

Corequisite: FOS 459

Lecture continuation of FOS 300 Forensic Photography. The theoretical underpinnings of, techniques for, and applications of more advanced forensic photography will be examined. Topics include: crime scene, examination

quality, low-light, flash, painting-with-light, bloodstain, shooting incident, and ultraviolet and infrared photography. Students will also learn how to further document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to better prepare photographic reports and displays for court.

FOS 412 Forensic Science Literature and Seminar

2 credits

Prerequisite: FOS 305

A seminar based on the reading of current forensic science literature and the presentation of research seminars. Students will also learn about the forensic job application process, and how to submit a research proposal and create/present a seminar.

FOS 455 Forensic Sciences Lab

1 credit

Prerequisite: FOS 355

Corequisite: FOS 405

Laboratory continuation of FOS 355: Crime Scene Investigation-Lab. Advanced topics and examination/interpretation techniques from the various forensic sub-disciplines will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a criminal investigation.

FOS 457 Bloodstain Pattern Analysis Lab

1 credit

Prerequisite: FOS 355

Corequisite: FOS 407

Laboratory studies of bloodstain pattern recognition, identification, documentation, and analysis. Topics include: photographic/schematic documentation, analysis/interpretation techniques, terminology, report writing, court displays, and testimony.

FOS 459 Advanced Forensic Photography Lab

1 credit

Prerequisite: FOS 350

Corequisite: FOS 409

Laboratory continuation of FOS 350 Forensic Photography Lab. The theoretical underpinnings of, techniques for, and applications of more advanced forensic photography will be examined. Topics include: crime scene, examination quality, low-light, flash, painting-with-light, bloodstain, shooting incident, and ultraviolet and infrared photography. Students will also learn how to further document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to better prepare photographic reports and displays for court.

FOS 497 Internship

1–3 credits

Prerequisite: FOS 455

(Be advised that applications and background checks similar to those required by law enforcement officers are likely to be a pre-requisite for the internship and your future career.)

Practical work experience relevant to a career in forensic science is performed in a crime, private, and/or research laboratory, crime and/or death investigation unit, or other law enforcement agency approved by the student's major advisor.

GEN GENERAL EDUCATION

GEN 101 First-Year Seminar Please See SCP section

GEN 105 Adult First-Year Seminar

3 credits

Facilitate students' transition into the college environment through exploring issues related to socially responsible action in a global world. Introduction to liberal arts, critical thinking, critical reading and academic research skills. Students will learn to identify personal learning needs and to apply knowledge, skills and abilities to meet those needs.

GEN 197 Freshmen Externship

0 credit

Prerequisite: Permission of the Director of Career Services

A brief experiential learning experience designed to allow freshmen students to explore career interests through observation, shadowing, inquiry, and self-reflection.

GEO GEOGRAPHY

GEO 201 World Regional Geography

3 credits

A cultural, political, economic, and physical survey of the realms and regions of the world. Special attention will be given to human spatial interaction in a global context.

HCA HEALTH CARE ADMINISTRATION

HCA 201 Introduction to Health Care Administration

3 credits

Students are introduced to the use of concepts, theory, and approach as they relate to professional practice in the health care system. Students are also exposed to experience with the health care system from a customer perspective. A broad overview of the levels of care, the care continuum and the regulations governing care delivery is provided. Issues of individual behaviors, health status indicators, and government responsibilities are also discussed. Key issues in health policy will be presented.

HCA 411 Health Care Law

3 credits

Prerequisites: BUA 350 or BUS 345 and HCA 201

This course presents the fundamentals of how and when the law intersects with healthcare; explaining health care providers' legal areas of responsibility. A wide range of healthcare law topics will be addressed including a historical overview of hospitals and the judicial system governing healthcare, federal and state healthcare case law and regulatory mandates, and information management, security and confidentiality, informed consent and patient self-determination.

HCA 415 Health Care Information Systems

3 credits

Prerequisites: HCA 201

Examines the fundamentals and analysis of healthcare information and the subsequent development and use of healthcare information systems. Provides a broad overview of information technology as it applies to health care systems, as well as the various management challenges facing users of this technology. Focuses on understanding systems and how to work effectively with them.

HCA 421 Financial and Economic Aspects of Health Care

3 credits

Prerequisites: HCA 201

This course presents the fundamentals and analysis of health care financing. Basic functions of expenditures and sources of funding are emphasized. This course analyzes third party payment programs and reimbursement practices in the U.S. health care sector. Students will be able to understand and explain the major differences between private insurance and managed care systems, and how policy reform impacts the health care sector.

HCA 431 Health Care Management and Policy

3 credits

Prerequisites: HCA 201

(Senior standing)

Students discuss concepts, theory, and research as they relate to professional practice in the health care system. A broad overview of the levels of care, the care continuum and the regulations governing care delivery is provided. Issues of individual behaviors, health status indicators, and government responsibilities are also discussed. Key issues in health policy will be presented.

HCA 497 Health Care Administration Internship

1–3 credits

Prerequisites: BUA 203, HCA 201, Permission

(Nine credits in the major completed)

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

HCA 750 Strategic Health Care Management: Workplace, Community and Prioritization

3 credit

Examination of knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health care administration management issues in the workplace, community, and develop the skill set for strategic health care prioritization. Each area will have an in-depth evaluation of how to integrate health care administration management issues in the workplace, community, and develop the skill set for strategic health care prioritization This will involve creating objectives and setting goals for current and future trends in health care and constructing a plan to achieve these objectives.

HCA 750A Strategic Health Care Mgt Workplace

1 credit

Examination of knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health care administration management issues in the work place.

HCA 750B Strategic Health Care Mgt Community

1 credit

Exploration of knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health care administration management issues in the community.

HCA 750C Strategic Health Care Mgt Prioritization

1 credit

Examination of knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and viewpoints developed throughout the curriculum to gain the skill set for strategic health care prioritization. This will involve creating objectives and setting goals for current and future trends in health care and constructing a plan to achieve these objectives.

HCA 760 Health Care Policy, Managed Care and Health Insurance

3 credit

Examination of the theoretical foundations of health care economics and public policy and applies them to the health care sector. These foundational skills are needed to navigate through a complex health payment system. Study of analyzing operational issues in managing cost and quality in an integrated system, integration along the supply chain, and the performance of these systems. Overview of three broad segments of the health care insurance industry: payors, providers and suppliers. Each segment will have an in-depth view from the patient, provider and payor.

HCA 760A Health Care Policy

1 credit

Examination of the theoretical foundations of health care economics and public policy and applies them to the health care sector. Topics include provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditure, utilization, health care reform and the health care public policy-making process including policy formation, implementation and modifications.

HCA 760B Health Care Policy - Managed Care

1 credit

Study of analyzing operations issues in managing costs and quality in an integrated system, integration along the supply chain, and the performance of these systems. Topics include incorporating the bargaining and negotiation skills between hospitals, physicians, and health plans.

HCA 760C Health Care Policy - Health Insurance

1 credit

Overview of three broad segments of the health care insurance industry: payors, providers and suppliers. Topics include payor segment, sources and destinations of spending, managed care (HMOs, PPOs), employer-based health insurance, technology assessment, payor strategy, and efforts to pay for the elderly, the poor & the medically indigent.

HCA 770 Health Care Quality, Patient Safety, Trends and Future Issues

3 credit

Study of the relationships between health care quality and organizational performance management. Methods for assuring quality in process and outcome management are described, as well as the consequence and statistical application of measuring outcomes. Examination of a variety of health care setting and patient safety, including evaluation through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors. Examination of patient safety and quality in current and future health care trends. Topics include case studies, research articles and current event applications; incorporating patient-centered health care quality and safety initiatives.

HCA 770A Health Care Quality

1 credit

Study of the relationships between health care quality and organizational performance management. Topics include the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the consequence and statistical application of measuring outcomes.

HCA 770B Health Care Patient Safety

1 credit

Examination of a variety of health care setting and patient safety, including evaluation through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors. Topics will challenge the students to consider the roles of varied healthcare stakeholders in building a safer healthcare system.

HCA 770C Patient Safety-Quality-Futures & Trends

1 credit

Examination of patient safety and quality in current and future health care trends. Topics include case studies, research articles and current event applications; incorporating patient-centered health care quality and safety initiatives.

HCA 780 Advanced Health Care Law

3 credit

Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining HIPAA, ethical issues and TORT law. Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining contracts, malpractice and liability laws. Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining employee discipline, discharge and corporate structure.

HCA 780A HIPPA, Ethics and Tort Law

1 credit

Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining HIPAA, ethical issues and TORT law. Topics will include principles and practices of law, legal relationships, sources of law and legal processes affecting the health care service system.

HCA 780B Contracts, Malpractice & Liability Laws

1 credit

Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining contracts, malpractice and liability laws. Topics include principles and practices of law, legal relationships, sources of law, and legal processes affecting the health service system.

HCA 780C Employee Discipline & Corp. Structure

1 credit

Examination of the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems specifically examining employee discipline, discharge and corporate structure. Topics include principles and practices of law, legal relationships, sources of law, and legal processes affecting the health service system.

HCA 790 Practicum-Project Creation, Implementation and Evaluation

3 credit

Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase one of the project includes concepts such as initiating, planning, staffing, budgeting, executing, and piloting/testing, up through project completion. Phase two of the project focuses on practical implementation. Phase three of the project focuses on project completion through situational awareness and stakeholder feedback. Through monitoring, and continuous feedback projects are refined and adjusted while approaching full successful completion.

HCA 790A Practicum-Project Creation

1 credit

Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase one of the project includes concepts such as initiating, planning, staffing, budgeting, executing, and piloting/testing, up through project completion.

HCA 790B Practicum-Project Implementation

1 credit

Continuation of field-based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase two of the project focuses on the practical implementation. The goal for learners is to work with key stakeholders to implement the project selected in phase one.

HCA 790C Practicum-Project Evaluation

1 credit

Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase three of the project focuses on the project completion through situational awareness and stakeholder feedback. Through the monitoring, and continuous feedback projects are refined and adjusted while approaching full successful completion.

HIS HISTORY

HIS 100 Riots, Revolt, and Protest

1.5 credits

Whether they succeed or fail, revolts and protests change the societies in which they occur. This course will look at the causes, course, and results of revolts and protests which have altered societies in ways large and small.

HIS 103 War and Revolution

1.5 credits

Wars cause massive disruption in politics, society, the economy, and geography of countries. This course will explore the way in which the causes, course, and results of wars dramatically alter countries.

HIS 105 Nationalism in History

1.5 credits

An exploration of the way in which nationalism has driven historical events. Students will develop an understanding for the creation of nationalism, how it has been used to promote the common good and commit the ultimate evils.

HIS 106 Finding a Voice

1.5 credits

Popular Culture provide opportunities for individual and groups to redefine themselves and the ideas they believe in. Through variable topics, this course will explore popular culture's impacts how people view themselves and creates a space to enact social change.

HIS 107 Conspiracies, Myths, and Lies in History

1.5 credits

Through variable topics, students will explore the ways in which false accounts become "common knowledge" and how historians use analysis of sources to debunk conspiracies, myths, and lies.

HIS 108 Finding Truth in History

1.5 credits

An exploration of historians' search for accurate accounts of historical events. Through variable topics, students will explore events in which a number of views are present. Students will learn how to evaluate sources and determine what the facts are and how historians correct errors committed in the past.

HIS 109 History of Technology

1.5 credits

An exploration of the relationships among science, technology and society cross time and geography.

HIS 110 World History

3 credits

A survey of world history taught through a theme such as trade, intercultural encounters, conflict, or ideologies, which draws connections across time and geography beginning in the Ancient World and ending in the 20th Century.

HIS 111 History of the United States to 1877

3 credits

A survey course in which the cultural, political, and economic events that have shaped American history from the precontact period to 1877 will be explored. The course will pursue several key topics, including the evolution of race and gender relations, independence, the emergence of popular democracy, the era of the Civil War and Reconstruction, and the impact of industrialism and urbanization upon American life.

HIS 112 History of the United States from 1877

3 credits

A survey course in which the cultural, political, and economic events that have shaped American history from 1877 to the present will be explored. The course will pursue several key topics, including the continuing development of race and gender relations, the impact of industrialism, the world wars and the Cold War upon American life.

HIS 204 Special Topics

1–3 credits

Topics of historical inquiry intended for students at an introductory level. Content varies from term to term.

HIS 205 History of Selected Minorities

3 credits

Prerequisite: HIS 101 or HIS 102 or HIS 114

An introductory historical survey of selected American minorities, including Native Americans, African–Americans, Asian Americans, Hispanic Americans, women, religious minorities, and other minority groups. The course focuses upon the consequences of the interplay of cultural, political, and economic processes relative to minority-majority relations and the American experience.

HIS 206 History of Terrorism

3 credits

This course will examine the roots of terrorism in the 20th century, the current intellectual and governmental policies and theories regarding the nature and methods of terrorism, and the impact of terrorism in the past, present, and future.

HIS 207 History of Crime

3 credits

An examination of changes over time in concepts of justice, injustice, crime, and deviance.

HIS 208 History of Disease

3 credits

This course will examine the role that infectious diseases have played in human history, as well as the way in which people have reacted to these diseases.

HIS 209 History of Sex and Abstinence

3 credits

A study of views of sex and abstinence from ancient times to the present. Special attention is given to the connections among sexual beliefs, sexual behaviors, and religious and cultural values.

HIS 214 History of Wisconsin

3 credits

A survey of the cultural, economic, political, and social history of Wisconsin from the days of exploration to the present. The class emphasizes independent research and discussion.

HIS 215 Social History

3 credits

An exploration of historical topics concerning the interactions of individuals, society, and the world they construct.

HIS 216 History of Popular Culture

3 credits

An exploration of historical topics concerning the development and uses of popular amusements.

HIS 217 Topics in American History

3 credits

An exploration of specific topics in the history of the United States from colonial times to the present.

HIS 222 History Goes to the Movies

3 credits

The exploration of a variety of selected historical topics and themes as characterized by the movies.

HIS 303 History of England

3 credits

Prerequisite: HIS 102

A survey of English history from ancient times to the present. Special attention will be given to the social, political, and economic developments that have influenced the course of English history.

HIS 309 Public History

3 credits

Prerequisites: HIS 111, HIS 112

Prerequisite or Corequisite: HIS 214

The class explores the multiplicity of approaches historians use to conduct research, engage in historical preservation, present history to public audiences via historical societies, electronic media, and museums. The course is designed to familiarize the student with not only the historiography of public history, but also the theories and practice behind the presentation of history to public audiences. Pedagogical approaches include in-class study, presentations by public history practitioners, site visits, and through Service-Learning at an appropriate public history venue.

HIS 342 Topics in Ancient History

3 credits

Prerequisite: HIS 101 or HIS 114

Provides the student with an opportunity to explore topics in ancient history from a Western or non-Western social, political, and economic framework.

HIS 395 History Capstone I

2 credits

Prerequisites: HIS 110; HIS 101, HIS 102; HIS 111, HIS 112

Students will begin the design and research for a project related to their area of interest and career aspirations.

HIS 404 Special Topics

1–3 credits

An opportunity to study specific topics in the various fields of history. These topics reflect the particular competencies and interests of the department faculty and consider the needs and requests of the students. Special studies of particular events or brief periods of history may be included.

HIS 410 19th Century Europe

3 credits

Prerequisite: HIS 102

A study of the European powers during the period 1815–1914. Concepts such as liberalism, nationalism, conservatism, democracy and socialism are critically examined. The course concludes with an examination of the origins of World War I.

HIS 415 History of the Recent U.S.

3 credits

Prerequisites: HIS 111, HIS 112

A seminar dealing with the political, economic, intellectual and social trends of the United States since 1933. Topics for discussion include the New Deal, World War II, the Cold War, and the dramatic political, economic, foreign policy, social and cultural changes in American society during the last 40 years.

HIS 422 20th Century Europe

3 credits

Prerequisite: HIS 102

A study of Europe commencing with World War I and extending to its current political and economic condition. The rise of dictatorships, trials of democracy, World War II, colonialism, postwar economic revivals, social, and cultural transformation, and the course and conclusion of the Cold War are explored.

HIS 425 The Civil War Era (1850–1877)

3 credits

Prerequisite: HIS 111

A study of the causes and course of the Civil War as well as its consequences for subsequent American history. The course will focus upon the key issues of slavery and race relations, the effect of industrialization upon sectional tensions, southern particularism, and the social and political life of the era.

HIS 431 History of Monsoon Asia

3 credits

Prerequisites: HIS 101, HIS 102

A survey of civilizations in monsoon Asia from prehistory to the present. Emphasis is placed on cultural, political, and social development of China, Japan and India, with some attention to Korea, Central Asia, and Southeast Asia.

HIS 436 Controversies in American History

3 credits

Prerequisite: HIS 111 or HIS 112

A study of various controversies within American history from colonial times to the present. These will include major historiographical controversies.

HIS 438 Controversies in World History

3 credits

Prerequisite: HIS 111 or HIS 112

A study of various controversies within world history from ancient times to the present. These will include major historiographical controversies.

HIS 440 Controversies in European History

3 credits

Prerequisite: HIS 101 or HIS 102

A study of various controversies within European history from ancient times to the present. These will include major historiographical controversies.

HIS 441 Topics in Women's History

3 credits

Provides the student with an opportunity to explore the history of women in the context of a particular historical period or issue. Western and non-Western topics may be addressed in a social, political, and economic framework.

HIS 450 Seminar in European History

3 credits

Prerequisite: HIS 101 or HIS 102

An opportunity to study specific topics in the various fields of European history in a seminar type format. The topic(s) is drawn from the interests of the department faculty and students.

HIS 490 Seminar in American History

3 credits

Prerequisite: HIS 111 or HIS 112

An opportunity to study specific topics in the various fields of American history in a seminar type format. Topics are drawn from the interests of the department faculty and students.

HIS 492 Seminar in World History

3 credits

Prerequisite: HIS 101 or HIS 102

An opportunity to study specific topics in the various fields of world history in a seminar type format. Topics are drawn from the interests of the department faculty and students.

HIS 495 History Capstone II

2 credits

Prerequisites: HIS 110; HIS 101, HIS 102; HIS 111, HIS 112

Students will complete the project begun in HIS 395.

HOS HOMELAND SECURITY**HOS 101 Introduction to Homeland Security**

3 credits

Survey of homeland security as a national priority and security imperative. Students will review the tenets of relevant initiatives, programs, policies and agencies associated with the nation's defense and security enterprise. Using case studies of significant homeland security incidents, students examine the impact of these events upon how the "whole community" manages crisis preparedness, prevention, mitigation, response and recovery.

HOS 204 Special Topics

1–3 credits

Selected topics relating to the field of homeland security are presented. The topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

HOS 212 Resource Management for Homeland Security

3 credits

Study of resource management doctrine, guidance and oversight provided to agencies, communities and collaborative teams who plan for and provide emergency management and homeland security-related functions for society. Homeland Security grants and grant writing, budgets, public administration, personnel, training and

education programs, and critical and creative problem solving, are explored and practiced. Practicing professionals and experts guest lecture, contributing content, analysis and real-world illustrations.

HOS 215 Emergency Planning

3 credits

This course provides a general introduction to the methods, procedures, protocols, and strategies of emergency planning, with emphasis on situations in industrialized countries and the local level of organization (i.e. cities, municipalities, metropolitan areas, and small regions), though with ample reference to national and international levels. Rather than concentrating on the practices of any one country or state, the course focuses on general principles.

HOS 315 Combating Terrorism

3 credits

Examination of terrorism as a modern weapon of power, a forensic event, and a social phenomenon. Students explore prevailing strategies, tactics and approaches designed for combating terrorism, focusing on nation and global capabilities to detect, deter and defeat such threats. Students explore types of terror, the groups, individuals and governments involved in terrorism, plus terrorist methodologies, motivations, and philosophies.

HOS 320 Transnational Threats

3 credits

Survey of various forms of illicit activities and hazards that transcend international borders, threatening the stability of our nation's security. The course places the US and its interests within a global context. Agencies, organizations and initiatives related to combating these threats are explored with students critically evaluating successes and challenges revealed by national and global efforts to counter or manage such activities, events, and responses.

HOS 322 Infrastructure Protection

3 credits

Exploration of the broad range of national critical infrastructure sectors, networks, interdependencies, relevant government programs and initiatives, and challenges of managing such assets. Students practice risk assessments and vulnerability analysis to understand threats, hazards, likelihoods, and consequences of network attacks and disruptions related to critical infrastructure.

HOS 404 Special Topics

1–3 credits

Selected topics relating to the field of Homeland Security are presented. Topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

HOS 405 Disaster Management

3 credits

Study of content, relevant emergency and consequence management programs, initiatives, policies and strategies that serve as the basis for the US national preparedness plans and competencies. The five major planning frameworks covering the mission sets of protect, prevent, mitigate, respond and recover, are interwoven into all course content, as students explore natural, manmade-intentional, accidental, public health and biological disasters and incidents. Concepts of hazard, risk and vulnerability are explored as components of a larger, societal context.

IDS INTERDISCIPLINARY STUDIES

IDS 101 Introduction to Interdisciplinary Studies

3 credits

(AOS students only)

An introductory study of the concepts and practices of interdisciplinary inquiry, writing, critical thinking and problem solving between disciplines. This course will examine different disciplines of learning and introduce students to what interdisciplinary study is - how it is related to, yet distinct from the individual disciplines. The course will examine interdisciplinary methods relating to cognitive abilities, values and skills and introduce students to critically approaching real world problems from diverse, interdisciplinary perspectives.

IDS 201 Introduction to the Humanities

3 credits

(AOS students only)

A multi-disciplinary humanities survey that focuses on the interaction of art, literature, and music with philosophical and theological perspectives and subsequent cultural developments. The course emphasizes various relationships of tradition and innovation among global cultures, encouraging students to simultaneously identify with and critically evaluate various cultures. Above all, students are encouraged to identify, analyze, and synthesize the diverse aesthetic, intellectual, and spiritual insights of human history, and how those insights have impacted human lives, including those in the contemporary world. Students can earn credit in art, music, English-language literature, theology, and philosophy by focusing their coursework on the specific discipline.

IDS 202 Introduction to the Social Sciences

3 credits

(AOS students only)

A multi-disciplinary social science survey which introduces the social science disciplines and the study of human society. This course provides an overview of areas of study, major theories and research methods of the social sciences to answer questions about individuals, society, and the exercise of power by each. The course will introduce tools which unlock a better understanding of the cultural and social world we inhabit.

IDS 221 Model United Nations I

3 credits

Introduction to Model United Nations that provides students with critical negotiation and problem-solving skills as they immerse themselves in current issues and challenges facing the global community. Working in collaboration, students will learn the history, structure, and function of the United Nations, and acquire in-depth understanding of the politics, culture, economics, and geopolitical significance of member states. As an interdisciplinary course, students are encouraged to explore topics relevant to their respective field(s) of study and career aspirations.

IDS 322 Model United Nations II

1-3 credits

Prerequisite: IDS 221

Continuation of IDS 221. Students will practice applied negotiation and problem-solving skills relevant to topics of global concern. Working in teams, students will engage in actively representing the interests of a UN member state in simulated international negotiations related to human rights, the environment, global trade, and global health. As an interdisciplinary course, students are encouraged to explore topics relevant to their respective field(s) of study and career aspirations. (repeatable for credit)

IDS 400 Senior Seminar in Interdisciplinary Studies

3 credits

Prerequisite: Permission

(AOS students only)

A capstone course that provides for reflective analysis on the integration of learning into professional and personal life. Topics may include social trends, values, ethics, and lifelong learning, as these elements relate to a diversity of

career fields. Personal spirituality and lifestyle issues will also be discussed. A substantial project demonstrating excellence in the integration of knowledge, such as a research paper, portfolio, or learning project, will be required.

IPD INSTITUTE FOR PROFESSIONAL DEVELOPMENT

IPD 105 Nursing Assistant Preparation

3 credits

Institute for Professional Development (IPD) 105, Nursing Assistant Preparation: Introduction to Patient Care is a 3-credit hour theory, lab, and clinical course that instructs students in principles and procedures related to patient care in different settings such as homes, hospitals, and long-term care facilities. The successful completion of this course will prepare the student for providing care needed for acute and chronic conditions. Once completed, the student will be eligible to take the State of Wisconsin Nursing Assistant Competency Examination.

INT INTERNSHIP

INT 197 Externship

0 credits

A brief experiential learning experience designed to allow freshmen students to explore career interests through observation, shadowing, inquiry, and self-reflection.

INT 497 Internship

1-3 credits

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectation, duration of the experience, and means for evaluation. The student will benefit by applying classroom learning to actual job experience.

JPN JAPANESE

JPN 101 Elementary Japanese I

3 credits

An introduction to Japanese characters, vocabulary, grammar, sound system, and culture to develop elementary communicative proficiency in listening, speaking, reading and writing, while gaining a familiarity with and basic understanding of the Japanese culture.

JPN 102 Elementary Japanese II

3 credits

Prerequisite: JPN 101

Continuation of basic skill development offered in Elementary Japanese I to enhance communicative proficiency in listening, speaking, reading and writing in Japanese characters and to deepen understanding of the Japanese culture.

LDR LEADERSHIP

LDR 100 Change for Good

1.5 credit

An exploration of the Social Change Model as a means of bringing about meaningful, positive social change. Students examine their won competencies for leading change and making change with a focus on issues important to them through service learning, planning, and implementation.

LDR 125 Introduction to Strive

1.5 credits

An introduction to the Strive program which explores the essential elements of leadership, commitment, and followership and community. Enrollment restricted to members of the Strive program.

LDR 200 Introduction to Leading and Leadership

3 credits

Introduction to leadership theory and the development of transformative, servant-leadership and the social change model; the principles and practices of positive interpersonal relationships for leadership development are also explored. Emphasis is placed on application and practice of leadership.

LDR 204 Special Topics

1–3 credits

An exploration and analysis of special areas, issues, or problems in leadership, chosen because of their special relevance or interests and not specifically examined in other courses.

LDR 225 Theology of Leadership

3 credits

(Also THE 225)

Prerequisite: THE 101

Through a variety of resources students use theological reflection to explore their personal spirituality, sense of vocation, and approaches to leadership within the context of their own and other belief systems. Models of leadership are drawn from areas of moral theology and transformational servant leadership.

LDR 300 Spirituality Integration Seminar

1 credit

An introduction to various theories, practices and methods that enable the leader to touch his/her center of consciousness, spirit, or soul. The course will include, but not be limited to, such spiritual practices as meditation, contemplation, reflection, and journaling from various traditions, such as Christianity, Taoism, Himalayan yoga, Buddhism, Judaism, Islam, and Humanism.

LDR 350 Leadership Integration Seminar

1 credit

Prerequisite: THE/LDR 225

(Leadership minors only)

This seminar course integrates the student's major course of study with their study of leadership. Content and methods focus on how the student's major and personal vision and goals relate to the students' vocation and model of leadership.

LDR 400 Values Development in Leadership

3 credits

As an introduction to reflecting upon personal strategies and organizational models for values integration in leadership, the value development theory will be presented and the valuing process will be explored in both its theoretical and practical aspects. The personal and professional values and leadership characteristics of students in this class will be identified and analyzed.

LDR 404 Special Topics

1–3 credits

An exploration and analysis of special areas, issues, or problems in the study of leadership, chosen because of their special relevance or interests, and are not specifically examined in other courses.

LDR 450 Leadership Capstone Seminar

1 credit

Prerequisites: THE 225 or LDR 225; LDR 300, LDR 350

(Leadership minors only)

This seminar course is the summative integration in the study of leadership with students' general course of study. Students demonstrate their understanding of the connections between the study of leadership, their vocational goals, their spiritual practices and their course of study.

LDR 497 Internship

1–3 credits

An exploration, application and analysis of special areas, issues, or problems in the study of leadership, chosen because of their special relevance or interests, and are not specifically examined in other courses.

MAT MATHEMATICS**MAT 003 Essential Math and Basic Algebra**

4 credits

Covering operations with real numbers students will explore proportions, percents, geometry, algebraic expressions, rules of exponents, solving and graphing linear equations and inequalities, basics of polynomial factoring and equations, and simplifying radicals.

MAT 101 Math Reasoning: Numbers in Real World

1.5 credits

Overview of mathematics as used in civilization, developing problem-solving skills applicable to real-world situations covering a variety of disciplines. Topics may include various methods organizing data, logic, set theory, statistics, voting theory, and dimensional analysis.

MAT 102 Math Reasoning: Pathway to Agreement

1.5 credits

Overview of mathematics as used in civilization, developing problem-solving skills applicable to real-world situations covering a variety of disciplines. Topics may include various methods organizing data, historical numeration and different numerical bases, statistics, business practices, cryptography, and dimensional analysis.

MAT 105 Mathematical Applications

3 credits

Topics cover ratios and proportions, personal finance, and descriptive statistics.

MAT 110 College Algebra with Integrated Review

4 credits

Prerequisite: Appropriate math placement test score or MAT 003 with grade of C or higher

Integrated review of essential elementary algebra with the study of polynomial, radical, piecewise, exponential, and logarithmic functions, to include graphing techniques and inverses; the complex number system; systems of equations and inequalities. Students may not receive credit for both MAT 110 & MAT 111.

MAT 111 College Algebra

3 credits

Prerequisite: Appropriate math placement test score or MAT 003 with grade of C or higher

Study of polynomial, radical, piecewise, exponential, and logarithmic functions, to include graphing techniques and inverses; the complex number system; systems of equations and inequalities. Students may not receive credit for both MAT 110 & MAT 111.

MAT 114 Algebra and Trigonometry

4 credits

Prerequisite: MAT 110 or MAT 111 or appropriate placement.

A continuation of MAT 111 to include graphing polynomial and rational functions, the rational root theorem, exponential and logarithmic functions, trigonometric and inverse trigonometric functions and their graphs, triangle trigonometry, trigonometric identities, polar coordinates.

Serves as pre-requisite for MAT 201 (Calculus I) and MAT 115 (Advanced Trigonometry)

MAT 115 Advanced Trigonometry

2 credits

Prerequisite: Appropriate math placement test score or a grade of C or higher in MAT 114

A continuation of MAT 114, required for MAT 202 (Calculus II), covering additional topics in analytic geometry to include the conic sections; additional topics in trigonometry to include identities; half- and double-angle formulas, solving trigonometric equations; and partial fractions

MAT 122 Introduction to Probability and Statistics

3 credits

Prerequisite: Appropriate math placement test score or MAT 003 with grade of C or higher

A study of topics that include descriptive statistics and data analysis; elementary probability; binomial, hypergeometric and normal probability models; the central limit theorem; confidence intervals; elementary hypothesis testing; linear regression; and correlation. A major goal of this course is the application of these topics to problems arising from the natural sciences, the social sciences, the health industry, and the business environment. (This course does not fulfill the statistics requirement of mathematics majors and minors.)

MAT 123 Introductory Statistics and Probability

3 credits

(AOS students only)

A study of topics that include descriptive statistics and data analysis; elementary probability; binomial, hypergeometric and normal probability models; the central limit theorem; confidence intervals; elementary hypothesis testing; linear regression; and correlation. A major goal of this course is the application of these topics to problems arising from the natural sciences, the social sciences, the health industry, and the business environment.

MAT 130 Mathematical Applications for Business

3 credits

A course designed to acquaint the business student with mathematical techniques used in business and common business applications of those techniques.

MAT 150 Math for Elementary Education Majors I

3 credits

Prerequisite: MAT 103 with grade of C or higher or an appropriate math placement test score

A course designed to examine and develop the conceptual foundation upon which elementary mathematics is built. Quantitative thinking skills are developed through applications and problem solving situations. Topics include problem solving, sets, functions, logic, numeration systems, number theory and basic arithmetic operations. (This is a required course for Education majors)

MAT 151 Mathematics for Elementary School Teachers

3 credits

Prerequisite: MAT 150 with a grade of C or higher

(This is a required course for elementary education majors.)

A course designed to examine and develop the conceptual foundation upon which elementary mathematics is built. Quantitative thinking skills are developed through applications and problem-solving situations. Topics include probability, statistics, and geometry.

MAT 201 Calculus I

5 credits

Prerequisite: Appropriate math placement test score or MAT 114 with a grade of C or higher or Permission from the Instructor

First course in calculus treating functions of one variable. Topics include limits, continuity, derivatives, and integrals of polynomial, rational, algebraic, trigonometric, and transcendental functions, with applications of these concepts to problems arising out of other fields/disciplines.

MAT 202 Calculus II

5 credits

Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher

A study of techniques for computing integrals, an introduction to parametric equations and polar coordinates, the calculus of curves in polar coordinates, and sequences and series.

MAT 204 Special Topics

1–4 credits

A course allowing for instruction in areas not included in the regular math curriculum. Topics vary according to the expertise and interests of individual instructors.

MAT 212 Introduction to Abstract Mathematics

3 credits

Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher

A survey course designed to acquaint the prospective mathematics student with topics and techniques common to the study of advanced mathematics such as algebra, analysis, geometry, and statistics. Major topics of the course include symbolic logic, methods of proof, set theory, relations, functions, and structure in mathematics. Examples will be drawn from various branches of mathematics to illustrate the topics presented.

MAT 301 Calculus III

4 credits

Prerequisite: MAT 202 with a grade of C or higher

Topics include an introduction to higher dimensional spaces, vectors and their properties, the calculus of vector-valued functions, functions of several variables, partial and directional derivatives, multiple integration, and the major theorems of vector calculus.

MAT 302 Complex Variable Calculus

3 credits

Prerequisite: MAT 301 with a grade of C or higher

Theory of functions of one complex variable, derivatives, elementary functions, conformal mappings with applications to boundary value problems, integrals, power series, residue theory, and its applications to various topics.

MAT 304 Introduction to Mathematical Statistics I

3 credits

Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher

A study of elementary probability theory, discrete and continuous random variables, the Central Limit Theorem, sampling theory, estimation, confidence intervals, and hypothesis testing.

MAT 305 Introduction to Mathematical Statistics II

3 credits

Prerequisite: MAT 201, MAT 304 with a grade of C or higher

A continuation of MAT 304. Topics will include one- and two- factor analysis of variance, linear, nonlinear and multiple regression, and correlation. Included in this discussion are analysis of residuals, selection of explanatory

variables and some corresponding nonparametric tests. Extensive use of computer statistical packages will be used to reinforce the course topics and objectives.

MAT 314 Modern Geometry

4 credits

Prerequisite: MAT 212 with a grade of C or higher

An introduction to modern axiomatic Euclidean and non-Euclidean geometries. Other topics of study may include advanced Euclidean synthetic and coordinate geometry and geometric transformations.

MAT 334 Linear Algebra

3 credits

Prerequisite: MAT 201 with a grade of C or higher

A study of matrices and their relation to linear equations, linear transformations, vector spaces, eigenvalues and eigenvectors, and diagonalization of matrices.

MAT 344 Abstract Algebra

3 credits

Prerequisite: MAT 212 with a grade of C or higher

An introduction to group theory. Properties of the integers, functions, and equivalence relations. A concrete approach to cyclic groups and permutation groups, isomorphism and the theorems of Lagrange and Cayley.

MAT 354 Differential Equations

3 credits

Prerequisite: MAT 202 with a grade of C or higher

A study of ordinary differential equations of the first and second order. Topics include existence and uniqueness theorems, initial value problems, series methods, and systems of equations. A major focus of the course is the application of these concepts to problems arising from physics, engineering, chemistry, biology, physiology, and economics. Additional topics may include boundary value problems, non-linear systems, and related applications.

MAT 384 Graph Theory

3 credits

Prerequisite: MAT 334 with a grade of C or higher

Study of the structure and properties of graphs, together with a variety of applications. Topics include paths, cycles, trees, connectivity, matchings, colorings, planarity, directed graphs, and algorithms.

MAT 401 Theory of Real Variables I

3 credits

Prerequisite: MAT 212 with a grade of C or higher

A study of the structure of real and complex number systems, metric spaces, limits, continuity, and differentiation.

MAT 402 Theory of Real Variables II

3 credits

Prerequisite: MAT 401 with a grade of C or higher

A continuation of MAT 401. The course topics include Riemann integration, series of numbers and functions, and series expansion.

MAT 404 Special Topics

1–4 credits

(Mathematics majors only)

Prerequisite: Permission

A course providing the opportunity to study topics in mathematics not covered in other courses. Possible topics include complex analysis, history of mathematics, logic, numerical analysis, geometry and probability theory. This

course may be repeated for different topics. Note: a maximum of 6 credits from courses MAT 404 and/or MAT 414 may apply toward a mathematics degree.

MAT 410 Topology

3 credits

Prerequisite: MAT 212 with a grade of C or higher

An introduction to the fundamental concepts of point set topology. Topics are chosen from: general topological spaces, functions and continuity, open and closed sets, neighborhoods, homeomorphism, properties of topological spaces, subspaces, products, and quotients. Emphasis will be placed on proofs and examples, with particular attention given to metric spaces.

MAT 414 Independent Study

1–3 credits

Prerequisite: Permission

This course provides the student with an opportunity to do an in-depth independent study of a topic or problem in mathematics. This course may be repeated for different topics. Note: a maximum of six credits from courses MAT 404 and/or MAT 414 may apply toward a mathematics degree.

MGT MANAGEMENT

MGT 213 Principles of Management

3 credits

Prerequisite: ENG 106 or ENG 230 or appropriate English placement score

A systematic analysis of the management process involving an integration of classical, behavioral, and modern contemporary philosophies. The importance of relating the theoretical principles of planning, organizing, leading, and controlling to practical experience is featured.

MGT 301 Operations Management

3 credits

Prerequisite: MGT 213

This course aims squarely at the customer-serving objectives of effective operations in creating a world-class service or manufacturing concern. Effective domestic and international operations management (OM) requires continually improving the operating process and resources of the organization, especially its people. OM requires harnessing the talents of front-line employees, technicians, experts, and upper-level managers while blending the interests of customers, employees and other stakeholders in the face of work force diversity, changing technologies and a global economy. The course also highlights the interdependencies between operations and other functional areas as marketing, finance/accounting, product/service design, human resources, and information systems.

MGT 304 International Organizational Behavior

3 credits

Prerequisite: MGT 213 or PSY 101 or SOC 100

An overview of employee involvement, leadership skills, and other management and organization behavior principles affecting human resources and relations – individual, group, and organizational. Topics include: motivation, communication, rewards, leadership, conflict, decision making, organizational structure, performance evaluation, and organizational change. The “human side of enterprise” will be examined in a cross-cultural context whether applied in domestic, offshore, or multi-national organizations.

MGT 311 Human Resource Management

3 credits

Prerequisite: MGT 213

A comprehensive study of the personnel management function: planning, recruiting, testing, selection, training, compensation, policy development, performance appraisal, government regulations, and labor relations.

MGT 321 Organizational Behavior and Communication

3 credits

(Also COM 321)

An application of behavioral science to business management problems in the areas of motivation, leadership, morale, communications, and control. Study of formal organizations and management principles.

MGT 325 Supervision

3 credits

Prerequisite: MGT 213

Supervision uses the five functions of management - planning, organizing, staffing, leading, and controlling. Covers job responsibilities of first-line supervisors in directing activities of subordinates. Emphasis is placed on the effectiveness of human relations in communication, leadership and team-building in the workplace.

MGT 330 Supply Chain Management

3 credits

Prerequisite: MGT 213

A study of the efficient flow of inventories within manufacturing and services operations. Topics include purchasing, receiving and stores, inventory management and valuation, inventory control systems, materials handling, and physical distribution. The course addresses the legal ramifications specific to goods and services.

MGT 408 Leadership in Ethical Organizations

3 credits

Prerequisite: MGT 213

This course examines leadership in contemporary organizations. It addresses the leader's role in accomplishing organizational objectives in a complex, changing, contemporary, global, team-based values-challenged environment. The course reviews approaches to leadership (behavioral, transformational, situational, and values-based), and the impact of successful leadership on the organization. It examines processes involved in the leadership and development of heterogeneous and homogeneous work teams. Students will gain self-awareness of their personal leadership styles, interpersonal skills and values affecting their leadership through experiential exercises and self-assessment.

MGT 412 Human Resource Planning, Recruitment, and Selection

3 credits

Prerequisites: MGT 213, MGT 311

This course is an in-depth examination of the process of formulating HR strategies and establishing programs or tactics to implement them. The "best practices" used to recruit well-qualified candidates for these positions and to select the highest-quality employees will be explored. Additional topics include planning, legal compliance, interviewing, selection, and retention.

MGT 414 Independent Study

1-3 credits

Prerequisite: Permission

An intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper.

MGT 415 Employee and Labor Relations

3 credits

Prerequisite: MGT 213

This course will address the relationship between the employer and employee. It will consider the employment relationship in both non-union and unionized contexts and impacts on business management, operations, and development. The course will include discussion of the nature of the employment contract, employment-at-will, disciplinary processes, performance management, collective bargaining processes, legal frameworks, parties to

collective bargaining, union structure and administration, union organizing, bargaining issues, grievances and arbitration, and differentiation between the private and public sector. Case studies and case law will illustrate principles of operation.

MGT 420 Entrepreneurship and Small Business Management

3 credits

Prerequisite: MGT 213

This course focuses on the activities and problems of the small or family business. Common problems — e.g., cash flow, family conflict, employee relations, expansion, and capital needs — faced by such entities during start-up or in transition states are addressed. Hands-on experience is provided through case studies, exercises, projects, and software. This course allows the student to investigate, analyze, and discuss the fundamentals and details specific to developing an effective business plan.

MGT 421 Project Management

3 credits

Prerequisite: MGT 213

This course focuses on the functions and activities in a team-based, project-management organization. The project life cycle is discussed. Activities such as initiating, planning, staffing, budgeting, executing, piloting/testing and monitoring the project are addressed. Key issues and challenges facing the project manager are identified. Hands-on experience is provided through case studies, exercises, and projects.

MGT 422 Process and Quality

3 credits

Prerequisite: MGT 213

The course provides the overview of an organization's process and quality management programs. This course addresses principles and practices in process and continuous improvement of quality in the business and non-business enterprise. Covers commonly accepted techniques for achieving quality — e.g., benchmarking, Baldrige criteria, ISO 9000/14000. Particular attention is given to philosophies and methods of process managing for quality, and to tools for quality improvement. The instructional approach is highly experiential and interactive, and features contact with quality systems professionals. Includes an overview of the Total Quality Management (TQM) movement and how the application of TQM techniques achieves customer satisfaction, continuous improvement, and employee involvement. This course introduces the quality philosophy in business. Topics include the linkages between the voice of the customer, the role of information systems, and the human resource management function and how they all tie together to forge the quality direction of an organization.

MGT 426 Safety and Health

3 credits

Course provides an overview of major processes and procedures related to safety, security, and health in the work place. Students will gain an understanding of standards for occupational safety and health related to the Occupational Safety and Health Act. Safety and health hazards, causes of accidents and injuries, record keeping standards, and analysis of statistics are discussed. Measures organizations can take to promote safety, security, health and wellness are discussed.

MGT 497 Internship

1–3 credits

Prerequisite: BUA 203, MGT 213, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

MGT 700A EI for Leadership-Intrapersonal

1 credit

Examination of intra personal emotional intelligence through self-awareness and self-discipline. Students will comprehend confidence, self-esteem, positive thinking, planning and problem solving. Through self-assessment and self-control learners will discuss assertiveness, adaptability and positive thinking.

MGT 700B EI – Leadership- Catalyst for Change

1 credit

Exploration of emotional intelligence catalysts through the examination of employee success factors including motivation, initiative, drive, resilience, attitude, passion and engagement. This course will help leaders learn new ways to help employees contribute to organizational success.

MGT 700C EI for Leadership- Interpersonal

1 credit

Exploration of emotional intelligence through increasing interpersonal awareness of how to advance and improve employees through showing empathy, increasing understanding of organizational and personal social awareness. Assisting leaders to increase rapport in work settings while enhancing communication.

MGT 710A Leading Teams- In a Global Economy

1 credit

Examination of how leaders effectively function in global economic environments. This overview will help leaders understand their role as well as the expected contribution of employees at various levels of organizational stages.

MGT 710B Leading Teams-Through Influence & Negot.

1 credit

Exploration of leading teams through influencing and negotiation with and without authority. Learners will examine best practices for negotiating all facets of leadership including contracts, labor agreements and collective bargaining.

MGT 710C Leading Teams - Responsibly & Ethically

1 credit

Exploration of leading teams responsibly and ethically. By developing understanding of how ethical leadership influences decision-making learners will begin to comprehend how responsibility connects to business performance.

MGT 720A Managerial Accounting - Report Interpretation

1 credit

Introduction to managerial accounting for non-accountant leaders or people managers. Throughout this course, learners will gain skills on how to review financial reports for understanding and learn to make educated decisions based on provided report information.

MGT 720B Managerial Accounting - Financial Statements

1 credit

Exploration of managerial accounting by understanding financial statements, risk, and rates of return. Learners will further examine organizational accounting costing structures and best practices for comprehending financial reports.

MGT 720C Managerial Accounting- Budgeting-Cost Control

1 credit

Exploration of managerial accounting by understanding financial statements, risk, and rates of return. Learners will further examine organizational accounting budgeting, costing systems and return on investment.

MGT 730A Analytics-Data Mining-Descriptive Statistics

1 credit

Examination of fundamental concepts needed to understand data mining, visualization and descriptive statistics to assist in business decision making. Learners will review data summarization and application of analytics to advance comprehension for various business environments.

MGT 730B Analytics-Budget, Forecasting, Cost Control

1 credit

Exploration of business analytics with focus on comprehension of the importance of proper forecasting, budgeting, and cost controls measures used to maximize profitability. Students will become familiar with budgeting and forecasting tools used in a variety of business environments.

MGT 730C Analytics- P&L-Financial Tools

1 credit

Overview of business analytics with focus on comprehension of the importance of profit and loss statements combined with the examination of the relationship between business analytics and business results. Learners will begin to distinguish vital versus inconsequential information to make business decisions based on observations.

MGT 740A Project Mgt-Strategy-Project Definition

1 credit

Introduction to the knowledge, skills, tool and behaviors of successful project management. Students will examine the concepts of project management strategy, organization and project definition to increase understanding of projects inside and outside of various business environments.

MGT 740B Project Mgt-Plans, Risk, WBS Schedules

1 credit

Overview of project management examining effective project management planning techniques and risk assessment. Learners will study various project management case studies involving successful scheduling using work breakdown structures.

MGT 740C Project Mgt-Leadership, Managing Teams 1 credit

Exploration of project management examining the role of project manager as an effective leader. Discussion of how to use skills and talents of management teams to effectively complete projects timely and within budgetary expectations.

MGT 750A Strategy & Decision Teams

1 credit

Overview of the framework, concepts, techniques and strategies to develop foundational decision making in complex business environments. Learners will engage in the practical application of decision making to build strategic frameworks.

MGT 750B Strategy & Ethical Decisions

1 credit

Exploration of strategy and decision making at multiple organizational levels through the lens of ethical decision makers. Evaluation of organizational culture based upon ethical methodology. Students will discover ethical boundaries and strategic ways to preserve integrity in challenging situations.

MGT 750C Strategy & Decisions-Social Responsibility

1 credit

Overview of strategy and decision-making policies and exploration of social responsibility at all organizational levels. Learners will examine tactics, strategies and socially responsible decision-making principles.

MGT 760A Managing Ambiguity-Change/Sense Making

1 credit

Overview of how ambiguity and change occur in organizational settings. Learners will discuss strategies used during organizational change and sense making which support healthy communication and relationship building.

MGT 760B Managing Ambiguity-Diversity/Shared Power

1 credit

Exploration of managing ambiguity and uncertainty by increasing awareness regarding diversity and the importance of working through a diverse workforce. Further, learners will discover shared power concepts and how to accomplish goals working through others.

MGT 760C Managing Ambiguity-Collaboration

1 credit

Examination of managing ambiguity and uncertainty describing cross-functional teams, dysfunctional teams and best practices navigating organizational culture in the team framework. Further, learners will discover a more robust comprehension of how cooperation and collaboration improve team dynamics.

MGT 770A Ops Management-Structures & Cultures

1 credit

Study of operations management and its importance as the support structure for many organizations in today's global economy. Beginning with an overview of understanding operational structure and cultures, this course will prepare learners to comprehend and implement organizational change through the operational work stream.

MGT 770B Ops Management-Supply Chain & Inventory

1 credit

Overview of operations management with specific focus on comprehension of how supply chain and inventory management support operations management. Learners will continue to understand the structural importance of operations in successful business performance.

MGT 770C Ops Management-Strategy and Tactics

1 credit

Examination of operations management with specific focus on developing strategic and tactical approaches, which benefit organizations. Learners will continue to develop theoretical understanding of the structural importance of operations and describe practical application leading to successful business performance.

MGT 780A Practicum-Project Creation

1 credit

Prerequisite: Permission

Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase one of the project includes concepts such as initiating, planning, staffing, budgeting, executing, and piloting/testing, up through project completion.

MGT 780B Practicum-Project Implementation

1 credit

Prerequisite: Permission

Continuation of field-based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase two of the project focuses on practical implementation. The goal for learners is to work with key stakeholders to implement the project selected in phase one.

MGT 780C Practicum-Project Evaluation

1 credit

Prerequisite: Permission

Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase three of the project focuses on project completion through situational awareness and stakeholder feedback. Through monitoring, and continuous feedback projects are refined and adjusted while approaching full successful completion.

MGT 790A Leader as Learner-Proposal Development

1 credit

Overview of experiential learning experience using skills and competencies developed throughout the Master's in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experiences. Students may base the proposed project on application of academic coursework or current situations in other areas such as work places or school.

MGT 790B Leader as Learner-Competency Review

1 credit

Overview of experiential learning experience using skills and competencies developed throughout the Master's in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experience. Students may base the proposed project on application of academic coursework or from current situations in other areas such as work or school.

MGT 790C Leader as Learner-Competency Evaluation

1 credit

Overview of experiential learning experience using skills and competencies developed throughout the Master's in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experiences. The final submission should reflect students' full synthesis of competencies throughout all facets of project proposal from creation through completion.

MKT MARKETING

MKT 201 Principles of Marketing

3 credits

A general overview of the scope and significance of marketing both domestically and internationally. The course emphasizes the marketing of consumer and industrial goods and analysis of the marketing mix variables of product, price, promotion, and place. It introduces marketing policies and practices of business firms.

MKT 302 Principles of Advertising

3 credits

Prerequisite: MKT 201 or BUS 350

A broad-based view of advertising principles and their application to an organization. Topics include advertising agencies, advertising planning and strategy development, understanding available media alternatives, media planning and buying, creating advertising, and the integration of advertising with other elements of the marketing communications mix (e.g. promotions, public relations, personal selling, and direct marketing).

MKT 311 Consumer Behavior

3 credits

Prerequisite: MKT 201

(PSY 101 or 105 recommended)

An exploration of the behavioral basis of consumer motivation and decision making and the implications for marketing and promotional strategies of organizations. Emphasis is placed on applying this knowledge to develop marketing strategies.

MKT 318 Personal Selling Skills

3 credits

Prerequisite: MKT 201

A key factor for success in the business world is the ability to sell products, services, personal capabilities, ideas, and/or solutions to problems. For example, upon graduation, obtaining a job in the profession of choice will be a top priority. The success or failure of this process will depend on the ability to sell a future, prospective employer on one's abilities to meet a company's needs and adapt to a company's culture. This course will focus on understanding and practicing the consultative selling process. Students will gain an understanding of the selling process, including prospecting, preparing, presenting, determining objections, handling objections, and closing a sale. The course will consist of learning sales principles and practicing these principles through role-playing.

MKT 322 Sales Management

3 credits

Prerequisite: MKT 201

A survey of the structure and processes involved in personal selling and in the managerial issues and problems involved in planning and implementing an effective sales-force management program. Topics include the tasks of the sales department and special issues in organizing, recruiting, selecting, training, motivating, compensating and managing the sales force.

MKT 400 Marketing Management

3 credits

Prerequisites: MKT 201, MKT 302

An advanced course in marketing theory and the development of marketing strategies. This course includes the development of a comprehensive marketing plan.

MKT 401 Marketing Research

3 credits

Prerequisites: MKT 201; BUA 210 or MAT 122 or MAT 123

An exposure to marketing research techniques and procedures used in gathering, recording, analyzing, and reporting of data related to marketing problems.

MKT 402 Marketing Seminar

3 credits

Prerequisite: MKT 201

A seminar on topics and problems in marketing that are of theoretical importance and current interest. Specific topics for discussion vary from term to term.

MKT 404 Special Topics

3 credits

Prerequisite: MKT 201

Presents selected topics in marketing. Topics offered are at the department's discretion and vary from offering to offering.

MKT 410 Social Media & Digital Media Strategies

3 credits

Examines Social Media & Digital Marketing Strategies. Social media tools, utilizing/applying analytical methods, delivery, digital marketing techniques and utilization, and communication strategies will be explored. A special emphasis will be placed on optimizing marketing tools within different social media & digital media platforms.

MKT 414 Independent Study

1–3 credits

Prerequisite: Permission

An intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper.

MKT 497 Internship

1–3 credits

Prerequisites: BUA 203, MKT 201, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

MSC MILITARY SCIENCE**MSC 101 Leadership and Military Science I**

2 credits

This is an introductory course designed to focus on the fundamental components of service as an officer in the United States Army. Students are familiarized with individual values, leadership traits and the fundamentals of officer ship. Students also learn "life skills" of physical fitness, communication applications, both oral and written, as well as interpersonal relationships. The lab provides basic instruction on squad movement techniques and the six-squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Additionally, students learn basic map reading, first aid, physical fitness, and military formations to include basic marching techniques.

MSC 102 Leadership and Military Science II

2 credits

This course is an orientation to leadership theory and the fundamentals of the decision-making process by learning how to solve problems and develop critical thinking skills. Students develop leadership skills and the ability to learn goal-setting techniques while working in a group interaction setting. The lab continues to provide basic instruction on squad movement techniques and the six-squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and the squad battle drills. Students are introduced to the operations order format. Additionally, students learn basic map reading, physical fitness, and basic marching techniques.

MSC 183 Military Conditioning

1 credit

(Enrolled in a Military Science class)

Students participate in the United States Army's military conditioning and fitness program designed to develop both individual fitness and the leadership skills and knowledge essential to the management of an effective organizational physical fitness program.

MSC 201 Basic Leadership and Management I

3 credits

Prerequisite: MSC 101

Students learn how to resolve ethical problems by applying leadership theory and principles. Students learn self-development techniques such as the importance of stress management, time management, and the ability to solve problems. Lastly, students apply communication theory and skills in a leadership study focusing on problem

solving. The lab applies basic leadership theory and decision-making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness, and basic marching techniques.

MSC 202 Basic Leadership and Management II

3 credits

Prerequisite: MSC 102

Students focus primarily on leadership with an extensive examination of the unique purpose, roles, and obligations of commissioned officers. Students also focus, in detail, on the origin of our institutional values and their practical application in the decision-making process and leadership theory. Students use case studies to learn the Army's ethical decision-making process. The lab continues to apply basic leadership theory and decision-making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness and basic marching techniques.

MSC 301 Advanced Leadership and Management I

4 credits

Prerequisite: Permission

Students are introduced to the Leader Development Program that will be used to evaluate their leadership performance and provide developmental feedback for the remainder of their cadet years. Cadets are then taught how to plan and conduct individual and small unit training, as well as basic tactical principles. Cadets will also learn reasoning skills and the military-specific application of these skills in the form of the army's troop. The lab reinforces small-unit tactical training while employing the troop leading procedures to accomplish planning and decision-making. Students continue to learn basic map reading, physical fitness and marching techniques.

MSC 302 Advanced Leadership and Management II

4 credits

Prerequisite: Permission

The course focus is doctrinal leadership and tactical operations at the small-unit level. Students are provided opportunities to plan and conduct individual and collective training for Army operations. Synthesizing training, leadership and team building is the primary focus. Upon completion, students possess the fundamental confidence and competence of leadership in a small-unit setting. The lab continues reinforcing small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students also continue basic map reading, physical fitness, and basic marching techniques.

MSC 401 Applied Leadership and Management I

4 credits

Prerequisite: Permission

This course concentrates on leadership, management, and ethics, and begins the final transition from cadet to lieutenant. Students focus on attaining the knowledge and proficiency in several critical areas they need to operate effectively as Army officers. These areas include coordinating activities with staff, counseling theory and practice within the "Army Context," training management, and ethics. The lab sharpens the students' leadership skills as they perform as cadet officers. Students develop and possess the fundamental skills, attributes, and abilities to operate as competent leaders in a cadet battalion. They must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them.

MSC 402 Applied Leadership and Management II

4 credits

Prerequisite: Permission

Students learn the legal aspects of decision-making and leadership. Instruction introduces the student to the organization of the Army from the tactical to the strategic level. Students learn administrative and logistical management focusing on the fundamentals of soldier and unit level support. Practical exercises require the student, both individually and collectively, to apply their knowledge to solve problems and confront situations commonly faced by junior officers. The lab continues to sharpen the students' leadership skills. Students normally

change leadership positions to hone their skills, attributes, and abilities as leaders. Again, they must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them.

MSC 421 Contemporary Leadership and Management

1–3 credits

Prerequisite: Permission

Military Science students and graduates from Military Science, with consent of department chairperson, can participate in an intensive reading, writing and training program examining contemporary military leadership and training requirements. Planning, conducting, and evaluating training will be the primary focus.

MSC 431 Advanced Contemporary Leadership and Management

1–3 credits

Prerequisite: Permission

Military Science students and graduates from Military Science, with the consent of department chairperson, can participate in an intensive reading, writing and training program examining contemporary military leadership and training. Writing lesson plans, operation orders, and conducting training will be the primary focus.

NRS NURSING

NRS 200 Health Promotion, Wellness, and Safety Across the Lifespan

6 credits

Prerequisites: BIO 201, BIO 202, BIO 303, CHE 103, ENG 106, MAT 111, PSY 105 (All with grades of B- or higher)

Prerequisite or corequisite: NRS 215

Corequisite: NRS 230

(Admission to the major)

This course will introduce foundational concepts and skills in the form of nursing health promotion strategies to facilitate individual and group wellness and safety across the lifespan. The development of disease states and methods to prevent or decrease risk factors will be discussed. Emphasis is on the role of the professional nurse in planning and implementing nursing care, effective teaching, and interventional behaviors for individuals and families. Emphasis will be placed on normal growth and developmental changes across the lifespan addressing health promotion, wellness, and safety concerns in the care of patients.

NRS 205 Foundations of Professional Nursing

3 credits

Prerequisites: BIO 201, BIO 202, BIO 303, CHE 103, PSY 105, & MAT 111 (All with grades of B- or higher)

Foundational understanding of essential knowledge, skills, and attitudes of the professional nurse. Emphasis is placed on the professional evolution of nursing practice, importance of self-care, and beginning aptitudes of the professional nurse.

NRS 225 Pathopharmacology Across the Lifespan I

3 credits

Prerequisites: NRS 205, NRS 230, NRS 250, NRS 262 (All with grades of B- or higher)

Corequisite: NRS 300, NRS 315

Introduction to the foundational concepts of pathophysiology and pharmacology as related to normal body function and pathologic changes. Foundational pharmacologic principles and therapies with selected disorders across the lifespan will be discussed.

NRS 230 Health Assessment

4 credits

Prerequisites: BIO 201, BIO 202, BIO 303, CHE 103, MAT 111, PSY 105 (All with grades of B- or higher)

Corequisite: NRS 205, NRS 250, NRS 262

Introduction to the concepts and techniques of obtaining a health history, and psychosocial and physical assessment across the lifespan. Emphasis is placed on an organized and systematic health assessment examination that will provide accurate data to form a client database, initial nursing diagnosis, and plans of care. Normal assessment findings, frequently seen variations from normal, psychosocial, and cultural variations are discussed.

NRS 250 Fundamentals of Nursing

4 credits

Prerequisites: BIO 201, BIO 202 (All with grades of B- or higher)

Corequisite: NRS 205, NRS 230, NRS 262

Exploration of fundamental nursing principles that underpin nursing practice. Emphasis on the nursing process and its application to holistic nursing care. Concepts are integrated throughout classroom, laboratory, clinical, and simulation experiences.

NRS 262 Preparation for Professional Practice I

1.5 credits

Prerequisites: BIO 201, BIO 202 (All with grades of B- or higher)

Corequisite: NRS 205, NRS 230, NRS 250

Examination of the primary knowledge, skills, and attitudes required for professional nursing practice with a focus on the development of clinical reasoning.

NRS 300 Patient Centered Care Across the Lifespan I

6 credits

Prerequisites: NRS 205, NRS 230, NRS 250, NRS 262 (All with grades of B- or higher)

Corequisite: NRS 225, NRS 315

Exploration of selected nursing concepts with the application of exemplars to clients across the lifespan. Emphasis is placed on utilizing the nursing process to provide care for individuals and families. Students participate in clinical, skills lab, and simulation activities.

NRS 301 Humanitarian Mission

1 credit

Restricted to sophomores and above in good standing

Introduction to concepts of culture, health practices and health education from a personal and global perspective through lived experience with an underserved population. Topics include reflection on personal values, human rights to health care, health care provider responsibility to facilitate/provide health care and health education, similarities and differences between cultures within an underserved population and a student's home community. Course delivery on core concepts and required travel on a medical mission trip.

NRS 305 Evidence-Based Nursing

3 credits

Prerequisites: NRS 300 (B- or higher)

Corequisite: NRS 350, NRS 362

Introduction to the research process and development of the skills needed to locate reliable sources of information and evaluate the strength and relevance of available evidence. Emphasis is placed on the retrieval and appraisal of evidence to inform the delivery of care and improve patient outcomes.

NRS 315 Psychosocial Integrity Across the Lifespan

3 credits

Prerequisites: NRS 205, NRS 230, NRS 250, NRS 262 (All with grades of B- or higher)

Corequisite: NRS 225, NRS 300

Exploration of the evolution of psychosocial health behaviors across the lifespan and common mental health problems. Emphasis is placed on therapeutic communication techniques with individuals and families. Students participate in clinical and service-learning activities.

NRS 340 Pathopharmacology Across the Lifespan II

3 credits

Prerequisite: NRS 225 (B- or higher)

Corequisite: NRS 300, NRS 315

Expansion to the foundational concepts of pathophysiology and pharmacology as related to normal body function and pathologic changes. Pharmacologic principles and therapies associated with selected disorders across the lifespan will be discussed.

NRS 350 Patient Centered Care Across the Lifespan II

6 credits

Prerequisite: NRS 300, NRS 315, NRS 340 (All with grades of B- or higher)

Corequisite: NRS 305, NRS 362

Exploration of selected nursing concepts with the application of exemplars to clients across the lifespan. Emphasis is placed on utilizing the nursing process to provide care of individuals and families. Students participate in clinical, skills lab, and simulation activities.

NRS 360 Patient Centered Care of the Maternity Client

1.5 credits

Prerequisite: NRS 300 (B- or higher)

Corequisite: NRS 305, NRS 350, NRS 362, NRS 370

Examination of holistic nursing care related to the assessment and management of the childbearing family. Emphasis on the biopsychosocial and cultural needs of the family during the anti-, peri-, and post-partum periods. Students participate in clinical and simulation activities.

NRS 362 Preparation for Professional Practice II

1.5 credits

Prerequisite: NRS 262 (B- or higher)

Corequisite: NRS 305, NRS 350

Examination of the primary knowledge, skills, and attitudes required for professional nursing practice with a focus on the development of clinical judgement.

NRS 370 Patient Centered Care of the Pediatric Client

1.5 credits

Prerequisite: NRS 300 (B- or higher)

Corequisite: NRS 305, NRS 350

Examination of holistic nursing care related to the pediatric population. Emphasis is placed on the biopsychosocial and cultural needs of the child within the family unit.

NRS 400 Patient Centered Care Across the Lifespan III

6 credits

Prerequisite: NRS 350 (B- or higher)

Corequisite: NRS 410, NRS 430

Exploration of selected nursing concepts with the application of exemplars to clients across the lifespan. Emphasis is placed on utilizing the nursing process to provide care for individuals and families. Students participate in clinical, skills lab, and simulation activities.

NRS 401 Health Care Today

1 credit

Examination of current issues in nursing and health care. Political, economic, societal, technological, and professional influences on health care policy and practice are explored. Current literature and policies are examined and analyzed in the context of the health care industry in general and patient-centered care specifically.

NRS 410 Leadership and Health Care Systems

3 credits

Prerequisite: NRS 350, NRS 305 (All with grades of B- or higher)

Corequisite: NRS 400, NRS 430

Exploration of nursing leadership among health care organizations, providers of care, reimbursement systems, and health care policy and regulation. Through an analysis of nursing's impact on quality, cost, and access to care, the student will discover how a professional nurse's leadership affects patient outcomes.

NRS 430 Population Health Nursing

5 credits

Prerequisite: NRS 305, NRS 350 (All with grades of B- or higher)

Corequisite: NRS 400, NRS 410

Exploration of concepts related to individual and population based health promotion and disease prevention to improve health of populations. Emphasis is placed on nursing within the community. Students participate in clinical activities.

NRS 450 Patient Centered Care Across the Lifespan IV

4 credits

Prerequisite: NRS 400, NRS 410, NRS 430 (All with grades of B- or higher)

Corequisite: NRS 455, NRS 461, NRS 470

Synthesis of nursing concepts with the application of exemplars to clients across the lifespan. Emphasis is placed on utilizing the nursing process to provide care for individuals and families. Students participate in simulation activities.

NRS 455 Maternal-Child Nursing Care

2 credits

Prerequisite: NRS 400, NRS 415, NRS 430 (All with grades of B- or higher)

Corequisite: NRS 450, NRS 461, NRS 470

Focuses on the systematic analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families during maternal and pediatric experiences.

NRS 461 Concept Synthesis

2 credits

Prerequisite: NRS 400, NRS 415, NRS 430 (All with grades of B- or higher)

Corequisite: NRS 450, NRS 470

This course is a focused review of content pertinent to the NCLEX-RN® test plan based on group performance on a standardized comprehensive predictor exam. Emphasis is also placed on student progress on the individualized focused review.

NRS 462 Preparation for Professional Practice III

2 credits

Prerequisite: NRS 362 (B- or higher)

Corequisite: NRS 450, NRS 470

Evaluation of the primary knowledge, skills, and attitudes required for professional nursing practice with a focus on licensure preparation.

NRS 470 Senior Capstone

4 credits

Prerequisite: NRS 400, NRS 410, NRS 430 (All with grades of B- or higher)

Corequisite: NRS 450, NRS 455, NRS 461

Application of the knowledge, skills, and attitudes acquired throughout the curriculum to safe, evidence based, and quality patient centered care within a preceptor led, faculty guided clinical environment. Emphasis is placed on clinical competency and demonstration of the program learning outcomes.

NUR NURSING

NUR 308 Health Assessment Across the Lifespan

3 credits

Prerequisite: Nursing Department Approval

Provides the registered nurse with the knowledge and skills to perform a comprehensive history and physical assessment on individuals across the lifespan. Supported by educational technologies and virtual patients, emphasis is placed on interviewing skills, performing a comprehensive history intake and physical examination as well as psychosocial, growth and development and cultural assessments. Students build skills and competencies in distinguishing normal and abnormal findings across various states of health and illness. Legal and ethical aspects of documentation are discussed.

NUR 312 Professional Nursing Concepts

3 credits

(All but 9 credits in the Liberal Arts Core Curriculum must be completed before enrolling in this course)

Study of the concepts of professional nursing and including the knowledge, skills, attitudes, and values that are essential to nursing practice. Topics include nursing history, nursing theories, safety and quality issues in health care, workforce diversity, and various health care influences on nursing practice. Emphasis is placed on introducing students to the national standards set for baccalaureate education in nursing.

NUR 322 Evidence-Based Nursing

3 credits

Introduction to the research process and development of the skills needed to locate reliable sources of information and evaluate the strength and relevance of available evidence. Emphasis is placed on the retrieval and appraisal of evidence to inform the delivery of care and improve patient outcomes.

NUR 404 Special Topics

1–3 credits

A detailed examination of a current issue in nursing. Material covered varies according to expertise of individual instructors.

NUR 406 Healthcare Economics and Policy

3 credits

Exploration of the concepts, principles, tools, finances and strategies used in managing operations from a macrosystem view in a healthcare system. Emphasis is placed on the policy making and political processes that can be used to shape the nature, quality, and safety of the healthcare practice environment, including the nurse as advocate.

NUR 436 Population Health

4 credits

Prerequisite: NUR 312, NUR 467

Corequisite: NUR 437

Public health concepts, levels of prevention, and epidemiological principles in diverse communities are evaluated throughout the lifespan.

NUR 437 Population Health Clinical

2 credits

Prerequisite: NUR 312, NUR 467

Corequisite: NUR 436

Application of public health principles and theories in the community setting with a faculty-guided clinical experience.

NUR 456 Leadership and Healthcare Systems

3 credits

Study of nursing leadership among healthcare organizations, providers of care, reimbursement systems, and healthcare policy and regulation. Through an analysis of nursing's impact on quality, cost, and access to care, students will discover how a professional nurse's leadership affects patient outcomes.

NUR 457 Management in Nursing

3 credits

Examination of the changing management roles and functions of the professional nurse in complex and diverse healthcare environment. Students will explore problem solving and ethical decision-making models as well as tools and techniques for planning, organizing, directing, controlling, reporting, and improving the productivity and performance of resources within a healthcare department. Topics include healthcare finance reimbursement, bookkeeping, accounting principles, budgeting processes (capital and operating), and cost/benefit analysis, and use of technology/informatics at a microsystem level view in a healthcare organization.

NUR 467 Theoretical Foundations for Nursing

3 credits

Professional nursing practice topics are explored through the analysis of selected theories and practice models, and examination of the relevance of theory to practice, research, and education in nursing. The behaviors, attitudes, and values necessary for theory-based professional nursing practice in the context of individual, family, and population health are discussed. Students apply critical thinking skills and beginning scholarship through synthesis of information found in assigned readings and the nursing literature.

NUR 470 Professional Nursing Synthesis

3 credits

Integration of professional nursing concepts and transition to the professional nurse role. Emphasis on the role of the professional nurse in improving health outcomes through the synthesis of evidence-based practice, quality and safety, leadership and management, advocacy, professionalism, and teamwork.

NUR 512 Foundations of Advanced Nursing Practice

3 credits

Examination of the profession of advanced nursing practice and its contribution to the nursing profession, healthcare team, and society. Students explore theoretical principles from nursing and other disciplines that contribute developing leadership, collaborative, communication, change agent and advocate skills. Emphasis is placed on professional and ethical behaviors as a basis for role development and role clarity.

NUR 513 Education Theory and Development

3 credits

Exploration and critique of philosophical and theoretical foundations of teaching and learning in a variety of nursing education settings. Emphasis is placed on who the learner is, the diversity of learners, and an understanding of the use of self as an educator. Students gain a comprehensive view of the educator's role in curriculum development, evaluation, and design and will be challenged in thinking critically about ways to ensure that learning is meaningful.

NUR 515 Evidence Based Practice: Evaluation and Integration

3 credits

Evaluation and integration of evidence into practice to improve outcomes in diverse populations is explored. Students will critically evaluate study rigor and findings using evidence-based models. Quality improvement processes, outcomes measurement, and dissemination options are examined. Emphasis is placed on the ethical considerations of study design, methods and outcomes and the development of skills necessary to translate evidence into a variety of practice settings.

NUR 521 Instructional Strategies

3 credits

Principles and processes of curriculum development and instructional design are introduced to familiarize the nurse educator with the teaching/learning processes in nursing education, staff development, and patient education. The focus is to design practical strategies to facilitate learning across cognitive, psychomotor and affective domains with the use of technology. Emphasis is on application of innovative teaching techniques and evaluation of educational experiences in nursing education.

NUR 528 Healthcare Systems Leadership and Quality Improvement

3 credits

Prerequisite: NUR 512 and NUR 515

Examination of the economic, legal, and regulatory factors that influence organizations. Emphasis is placed applying leadership skills to systematically appraise the function of organizations and identify effective quality improvement initiatives within the context of interprofessional teams. Students also will explore the roles of nurse leaders in using data-driven budgeting, cost containment and productivity, staffing and staff development to promote safe and effective delivery of health care and services.

NUR 531 Health Promotion and Disease Prevention among Diverse Populations

3 credits

The graduate student is provided the opportunity to expand knowledge of the health behavior models and methods for maintaining or enhancing health. Variants in health including environmental, social, and human diversity issues are emphasized. The development and application of social and political policy for interdisciplinary approaches to health promotion are explored. The student is afforded the opportunity to examine the process of health promotion that enables individuals, families, and communities to increase control over and improve their health across the life span. Epidemiology will be used as a tool to examine health promotion and disease prevention.

NUR 532 Assessment and Evaluation of Learning

3 credits

Application of assessment strategies that facilitate and determine student learning builds on principles of assessment and evaluation of learning in academic, online, and clinical settings. Students will explore content about assessment versus evaluation: formative and summative assessment, test item development and analysis, evaluation rubrics, standardized testing blueprints, and evaluation of clinical performance. Legal and ethical issues in higher education and nursing practice are explored.

NUR 535 Health Policy

3 credits

Prerequisite: NUR 512; NUR 528; NUR 531

Focus on the political and social structures that shape health policy and their impact on health delivery and outcomes. Emphasis is placed on the relationships between health policy and financial, legal, regulatory, ethical, quality and safety factors. Students also will explore global, national and regional health policy and trend related to population health and health outcomes.

NUR 540 Advanced Pathophysiology

3 credits

Focuses on the study of pathophysiological processes and alterations of physiology that occur with injury and/or disease. Emphasis is placed on the interactions between etiologies, genetic, environmental, developmental factors, and disease across the lifespan. Students will incorporate literature-supported evidence and clinical reasoning skills to distinguish alterations in multiple organ systems.

NUR 541 Leadership-Information Technology Skills

3 credits

Effective use of leadership skills to promote learner-centered teaching as a change agent. Information technology skills are enhanced by exploring the use of learning management systems, virtual reality platforms, and simulations in academia. Emphasis will be placed on the application of instructional technologies from the perspective of theory, research, practice, and promoting future trends.

NUR 546 Advanced Health and Physical Assessment

3 credits

Prerequisite: NUR 540 Advanced Pathophysiology

Expansion of assessment knowledge and skills, through didactic, laboratory practice and simulation. Students develop skills in obtaining and documenting comprehensive and episodic assessments in individuals across the lifespan. Emphasis is placed on patient-centered assessment including age, gender, culture, health promotion, and health risk. Students develop advanced history and physical assessment skills and apply them to the differential diagnosis process, using evidence-based guidelines and practices.

NUR 548 Advanced Health and Physical Assessment of the Pediatric Patient

1 credit

Through laboratory practice and simulation, this course provides the student with an opportunity to build on previously learned knowledge and skills pertaining to the spectrum of neonates through early adolescence. Students develop skills in obtaining and documenting a comprehensive assessment in order to determine appropriate and effective health care including health promotion strategies. Students develop advanced physical assessment skills, including functional assessment to be able to provide a comprehensive database. Performing and interpreting basic laboratory and diagnostic tests to complete the database is expected. Students learn to establish a differential diagnosis based on the data.

NUR 600 Scholarly Portfolio I

1 credit

Prerequisite: NUR 512

First of two courses where students develop a scholarly portfolio to demonstrate achievement of program outcomes and specific role competencies. Scholarly portfolios will include exemplar work demonstrating achievement of the program outcomes and role competencies, scholarly reflections specific to professional growth and lifelong learning, and curriculum vitae.

NUR 601 Scholarly Portfolio II

1 credit

Prerequisite: NUR 600

Final of two courses where students develop a scholarly portfolio to demonstrate achievement of program outcomes and specific role competencies. Scholarly portfolios will include exemplar work demonstrating achievement of the program outcomes and role competencies, scholarly reflections specific to professional growth and lifelong learning, and curriculum vitae.

NUR 602 Advanced Diagnostics Skills and Reasoning

1 credit

Prerequisite: NUR 546

Overview of selected clinical diagnostic, laboratory, imaging tests, and procedures commonly performed in the primary care setting. Emphasis is placed on clinical decision making for selecting appropriate tests or procedures, and interpretation of diagnostic test results is addressed. Students will use evidence-based research to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

NUR 606 Advanced Pharmacology

3 credits

Prerequisite: NUR 540

Focus on the pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of broad categories of pharmacologic agents across the lifespan. Students will gain knowledge of the pharmacologic action of drugs and the evidence-based application of pharmacotherapeutics in health promotion, disease prevention, and management of disease across the lifespan.

NUR 622 Family Nurse Practitioner Theory I

3 credits

Prerequisite: NUR 540; NUR 546; NUR 606

Corequisite: NUR 623, NUR 626

First of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students will integrate physiology, pathophysiology and pharmacology concepts to expand upon diagnosis reasoning and management skills of commonly encountered acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the areas of health screening, health promotion, women's, men's pediatric, and newborn health, sexuality sexually transmitted infections, EENT, pulmonology and gastrointestinal presentations across the lifespan.

NUR 623 Practicum: Family Nurse Practitioner and Role Development

2 credits

Prerequisite: NUR 540; NUR 546; NUR 606

Corequisite: NUR 622

First of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease prevention, and management of low to medium complexity acute and chronic presentations across the lifespan. Emphasis also is placed on developing therapeutic relationships with individuals, families, and interprofessional skills among health care colleagues.

NUR 626 PGC FNP Practicum I

2 credits

Corequisite: NUR 622

First of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease

prevention, and management of low to medium complexity acute and chronic presentations across the lifespan. Emphasis also is placed on developing therapeutic relationships with individuals, families, and interprofessional skills among health care colleagues.

NUR 631 Family Nurse Practitioner Theory II

3 credits

Prerequisite: NUR 622

Corequisite: NUR 632, NUR 636

Second of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students continue to expand upon diagnostic reasoning and management skills of commonly encountered acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the mental health presentations across the lifespan. Students will also gain experience in office procedure techniques and diagnostic testing strategies.

NUR 632 Practicum II: Family Nurse Practitioner and Role Development

3 credits

Prerequisite: NUR 623

Corequisite: NUR 631

Second of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease prevention, and management of various moderate complexity acute and chronic presentations across the lifespan. Emphasis is placed on the provision of patient-centered care, therapeutic relationships and interprofessional collaboration.

NUR 636 PGC FNP Practicum II

3 credits

Prerequisite: NUR 626

Corequisite: NUR 631

Second of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease prevention, and management of various moderate complexity acute and chronic presentations across the lifespan. Emphasis is placed the provision of patient-centered care, therapeutic relationships and interprofessional collaboration.

NUR 640 Practice Management for Nurse Practitioners

2 credits

Prerequisite: NUR 622

Focuses on the transition to the advanced practice registered nurse role. Emphasis is placed on the relationships between regulation, licensing, certification, and scope of practice and the APRN role. Students also will explore and gain knowledge in the areas of practice models, health care finance, reimbursement models, malpractice and liability insurance.

NUR 642 Family Nurse Practitioner Theory III

3 credits

Prerequisite: NUR 631

Corequisite: NUR 643, NUR 646

Final of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students continue to expand upon diagnostic reasoning and management skills of acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the areas of hematology, oncology, rheumatology, neurology, pain management, addiction, urgent care/office emergencies and palliative care management across the lifespan.

NUR 643 Practicum III: Family Nurse Practitioner and Role Development

3 credits

Prerequisite: NUR 632

Corequisite: NUR 642

Final of three practicum experiences. Students advance their autonomy in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of critical thinking, decision-making and clinical management skills for patients with a variety of acute and chronic presentations in the primary care setting, including comprehensive and complex care needs. Emphasis is placed on care coordination and the overall management of patient health and illness in a multidisciplinary and interprofessional environment.

NUR 646 PGC FNP Practicum III

2 credits

Prerequisite: NUR 636

Corequisite: NUR 642

Final of three practicum experiences. Students advance their autonomy in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of critical thinking, decision-making and clinical management skills for patients with a variety of acute and chronic presentations in the primary care setting, including comprehensive and complex care needs. Emphasis is placed on care coordination and the overall management of patient health and illness in a multidisciplinary and interprofessional environment.

NUR 652 Nursing Focus Clinical Practicum

3 credits

The student is provided with the opportunity to apply selected standards according to the American Association of Nursing Standards of Care and Professional Performance for Advanced Practice Registered Nurses in a clinical setting.

NUR 664 Nursing Focus Clinical Practice

3 credits

Prerequisites: NUR 554

Preceptor-led and faculty guided application of nurse educator knowledge and skills within a healthcare organization. Emphasis is on designing health information and patient education materials through synthesis of empirical evidence using health literacy skills and expert knowledge in nursing practice.

NUR 662 Nursing Administration Practicum

3 credits

Prerequisites: Permission

Preceptor-led, faculty guided practicum experience where students synthesize and apply prior knowledge and theories within a healthcare environment. Emphasis is on nurse administrator role development as it relates to organizational culture in business, diversity leadership, interdisciplinary practice and relationship building, strategic planning, quality and safety, and managerial decision-making. Students engage in reflective discussion of nursing administration issues and experiences via the online seminar.

NUR 672 Nurse Educator Theory I

3 credits

Prerequisites: NUR 511, NUR 520

This course is designed to expose the learner to theories of teaching and learning, while exploring theories which meet various learner styles. It will address the use of specific teaching theories and methods best suited for various learning experiences required for the education of nurses. It is designed to assist the learner in understanding the importance of evidence-based teaching methods and to examine personal experiences and opinions of effective teaching. Further, the learner will participate in development of a prototype School of Nursing and Health Professions, including mission, philosophy, and curriculum.

NUR 673 Nurse Educator Theory II

3 credits

Prerequisite: NUR 672

Building upon the knowledge and skills learned in Nurse Educator Theory I, this course focuses on design of learning modules, along with developmental assessment and evaluation processes for learners. Students have the opportunity to develop and refine teaching skills for classroom, clinical, and laboratory. Students design data gathering instruments, learn to interpret and repeat findings from assessment instruments that pertain to classroom, clinical, and laboratory performance. In addition, students begin to examine teaching effectiveness and program evaluation.

NUR 674 Nurse Educator Practicum and Role Development

3 credits

Prerequisite: NUR 532

Preceptor-led and faculty guided application of nurse educator knowledge and skills in the classroom, clinical practice and/or skills lab setting to enhance role development. Emphasis is on the development of content design, implementation of teaching strategies, and evaluation methods used in education. Issues and trends, including legal and ethical, impacting the future role of the nurse educator is highlighted.

NUR 675 Nurse Educator Practicum and Role Development

4 credits

Prerequisite: NUR 673

The graduate student is provided the opportunity to apply knowledge gained from the two theoretical courses in teaching and learning theory. Practicum experiences may be in formal nursing education, staff development, or client education. The role as a professional educator is discussed. This course has conference time for synthesis of experiences at pre-planned intervals. Nurses knowledgeable in education will serve as preceptors for graduate students.

NUR 695 Graduate Project

1–3 credits

The student is provided the opportunity to independently design a project focusing on a nursing problem or question that may be scientific, philosophic, or historic in nature. This prepares the student for the advanced practice role. The project is supervised by a committee chairperson and two additional committee members. (Repeatable to earn three credits total. Receives CR or NC grade.)

NUR 699 Graduate Thesis

1–3 credits

The student is provided the opportunity to independently design and implement a research study synthesizing independent scholarship and creative achievement. The thesis is supervised by a committee chairperson and two additional committee members. (Repeatable to earn three credits total. Receives CR or NC grade.)

PBS PUBLIC SAFETY MANAGEMENT

PBS 600A Public Communication

1 credit

Introduction to the synthesis of critical elements of professional communication from organizational, interagency, and community perspectives. Focus on public information dissemination and communication with the media and community.

PBS 600B Management Communication

1 credit

Exploration of the process of communicating effectively in the written and oral form in public safety management. Investigation of knowing your audience and delivering communication that improves performance.

PBS 600C Organizational Communication

1 credit

Study of the process of efficiency of organizational communication. Analysis of the organizational climate and how good communication can result in effective management of all personnel toward a common goal and mission.

PBS 610A Public Safety Personnel Selection

1 credit

Learn the fundamentals of public safety human resources management with a focus on the personnel selection and hiring process. Introduction of wage and benefits analysis of employees and labor relations.

PBS 610B Public Safety Law & Ethics

1 credit

Prerequisite or corequisite: PBS 610A

Expand understanding of the legal environment in which public safety human resources management operates. Constitutional, statutory, and administrative law applicable to the workplace will be examined.

PBS 610C Public Safety Compensation

1 credit

Prerequisite or corequisite: PBS 610B

Synthesize knowledge of human resources management in the areas of public sector wages, benefits, policies, labor relations, and dispute resolution.

PBS 620A Community Collaboration

1.5 credits

Seminar on the major concepts involved in the practice of professionalism in public safety administration. Synthesis of elements of practice that include community collaboration, civilian governance, co-production, and procedural justice.

PBS 620B Public Safety Culture

1.5 credits

Examination of the challenges within the public safety culture/sub-culture. Exploration of how these cultures impact the ability of government agencies to perform their duties and achieve the mission they are attempting to meet.

PBS 630A Public Safety Budgeting Concepts

1.5 credits

Examination of the concepts of the governmental budgeting process as well as the accounting, reporting, and auditing processes. Engagement in an analysis of financial data with the objective of making informed management decisions as they relate to labor and benefit costs, equipment purchases, and long-term planning.

PBS 630B Applied Public Safety Budgeting

1.5 credits

Prerequisite or corequisite: PBS 630A

Examination of the concepts of the governmental budgeting process as well as the accounting, reporting, and auditing processes. Engagement in an analysis of financial data with the objective of making informed management decisions as they relate to labor and benefit costs, equipment purchases, and long-term planning.

PBS 639 Intro to Research Methods/Applied Statistics

2 credits

An introductory overview and comprehensive coverage of statistical tests and analyses of common public safety management.

PBS 660A Public Safety Management I

1 credit

Application of sound managerial techniques in the public employment field. Develop an understanding of strategic planning as it relates to creation of organizational policies.

PBS 660B Public Safety Management II

1 credit

Application of sound managerial techniques in the public employment field. Develop an understanding of strategic planning as it relates to creation of organizational policies. As part of this strategic planning process, there will be an emphasis on new and future technology and their impact on public safety.

PBS 660C Public Safety Project Management

1 credit

Application of sound managerial techniques in public safety management. Develop an understanding of management programs and projects, and their long-term impact on organization.

PBS 670A Leadership Theory

1.5 credits

Examination of the major concepts and theories associated with advanced leadership in public safety. Analysis of multiple theories and application of practical skills.

PBS 670B Leadership Application

1.5 credits

Prerequisite: PBS 670A

Application of the major concepts and theories associated with advanced leadership in Public Safety. Analysis of multiple theories and application of practical skills. Formulation of a personal profile that infuses both concepts and practices as the foundation of leadership excellence.

PBS 680A Employee Wellness I

1.5 credits

Development of skills in directing the confluence of emotional, psychological and physical wellness within an organization and among its members. Exploration of the effects of stress and emotional dynamics within the workplace and throughout an employee's career.

PBS 680B Employee Wellness II

1.5 credits

Prerequisite: PBS 680A

Examination of the components of emotional psychological and physical wellness. Application of emotional, psychological and physical wellness to an organizational environment that is mindful of comprehensive employee wellness.

PBS 680B Employee Wellness II

1.5 credits

Prerequisite: PBS 680A

Examination of the components of emotional psychological and physical wellness. Application of emotional, psychological and physical wellness to an organizational environment that is mindful of comprehensive employee wellness.

PBS 690A Capstone Project I

1 credit

Perform a needs assessment and identify a specific organizational need within a public safety agency. Demonstrate skills acquired throughout the Professional Practice in Public Safety Program to propose a research project with a goal of resolving the need.

PBS 690B Capstone Project II

1 credit

Prerequisite: PBS 690A

While demonstrating skills acquired throughout the Professional Practice in Public Safety Program, research solutions to an identified need within a public safety agency.

PBS 690C Capstone Project III

2 credits

Prerequisite: PBS 690B

Develop and present a comprehensive research project detailing a plan to respond to identified needs of a public safety agency.

PHI PHILOSOPHY

PHI 100 Protest, Civil Disobedience, and Nonviolence

1.5 credits

What does it mean to resist injustice? Can social systems be reformed adequately or is revolution required? Is violent resistance ever permissible? When, if ever, are we justified in resisting or even attempting to overthrow the political state we find ourselves under? In this course we will explore answers to those questions, focusing in particular on the contrast between non-violent resistance movements and violent liberatory struggles, through the dual lenses of historical activism and philosophical theory. Our goal will be to better understand what is required of us in order to realize social justice.

PHI 101 Philosophy as a Way of Life

1.5 credits

An introduction to philosophy. In this course, students will explore what it means to say that philosophy is "a way of life." What sort of life is philosophical life and how does it differ from other kinds of lives that we live? What sort of arguments can be made to convince others that one ought to lead a philosophical life? What, in other words, does living philosophically have that other forms of life do not? Students will explore different conceptions of the good life, historical or contemporary, to see how our values change when we begin to think philosophically.

PHI 102 Philosophies of Human Nature

3 credits

The course serves as an introduction to a consideration of human nature. We address fundamental issues such as: What makes us who we are? What distinguishes us from animals? Do we persist as one and the same person over time? If so, what allows for this persistence - is it our minds, our brains, our bodies, or our life stories? What is the difference between persons and monsters? Persons and gods? Persons and artificial intelligences? This includes attributions of status and recognition to individual and group identities within complex social structures and institutions.

PHI 103 I, You, and We

3 credits

Starting from the Socratic injunction to know thyself, this course will explore how to work toward fruitful discussions about social identity and social difference. Students will develop critical thinking skills by carefully attending to social context, the identity of the speaker, and the implications of their use of language.

PHI 105 Introduction to Ethical Reasoning

1.5 credits

Introduction to the philosophical study of morality, including the processes whereby one reasons through choices concerning what we ought to do/ought not to do, what kind of person we are/ought to be, and which institutions help us to cultivate a just life with and for others. Besides providing familiarity with the primary questions addressed within moral philosophy and the most influential answers given by well-known philosophers, this course is designed to help students develop their abilities to read, explicate, analyze, and evaluate philosophical literature, write and express themselves well about their own ethical positions, and think critically and analytically about ethical issues.

PHI 106 Technology and Society

3 credits

Technology is not neutral, not merely the sum of devices and techniques we use to support and enhance our day-to-day existence. Our engagement with technology has become the new normal, a way of life that deeply affects how we prioritize values, relate to one another and understand ourselves. This course will critically examine the effects of our techno-centric society, its personal and social benefits and disadvantages. Particular attention will be given to historical developments and current issues, unquestioned assumptions about technological progress and the extent to which our identities are shaped by our immersion in the digital matrix.

PHI 107 The Truth About Lying

3 credits

This course will explore the function and nature of lying in various situations and, in so doing, will attempt to distinguish between types of lies given their form and the context in which they are told. At the same time, we will consider the ethical implications of lying, how we may go about understanding and detecting lies in various real-world settings, and how lying shapes our perceptions of character.

PHI 108 The Politics of Truth and Lying

3 credits

An introduction to the politics of truth and lying, with the goal of discovering deeper principles underlying them. Questions include: what is the moral standing of various "pathologies" of public speech; does free speech promote the acquisition of the truth; what intellectual and moral duties do we have when engaging in public disagreement; what role should expert testimony play when informing policy decisions; and what is willful ignorance as it relates to racism and sexism, and what is the remedy?

PHI 109 Medicine and the Self

1.5 credits

Introduction to philosophical thinking about persons, subjectivity, and selfhood. Throughout the course we will try to make some philosophical sense out of the concept and expertise of illness. While illness is often thought to be a biological and natural phenomenon, this course will explore how the subjective experience of illness offers a different point of view on our understanding of medicine and health. In particular, we will explore how the experience of illness changes our experience of our bodies, our social world, and informs the meaning of our lives.

PHI 110 The Ethics of Human Enhancement

1.5 credits

Examination of ethical issues surrounding human enhancement. What does it mean to be human? Must we stay that way? Can we use genetic, robotic, information, and nanotech to make ourselves better than human? This course explores the technological enhancement and ultimately transformation of human capabilities. We have the means to alter and enhance our biological endowments, increase our lifespan, improve our physical, cognitive, and emotional abilities like no generation before. Should we change ourselves to such an extent that we are no longer human (becoming posthuman or transhuman)? What are the dangers and moral/ethical considerations in play, and how are we to adjudicate them?

PHI 111 Democracy and Responsible Citizenship

1.5 credits

Responsible citizenship and social engagement asks: Can a democratic society survive if its citizens are not thoughtfully engaged? We will examine the meaning of democracy and how it functions in the current political and social environment. Primary attention will be given to the kind of responsibility that requires personal accountability rather than merely meeting expectations. This includes developing a critical attitude, examining commonly accepted values, recognizing unjust laws and cultural practices, holding authority accountable, and determining strategies for meaningful engagement.

PHI 112 Clinical Ethics: Truth and Integrity

1.5 credits

Exploration of loyalty and integrity in medical contexts. In this course we will explore issues that arise in classical medical ethics, focusing specifically on the patient-provider encounter. While the principles of autonomy, beneficence, and justice are often the main focus of bioethics, this course explores several virtues that are not often recognized: telling the truth, being loyal, and having integrity. Under what circumstances can a health care provider not tell the truth to a patient? Is it better to offer comfort or to tell the truth? What does it mean to be loyal to them and to advocate for them? At the center of these issues lies the problem of paternalism.

PHI 130 Knowledge, Values, and Society

3 credits

This course examines and practices critical thinking as the primary vehicle for understanding and appreciating the value of living the "examined life." Various areas of philosophy and philosophical texts are studied with the intention of facilitating familiarity with and participation in the philosophical process. Much attention is given to articulating, examining, and integrating fundamental assumptions, values and beliefs in an effort to develop self-knowledge, meaningful dialogue, social responsibility, and compassionate understanding.

PHI 132 The Examined Life

3 credits

Prerequisite: GEN 101

This introductory philosophy course builds on the critical reading and thinking outcomes students will have achieved in the First-Year Seminar and prepares students for their future studies and for life by leading them to develop their abilities in three outcome areas: interpretive reasoning, critical reasoning and global citizenship. Through engagement with historical, multicultural, and contemporary texts students will learn how to interpret texts, move from evidence to conclusions and use their interpretations and conclusions to live a more examined life.

PHI 204 Special Topics

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

An examination of special areas or problems in philosophy not specifically dealt with in other courses. Examples would be philosophy in literature, philosophy of history, evolutionary-process philosophy, personalism, and philosophy of environment.

PHI 212 Contemporary Ethical Issues

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

A study of selected ethical issues. Areas of this study will vary, but examples of ethical concern include human rights and responsibilities, social and racial justice, and selected issues from medical, business, and environmental ethics.

PHI 220 Bioethics

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

A course designed specifically for those concerned with ethical problems facing medical professionals and generally for anyone with an interest in the relation of ethics to biomedical issues. The course examines the nature of ethics and morality, the variety of ethical theories and normative ethical principles, and the practice of applying such concepts to specific cases and issues within the biomedical sciences. Topics covered include issues in the professional–patient relationship, termination of life, reproductive rights and technologies, and allocation and public policy.

PHI 231 Business Ethics

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

An examination of the private, corporate and social dimensions of business life in the context of a total ethical life. Economic theories and actual business practices and cases are considered and evaluated from the perspective of established normative ethical principles.

PHI 305 Philosophy of Love and Friendship

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

This is a philosophical examination of human relationships in general; however, the primary emphasis is on exploring the nature and meaning of love and friendship. Considerable attention is given to current and historical perspectives and a variety of gender and social issues. More specific areas include deception, trust, honesty, self-knowledge, commitment, intimacy, genuine compassion, and sexuality. Many insights from a variety of perspectives — psychological, historical, religious, literary — are integrated, and particular consideration is given to several significant feminist views.

PHI 306 Ethics of Gender, Race, and Class

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

This course focuses on the meaning and significance of social justice through a critical examination of concepts and issues pertaining specifically to gender, race and class, as well as to difference in general. Considerable attention is given to identifying and understanding the values, beliefs, and assumptions that form the basis of prejudice, inequality, privilege, and oppression. Insights from a variety of perspectives and disciplines are integrated with philosophical analysis, much of which involves ethical reasoning and theory application.

PHI 312 Existentialism

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

A study of existentialism first as a historical phenomenon and then as a philosophy. Themes important to the existential movement are analyzed, such as freedom, alienation, co-existence, self-decision, death, value and subjectivity, as expressed in the writings of selected existential writers.

PHI 315 The Media and Identity

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

This course integrates philosophical analysis with cultural and media studies in order to examine the profound cultural role that the media play in shaping individual and social experience—how media production, content and reception affect the way in which we think, understand ourselves, perceive the world and live from day to day in an environment which is largely media-constructed. Through the application of critical thinking and various theoretical perspectives, we investigate how media representations significantly contribute to the formation of identities, values, beliefs, assumptions, social institutions, and social practices. Specific attention is given to (1) how various media forms and genres—such as television, film, the internet, art, advertising, news reporting, music

recording—produce and communicate meaning; and (2) how audiences receive, interpret, and respond to media-generated content.

PHI 316 Social and Political Philosophy

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

An investigation of political activity at all levels of society. This course studies the workings of government, the politics that occurs outside of the governmental sphere, and the foundational arguments that justify or challenge all of the structuring of power involved therein. Our focus will be on the importance of politics for human society, the hopes one can reasonably entertain for such politics, and the possibility and desirability of various conceptions of a utopia society.

PHI 318 Buddhism and the Mind

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

This is an introduction to Buddhism with particular emphasis on its philosophical and psychological foundations. Particular attention will be given to the similarities and differences between Asian and Western philosophical, psychological, and ethical perspectives; the fundamental insights of Hinduism, Indian Buddhism, and Taoism that form the foundation of Zen Buddhist thought and practice; how mindfulness and Buddhist meditation serve as the basis of psychological insight and self-understanding; and the extent of Buddhism's influence on Asian culture and on Western thought, especially philosophy and psychology.

PHI 320 Philosophy of Law

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

What is law? This is a philosophical investigation into the depths of human society to discover the very nature and idea of law. Law is something that humans require to live with one another, it effects all humans, has been around for thousands of years, yet it is any abstract idea that can seem quite complicated and difficult to grasp. This class will shine the light of thoughtful examination on: different theories of law and jurisprudence; the difference between legal rules and ethical norms; the rights of citizens and the state; the legality of civil disobedience; the need for liberty and the limits of law; the ideal form of judicial reasoning; and theories of punishment.

PHI 324 Philosophy of Food

3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132 or CMG 215

Our choices about what to eat, what not to eat, with whom to eat, and what even counts as food express some of our deepest, and also unquestioned, values. This course is a critical reflection on and assessment of the assumptions, attitudes, and practices about our food values. Topics include the ways that science and the media contribute to, and distort, our understanding of health and nutrition; the social and environmental consequences of our eating habits; what, if any, moral obligations we have to adopt specific eating habits; and the ethical, social, and political significance of our cultural culinary traditions. Research will be conducted through a careful reading of philosophical texts, trips to restaurants, community gardens and farms, and, of course, by eating together.

PHI 404 Special Topics

1–3 credits

Prerequisite: PHI 105 or PHI 130 or PHI 132

An examination of special areas or problems in philosophy not specifically dealt with in other courses. Examples would be philosophy in literature, philosophy of history, evolutionary-process philosophy, personalism, and philosophy of environment.

PHS PHYSICAL SCIENCE**PHS 108 Earth Science and Lab**

4 credits

An introduction to the physical nature and processes of the earth, along with the chemical bases for them. Dynamic processes of landscape formation and change as shaped by the forces of plate tectonics, weather and ground and surface water will be studied. Planetary geology will be introduced. The laboratories will complement lectures with both indoor study and field trips to study local examples.

PHS 111 Introduction to Meteorology

3 credits

(AOS students only)

This course will introduce students to the fundamentals of atmospheric science: basic atmospheric structure and composition; the earth's solar radiation and heat energy budgets; the large-scale circulation of the global atmosphere; evolution of mid-latitude weather systems; severe weather meteorology; hurricane evolution; the earth's climate system, greenhouse effect, and global warming; stratospheric ozone depletion; air pollution; atmospheric moisture content measures; cloud formation and types and atmospheric stability.

PHS 201 General Physics I

4 credits

Prerequisite or corequisite: MAT 114 with a grade of C or better, or appropriate math placement test score
A lecture laboratory course that stresses the fundamental principles of mechanics, kinematics, momentum, statics, work, and energy. Students find this general introductory course in physics complements work in the sciences and mathematics.

PHS 202 General Physics II

4 credits

Prerequisite: PHS 201

A continuation of PHS 201 including the principles of wave theory, light and optics, electricity and magnetism, and atoms and radioactivity.

PHS 203 University Physics I

5 credits

Prerequisite or corequisite: MAT 201

This is a lecture and laboratory course which stresses the fundamental principles of mechanics, momentum, work, and energy, rotational motion, and fluid statics and mechanics. The course will use calculus in derivation of the laws of physics as well as in problem-solving.

PHS 204 Special Topics

1–5 credits

A course allowing for instruction in areas not included in the regular physical science curriculum. Topics vary according to the expertise of individual instructors.

PHS 205 University Physics II

5 credits

Prerequisite: PHS 201, permission or PHS 203

This course is a continuation of PHS 203. It will include wave motion, electricity and magnetism, optics, and special relativity.

PHS 211 Elementary Physics

5 credits

Prerequisite: MAT 114 with a grade of C or better, or appropriate math placement test score

A one-semester lecture and laboratory physics course. Topics addressed include the fundamentals of kinematics, dynamics, statics, oscillation, electromagnetism, and optics.

POS POLITICAL SCIENCE**POS 205 American Government**

3 credits

An introductory course that studies the nature and purpose of national, state, and local government, the Constitution, and the institutions and pressures of American society.

PSY PSYCHOLOGY**PSY 101 General Psychology**

3 credits

An introduction to the science of psychology through a survey of the biological, intra-psychic, and social bases of behavior. Major topics include cognition, sensation and perception, motivation and emotion, personality, behavior disorders, and social elements of behavior.

PSY 102 Stress, Happiness, and Resilience

3 credits

This course will review the types of stressors people experience across the lifespan and the impact it has on their overall physical, cognitive, psychological, and social well-being. It will review aspects of happiness, what happiness means, and how it can be developed further as a coping mechanism to deal with life stressors. Building resilience, grit, and mental wellness will also be explored. The course will end with developing a final plan to reduce stress, increase happiness, and build grit and resilience.

PSY 105 Human Development

3 credits

A survey of the changes that occur during the entire lifespan as people develop: physical, motor, cognitive, moral, and social-emotional. Developmental theory and research data are critically considered. Application of existing knowledge about the variables that affect the course of development is emphasized.

PSY 121 Professional Skills in Psychology

3 credits

Overview of the skills needed for professionals in the field of psychology. Includes individual skill development, exploration of career paths at both the undergraduate and graduate level, an introduction to professional ethics, and practice in using APA style in writing.

PSY 202 Social Psychology

3 credits

An investigation of the influences of social factors on individual behavior, the role of social cognition when people interact, interpersonal and group dynamics, and application of social-psychological research data to various situations.

PSY 204 Special Topics

1–3 credits

A course allowing for instruction in areas not included in the regular psychology curriculum.

PSY 210 Applied Statistics for Social Science

3 credits

Prerequisite: Appropriate math placement test score or MAT 003 with grade of C or higher

An interdisciplinary introduction to the basic principles of data analysis with an emphasis on application. Students are expected to apply these principles to data analysis in their respective areas of study. The applied focus is on the computerized application of summary statistics, one/two/multi-sample tests, linear models, association tests, randomness/normality tests, time series comparison, quality control charts and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

PSY 211 Abnormal Psychology

3 credits

Prerequisite: PSY 101 or PSY 105

Overview of the major types of psychological disorders. Emphasis is given to the issues of classification, etiology, assessment, and treatment.

PSY 222 Human Sexuality

3 credits

A consideration of the physical, cultural, and intrapersonal aspects of sexuality in light of how they affect the growth and occurrence of sexual behavior. The conceptual core of this course is the idea that human sexual behavior follows the same rules and is directed to many of the same ends as other human behavior.

PSY 301 Drugs and Behavior, and Society

3 credits

Prerequisite: PSY 101 or PSY 105

Examination of individual, psychological, and social factors related to the use and abuse of substances. Includes biological effects of drugs, overview of substance abuse disorders and treatment, and the role of drugs in the wider culture including how drug use is regulated and prevented.

PSY 302 Introduction to Clinical Counseling

3 credits

Prerequisites: PSY 101 or PSY 105, and PSY 211

A survey course designed to acquaint the student with the general principles of psychological counseling and psychotherapy. In addition, examples of counseling approaches from the psychodynamic, behavior and learning, cognitive, humanistic, and selected recent models are discussed. A brief introduction to group counseling, family therapy, and crisis intervention is also included.

PSY 308 Theories of Personality

3 credits

Prerequisites: PSY 101 or PSY 105

A survey of major theories of personality functioning, covering such areas as the nature, determinants, development, structure, motivational bases, and dynamic operations of the human personality. Examples of theories from the following areas are treated: psychodynamic, behavior and learning, cognitive, humanistic–phenomenological, trait, and Eastern. Each theory is critically analyzed in terms of its assumptions, logical cohesiveness, research support, and applications.

PSY 311 History and Systems of Psychology

3 credits

Prerequisite: PSY 101 or PSY 105

A survey of development of modern psychology from its physiological and philosophical roots to the present status of various contemporary theories and systems.

PSY 314 Positive Psychology

3 credits

Prerequisite: PSY 101 or PSY 105

Positive psychology focuses on the strengths within the individual versus the more traditional focus of pathology. A comparison between past psychological theories and this more contemporary theory of psychology will be explored. The course will teach students how to evaluate, understand, and how to identify strengths within themselves and others. Additionally this course will offer the opportunity to learn how to utilize these identified strengths in order to reach greater levels of happiness, accomplishment and satisfaction.

PSY 321 Applied Behavior Modification

3 credits

Prerequisite: PSY 101 or PSY 105

A focus on practical techniques derived from theory and research in learning. Emphasis is on assessment, intervention, and evaluation in both clinical and non-clinical settings.

PSY 322 Childhood Psychopathology

3 credits

Prerequisite: PSY 101 or PSY 105

A survey of a broad range of psychopathological disorders which can affect children and adolescents. Attention is given to description, assessment, and theoretical and empirical explanations for and treatment of the disorders.

PSY 330 Forensic Psychology

3 credits

Prerequisite: PSY 101 or PSY 105

Focuses on the production and application of psychological knowledge and research findings to both civil and the criminal justice systems. Topics include competency evaluations of criminal defendants and of the elderly, screening/selection of law enforcement applicants, the delivery and evaluation of intervention and treatment programs for juvenile and adult offenders, police and investigative psychology, and psychopathy.

PSY 331 Neuroscience

3 credits

Prerequisites: PSY 101 or PSY 105

An examination of the data and theories which help us to understand the connections between our bodies and our actions. The anatomical, physiological, and chemical correlates of a wide range of human activities, from simple reflexes to complex decision making and thinking, is examined. The issue of brain damage and recovery from it is also considered.

PSY 340 Field Experience

1–3 credits

(Psychology majors only)

Prerequisites: PSY 101, PSY 105, Permission

Exposure to the realities of work through experiences in settings where psychological services are being provided.

(Repeatable for up to 6 credits)

PSY 341 Cognitive Psychology

3 credits

Prerequisite: PSY 101 or PSY 105

This course examines the underlying basis for human skills in learning, perception, attention and memory, language, problem solving, and decision-making. The focus is on current knowledge about the processes, structures, and mechanisms that contribute to human cognition. Some application of this knowledge to fields such as law, education, and clinical psychology will be included.

PSY 360 Practicum in Research I

1–3 credits

(Also CRJ 360)

Prerequisite: Permission

Introduction to the practice of developing research skills in the major. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

PSY 362 Practicum in Research II

1–3 credits

(Also CRJ 362)

Prerequisites: PSY 360, Permission

A continuation of PSY 360, a further practice of developing research skills in the major will be explored. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

PSY 402 Senior Seminar in Psychology

3 credits

(Psychology majors only)

A forum for discussion for graduating seniors. Completion of a project that demonstrates the student's ability to integrate and apply acquired knowledge in psychology is required.

PSY 404 Special Topics

3 credits

Prerequisite: PSY 101 or PSY 105

Discussion of modern theory and research in psychology as applied to general and specific areas of study. A subtitle indicating the specific subject is added each time the course is offered.

PSY 405 Industrial Organizational Psychology

3 credits

Prerequisite: PSY 101 or PSY 105 or Permission of Instructor

Introduction to the field of Industrial Organizational Psychology, the careers available in the field, and the ethical and legal issues that an Industrial Organizational Psychology professional encounters and overcomes. The concepts and processes involved in both the industrial (job analysis, recruitment, selection and assessment; performance evaluation, and individual training) and organizational (maximizing organizational performance: organizational development, group and team dynamics and training, leadership, and change management) sides of IO Psychology.

PSY 423 Trauma and Resilience

3 credits

Prerequisite: PSY 101 or PSY 105

Explores the concepts of individual and societal violence, the traumatic impact it has both on the individual and on a community, as well as ways to build resilience to help people be prepared for traumatic events and the skills to overcome them when they occur. Includes information on how violence and trauma impact a person biologically, psychologically, socially, and professionally.

PSY 700 I/O Psychology & Ethical Issues

2 credit

Overview of the field of Industrial Organizational Psychology, the careers available in the field, and the ethical and legal issues that an Industrial Organizational Psychology professional will encounter and overcome. This course will cover the concepts involved in both the industrial (job analysis, recruitment, selection and assessment; performance evaluation, and individual training) and organizational (maximizing organizational performance:

organizational development, group and team dynamics and training, leadership, and change management) sides of IO Psychology.

PSY 702 Research & Statistics I

2 credit

Overview and comprehensive coverage of statistical tests and analyses of common Industrial Organizational Psychology business demands. This is the first of two research and statistics courses introducing research methods and statistics broadly including descriptive statistics, probability, and hypothesis testing, and the methods and analysis of experiments. Statistical tests covered includes t-tests, analysis of variance, analysis of covariance, and multivariate analysis. Ends with a competency assessment with a deliverable for student portfolio showing potential employers your knowledge, skills, and abilities.

PSY 704 Job Analysis & Recruiting

2 credit

Analyze the various aspects in jobs to identify appropriate job requirements (specialized experience, competencies, knowledge, skills, abilities, and/or traits) to develop selection, recruitment, and selection systems; training programs; and performance evaluation systems. Learn how to use that analysis to write vacancy ads and recruit talent to fill open positions, including finding the most desirable candidates for interview and selection processes.

PSY 706 Organizational Development

2 credit

Organizational Development is responsible for the assessment of organizational needs and the design, implementation, and evaluation of programs to facilitate professional development to support the organizational performance and growth. This course will cover conflict management, talent management, change management, effective design and analyzation of organizational surveys, and professional and organizational development from the results of such surveys.

PSY 708 Thesis I

1 credit

Complete a thesis project which involves proposing, designing, implementing, and analyzing research on a topic in Industrial Organizational Psychology. Thesis I involves choosing a topic, writing a prospectus and proposal, and receiving approval from the thesis committee and program director.

PSY 709 Practicum I

1 credit

As part of the Master's Degree, students may choose to complete a practicum experience with 225 hours of on the job experience which will culminate in a portfolio of work samples. Practicum I involves choosing an area of focus, securing a practicum site/position, and receiving approval from the program director.

PSY 720A Selection & Assessment Psychometrics

2 credit

Use job analysis data to identify essential job requirements (specialized experience, competencies, knowledge, skills, abilities, and/or traits), write better vacancy announcements, and prepare effective assessment plans that measure applicants' abilities. This course covers both OPM's requirements and the Uniform Guidelines on Employee Selection Procedures.

PSY 722 Training & Development

2 credit

Overview of employee training methods, design, development, and evaluation procedures, including cost/benefit analysis. Emphasis is placed on how to perform a needs analysis, how to use job analysis or performance

evaluation data to design a training program, and how to maximize adult learning and transfer. Students apply these concepts in a real-world scenario project.

PSY 724 Performance Evaluation

2 credit

Overview of employee training methods, design, development, and evaluation procedures, including cost/benefit analysis. Emphasis is placed on how to perform a needs analysis, how to use job analysis or performance evaluation data to design a training program, and how to maximize adult learning and transfer. Students apply these concepts in a real-world scenario project.

PSY 726 Research & Statistics II

2 credit

Overview and comprehensive coverage of statistical tests and analyses of common Industrial Organizational Psychology business and research demands. This is the second of two research and statistics courses and cover surveys, including reliability and validity, factor analysis, qualitative research, and correlational design and analyses, ending with a competency assessment with a deliverable for your portfolio showing potential employers your knowledge, skills, and abilities.

PSY 728 Thesis II

1 credit

Complete a thesis project which involves proposing, designing, implementing, and analyzing research on a topic in Industrial Organizational Psychology. Thesis II involves completing the thesis proposal document and successfully defending the proposal with the thesis committee.

PSY 729 Practicum II

1 credit

Complete a practicum experience with 225 hours of on the job experience which will culminate in a portfolio of work samples. Practicum II involves completing the first 75 hours of the practicum and submitting a supervisor evaluation and work samples.

PSY 740 I/O Analytics R: I

2 credit

Combines Data Science with IO Psychology common analytics using R. Students conduct many statistical analyses in R that they are already familiar with. Additionally, they build on this foundation to explore new skillsets uncommon in the social sciences, such as natural language processing, automated data curation, and machine learning. R: I will focus on fundamental R programming.

PSY 742 I/O Analytics R: II

2 credit

Combines Data Science with IO Psychology common analytics using R. Students conduct many statistical analyses in R that they are already familiar with. Additionally, they build on this foundation to explore new skillsets uncommon in the social sciences, such as natural language processing, automated data curation, and machine learning. R: II will focus on traditional social scientific statistical analyses and visualization, and new data science skills.

PSY 744 Organizational Planning & Consulting

2 credit

Overview of the different organizational planning strategies that are employed by Organizational Psychology professionals or consultants, including applied projects to demonstrate ability to develop a plan, calculate that Return on Investment, write a technical report and consult an organization on the plan and its details.

PSY 746 Program Evaluation

2 credit

Overview of Program Evaluation theories, concepts, and techniques to evaluate program effectiveness in a variety of private- and public-sectors. The focus of this course will be on formative and summative evaluation, logic models, and understanding indicators and measures, steps, and standards of program evaluation and how to address common concerns.

PSY 748 Thesis III

1 credit

Complete a thesis project which involves proposing, designing, implementing, and analyzing research on a topic in Industrial Organizational Psychology. Thesis III involves completing the IRB approval process and data collection.

PSY 749 Practicum III

1 credit

Complete a practicum experience with 225 hours of on the job experience which will culminate in a portfolio of work samples. Practicum III involves completing an additional 75 hours of the practicum and submitting a supervisor evaluation and work samples.

PSY 760 Project Management & Planning

2 credit

Prepare for the CAPM (Certified Associate in Project Management) certification exam as many positions in IO Psychology require project management experience and/or a PMP certification. The course covers initiating projects, planning, executing, monitoring and controlling, and closing projects. The last week of the course includes the CAPM certification exam.

PSY 762 Workforce Analytic

2 credit

Workforce Analytics changes the way organizations recruit, engage, and increase productivity. This course explores the use of workforce analytics with human capital to engage employees, make fact-based strategic and competitive decisions based on analytics, conduct simulations, forecasts, and predictions to improve the overall condition of an organization based on the plans and goals. Improve thinking with workforce intelligence by determining impact, choosing metrics, collecting data, report metrics, and analyze findings.

PSY 764 Compensation Evaluation

2 credit

Comprehensive overview of compensation strategies and systems designed to attract and retain high performance individuals, while ensuring gender and diversity equality. It examines methods and processes for compensation practitioners such as job analysis, job documentation, and job evaluation. Considerations and evaluation techniques will be a focus for the applied portions of this course.

PSY 765 Leadership & Motivation in Organizations

2 credit

Reviews theories and research on leadership, measures of leadership, motivation, specifying both the intrinsic and extrinsic determinants of worker motivation, transactional and transformational approaches, and its relation to motivation. Other topics to be covered include leadership perceptions, leadership skills training, and gender and diversity issues in leadership.

PSY 766 Industrial Organizational Technology

2 credit

Overview of the different technology used in IO Psychology professions by combining the knowledge, skills, and abilities learned in the entire program with the technology programs used in many businesses. This course serves to provide experience to report on a resume and deliverables to show prospective employers. The course will explore such programs as Cornerstone, Tableau, Taleo, HRIS, Word, Excel, SPSS, R, and more.

PSY 767 Seminar in I/O Psychology

2 credit

Rotating topics to align with the top trends in I/O Psychology to be updated every one to two years based on the top trends from SIOP and interests in industry, research, and society. Topics will often include a variety from different areas which will expand from areas not covered in other courses.

PSY 768 Thesis IV

1 credit

Complete a thesis project which involves proposing, designing, implementing, and analyzing research on a topic in Industrial Organizational Psychology. Thesis IV involves completing and defending the thesis project.

PSY 769 Practicum IV

1 credit

Complete a practicum experience with 225 hours of on the job experience which will culminate in a portfolio of work samples. Practicum IV involves completing the final 75 hours of the practicum and submitting a supervisor evaluation and work samples.

RAD RADIOLOGIC TECHNOLOGY**RAD 301 Introduction to Radiologic Science and Health Care**

0 credits

Prerequisite: ALH 220

(Admission to the major)

This course provides an introduction and orientation to the student's selected profession of medical imaging. This course will also include an introduction to medical terminology for healthcare and specifically the radiologic sciences. Introductory instruction on radiation safety practices prior to the beginning of practicum assignments. ("0" credit receives CR/NC grade)

RAD 311 Patient Care in the Radiologic Sciences

3 credits

Prerequisite: RAD 301

This course provides the student with concepts of patient care including considerations of physical and psychological conditions. Routine and emergency patient care procedures will be described; especially those that directly affect personnel and patients in the Radiology Department concerning X-ray procedures. Pharmacologic issues related to Radiology will also be discussed.

RAD 312 Principles of Radiographic Imaging

4 credits

Prerequisite: RAD 301

This course is intended to provide the student with a comprehensive understanding of all photographic and geometric principles that affect the production and appearance of the radiographic image. This includes but is not limited to: determination of radiographic image quality, image geometry, exposure technique selection (from the standpoint of patient radiation exposure and radiographic image quality) and methods of scatter radiation control. Also included in an introduction to the components and their function for the Xray tube. The production of primary radiation and the types of interactions that occur with matter are thoroughly discussed as well. Throughout the course the student will be required to complete assignments and activities in order to reinforce the material.

RAD 313 Radiographic Procedures and Image Analysis I

4 credits

Prerequisite: RAD 301

This course provides students fundamental knowledge of the purpose and function of the most common systems (thorax, abdomen, and upper extremities) for which radiographic imaging is done and how they relate to other

systems. Radiographic examinations which best demonstrate each system will also be discussed. Laboratory exercises in positioning are carefully correlated with the study of each section. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students will receive extensive instruction on radiographic exam specific radiation protection practices in order to minimize the amount of radiation exposure to the patient.

RAD 314 Radiographic Practicum I

2 credits

Prerequisite: RAD 301

RAD 314 is the first of an eight part series of practicum courses. This course begins with providing the student with exposure to the radiology department in the hospital and large clinic settings. Under direct supervision, the student will experience patient interaction by participating in the transportation and care of patients. Assigned clinical rotations will include diagnostic radiographic rooms, fluoroscopic rooms and portable radiographic examinations on the patient floors. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis I course. The student will be instructed on the ancillary activities that are necessary for the successful completion of a medical imaging examination. (CR/NC grade only)

RAD 321 Radiologic Practicum II

1.5 credit

Prerequisite: RAD 301

RAD 321 is the second of an eight part series of practicum courses. The student will progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. At the conclusion of the course the student will be required to pass the progression requirement examination. During this course, faculty provide initial instruction on the operation of mobile fluoroscopic equipment prior to the students participating in their first surgery department practicum assignment that occurs during RAD 334 Radiologic Practicum III. As part of this instruction, students receive additional instruction regarding proper radiation safety, both occupational and patient, while in the operating room. (CR/NC grade only)

RAD 331 Principles of Radiation Protection and Radiobiology

3 credits

Prerequisite: RAD 301

This course is designed to provide the student with the techniques and methods that can be utilized in order to ensure minimum radiation exposure to patients and occupationally exposed personnel. The principles of ALARA (As Low As Reasonably Achievable) will be stressed in regards to non-occupationally and occupationally exposed individuals. Design requirements for radiographic and fluoroscopic equipment in regards to radiation protection will be discussed as well. The course builds upon basic knowledge of atomic structure and bonding, cell structure, composition, and function for understanding the effects of ionizing radiation exposure on molecules including the DNA molecule, chromosomes, various types of cells, tissues, systems and ultimately the entire human body.

RAD 332 Principles of Radiologic Physics

3 credits

Prerequisite: RAD 301

This course will provide the student with a review of basic physics and introduction of advanced physics concepts related to medical imaging.

RAD 333 Radiographic Procedures and Image Analysis II

4 credits

Prerequisite: RAD 301

This course is a continuation of Radiographic Procedures and Image Analysis I and provides students with the knowledge of the purpose and function of the vertebral column and the lower extremity. Detailed and precise information concerning radiographic positioning is addressed. Laboratory exercises in positioning are carefully

correlated with the study of each body system. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students will receive extensive instruction on radiographic exam specific radiation protection practices in order to minimize the amount of radiation exposure to the patient.

RAD 334 Radiographic Practicum III

3 credits

Prerequisite: RAD 301

RAD 334 is the third of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting including the addition of clinical rotations at various clinical sites including the Surgery Department. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis II course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. The student will be able to increase his/her clinical experience by increased participation in non-routine radiographic exams. (CR/NC grade only)

RAD 375 Radiologic Technology Clinical I

6 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 380 Radiologic Technology Clinical II

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 390 Radiologic Technology Clinical III

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 395 Radiologic Technology Clinical IV

6 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 400 Radiologic Technology Clinical V

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the

clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 410 Radiologic Technology Clinical VI

12 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 415 Radiologic Technology Clinical VII

6 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 420 Radiologic Technology Clinical VIII

15 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 430 Radiologic Technology Clinical IX

15 credits

Prerequisite: Permission

This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

RAD 441 Radiographic Procedures and Image Analysis III

3 credits

Prerequisite: RAD 301

This course is a continuation of Radiographic Procedures and Image Analysis II and provides students with the knowledge related to exams which utilize radiographic contrast agents in both diagnostic and fluoroscopic radiography. This course provides students with the knowledge of the purpose and function of the respiratory, digestive, and urinary systems. Detailed and precise information concerning radiographic positioning utilized during fluoroscopic exams is addressed. Laboratory exercises in positioning are carefully correlated with the study of each body system. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students will receive extensive instruction on radiographic exam specific radiation protection practices in order to minimize the amount of radiation exposure to the patient.

RAD 442 Radiologic Practicum IV

3 credits

Prerequisite: RAD 301

RAD 442 is the fourth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, and the Surgery Department. Under

the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis III course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. The student will be able to increase his/her clinical experience by increased participation in non-routine radiographic exams. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

RAD 451 Principles of Specialized Radiographic Modalities and Pharmacology

4 credits

Prerequisite: RAD 301

This course introduces the student to fundamental principles of digital imaging. Computer concepts and terminology will be incorporated throughout the course. This course expands the student's knowledge of anatomy through review of cross sectional anatomy images obtained through Computed Tomography (CT) and Magnetic Resonance Imaging (MRI). The course will also provide the students with a fundamental background in pharmacology including in-depth discussion on contrast media. Instruction and demonstration of competency in venipuncture is a requirement of this course as well.

RAD 452 Radiographic Procedures and Image Analysis IV

6 credits

Prerequisite: RAD 301

In this course students will be presented with the anatomy and radiographic terminology of the skeletal cranium. Detailed and precise information concerning radiographic positioning is demonstrated. Laboratory exercises in positioning are carefully correlated with the study of the skull, facial bones, and paranasal sinuses. As each component of the skull is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. The anatomy and physiology of the circulatory and central nervous systems will be presented as well. Students will receive extensive instruction on radiographic exam specific radiation protection practices in order to minimize the amount of radiation exposure to the patient.

RAD 453 Radiographic Practicum V

3 credits

Prerequisite: RAD 301

RAD 453 is the fifth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, and the Surgery Department. Under the direct supervision of a registered radiological technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis IV course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. During this course, the student will participate in assigned clinical rotations during the second shift at one of the hospitals. Students will be assigned clinical rotations in the Computed Tomography Department (CT) while under direct supervision. The student will continue to increase his/her clinical experience by increased participation in non-routine radiographic exams. (CR/NC grade only)

RAD 461 Radiologic Practicum VI

1.5 credits

Prerequisite: RAD 301

RAD 461 is the sixth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts and Computed Tomography Department. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

RAD 471 Radiologic Pathophysiology

3 credits

Prerequisite: RAD 301

This course is designed to provide the student with the knowledge of various pathological conditions that can be diagnosed by the use of medical imaging including identifying these conditions on an image. The basic components of pathophysiology and pathology related to the following systems of the body will be discussed: Nervous, Respiratory, Cardiovascular, Skeletal, Digestive and Urinary. Neoplasms of the previously listed systems will be discussed as well. Diagnostic, fluoroscopic, cross sectional and angiographic images of the pathological conditions will be reviewed when deemed appropriate. The student will also be provided knowledge regarding interventional radiology and cardiology's role in the diagnosis and treatment of various pathological conditions.

RAD 472 Ethics and Law in Radiologic Sciences

1 credit

Prerequisite: RAD 301

This course will provide the student with professional standards and ethics necessary in the radiologic technology field. The legal, moral and professional ethics of radiology will be discussed so that the student will be able to recognize the needs of the patient, demonstrate empathy, and recognize the need of adherence to legal-ethical principles.

RAD 473 Imaging Equipment and Quality Control

2 credits

Prerequisite: RAD 301

This course provides a review of foundational information on the principles of x-ray generation including the various components, circuitry and physics necessary for the production of ionizing radiation. The various components of the fluoroscopic imaging chain including a review of radiation protection measures will be discussed. A review of radiation protection measures to reduce occupational and non-occupational exposure during the performance of fluoroscopic procedures will be covered as well. This course also provides foundational information on the requirements and standards for equipment monitoring to assure consistency that is necessary for the production of quality radiographic images as well as to maintaining occupational and non-occupational exposure to as low as reasonably achievable. This course also provides introductory discussion on linear tomography, interventional radiology/cardiology imaging equipment, bone densitometry, mammography imaging equipment, digital tomosynthesis and positron emission tomography. Various tests and procedures necessary for Quality Control and Quality Assurance programs including state and federal requirements will be discussed.

RAD 474 Radiologic Practicum VII

1.5 credits

Prerequisite: RAD 301

RAD 474 is the seventh of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts and Computed Tomography Department. Additionally, students will be assigned observational clinical rotations in the Magnetic Resonance Imaging (MRI) and Interventional Radiology and Cardiology Departments. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. (CR/NC grade only)

RAD 475 Radiologic Practicum VIII

1.5 credit

Prerequisite: RAD 301

RAD 475 is the final course of an eight part series of practicum courses. The student will be allotted two weeks of elective scheduling of clinical rotations. This will provide the student the opportunity to observe various modalities that they have not experienced in previous Radiologic Practicum courses. The student may also elect to schedule additional clinical rotations that they have previously been assigned to for more experience. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts, Computed Tomography Department, Magnetic Resonance Imaging (MRI) and

Interventional Radiology and Cardiology Departments. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. (CR/NC grade only)

RAD 476 Senior Capstone

4 credits

Prerequisite: RAD 301

This course provides students with the skills to be successful on the American Registry of Radiologic Technologists (ARRT) examination and skills to prepare them to secure a radiologic technologist position. Students' knowledge base in Radiologic Technology will be assessed with areas for improvement identified and strategies developed in order to improve performance. During this course the students will attend the Wisconsin Association of Educators in Radiologic Technology (WAERT) Student Seminar where they will have the opportunity to increase their preparedness by participating in additional material review presentations by various speakers. Students will receive instruction and assistance with resume and cover letter writing and interview skills. Students will also participate in mock interviews receiving feedback from local healthcare organization human resource recruiters. At the conclusion of the course, students will sit for their final progression requirement examination.

RDG READING TEACHER

RDG 601 Foundations of Reading

3 credits

Explores the theoretical models of literacy as a means for shaping and transmitting culture. The Wisconsin Model Academic Standards for Reading Foundational Skills and the National Standards for ELA support the instructional reading strategies for Word Recognition, Phonics, Vocabulary, Fluency and Comprehension, which are identified and connected to the theoretical models. Students examine the relationship between political processes and reading policy.

RDG 621 Literacy for At-Risk and Struggling Learners

3 credits

Examines the complex factors that shape reading competence and reading instruction for students with disabilities. Candidates will learn a wide range of comprehensive, research-based strategies and methods for the instruction of reading. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines. Emphasis will also be placed on assessment strategies and professional resources available to assist the teacher in providing appropriate intervention for students with modification needs for individualizing instruction.

RDG 630 Assessment of Reading

3 credits

Overview of reading assessment theory, materials, and procedures. Students select, administer, and score a variety of assessments for purposes of screening, diagnosis, and progress monitoring. Emphasis on interpretation of assessment results in order to plan targeted instruction for small group and one on one reading interventions. Advantages and limitations of various assessments is discussed. Communication of assessment results with students, parents, administrators, and other relevant stakeholders is addressed.

RDG 640 Advanced Content Literacy

3 credits

Exploration of literacy strategies and dispositions necessary for acquiring discipline specific content knowledge based on The Wisconsin Model Academic Standards for ELA and the National Standards for ELA. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines. For those obtaining a Reading Teacher license or educators seeking continuing credit for license renewal.

RDG 648 Multicultural Literacy

3 credits

Exploration of the various kinds of literature and informational text based on The Wisconsin Model Academic Standards for ELA and the National Standards for ELA available to children, adolescents, and teachers of reading and writing. Literature and informational instructional strategies to guide and assess children at various stages of development appropriate to their interests, needs, and individual abilities are presented. Methods for integrating children's literature and informational text into ongoing reading and writing instruction are taught.

RDG 796 Literacy Practicum

3 credits

Practicum for teaching students identified in need of literacy support. Topics include case study, assessment, and instructional strategies. Seminars facilitate the reflection of assessment, teaching, and learning for students with reading difficulties.

RMI RISK MANAGEMENT AND INSURANCE**RMI 101 Introduction to Risk Management and Insurance**

3 credits

An introduction to understanding risk management and insurance and includes instruction in insurance company operations and careers: insurance regulation; risk analysis and management.

RMI 201 Property and Liability Insurance

3 credits

Topics include the analysis of basic commercial property and liability insurance and subsequent review in order to identify balanced insurance and risk management solutions. Underwriting and contractual agreements are reviewed and analyzed.

RMI 205 Business Analytics

3 credits

Business analytics refers to the ways in which enterprises such as businesses, non-profits, and governments can use data to gain insights and make better decisions. Concepts are applied towards operations, marketing, finance, Insurance, and strategic planning among other functions and industry. Topics include "Big Data" analytics as well as analysis techniques for Risk and Insurance. Fundamental utilization of modeling software will be applied to various scenarios.

RMI 415 Insurance – Life, Health and Accident

3 credits

Provides instruction on insurance, specific to the categories of Life, Health and Accident Insurance.

RMI 497 Internship

3 credits

Prerequisite: RMI 101 with minimum grade of C

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

RST RESPIRATORY THERAPY**RST 225 Respiratory Therapy Introductory Core**

14 credits

Respiratory Therapy Core block transfer of 14 credits. Credits will be transferred in as a block of credits from the students associate degree. (These courses are NOT taken at Marian)

RST 315 Respiratory Therapy Clinical

14 credits

Respiratory Therapy Clinical block transfer of 14 credits. Credits will be transferred in as a block of credits from the students associate degree. (These courses are NOT taken at Marian)

RST 325 Respiratory Therapy Advanced Core

14 credits

Respiratory Therapy Core block transfer of 14 credits. Credits will be transferred in as a block of credits from the students associate degree. (These courses are NOT taken at Marian)

SCI SCIENCE**SCI 010 Science Seminar**

0 credits

Research seminars, reviews of professional scientific literature, and research proposals presented by science majors, faculty members, and/or guest speakers.

SCI 160 Science and Pseudoscience

3 credits

Study of the process and the philosophy of science and its misapplication. Evaluation of evidence for different paranormal and pseudo-scientific claims will be discussed and presented. The scientific method, logic, and critical thinking skills will be stressed to identify various fallacious arguments. A course fee is required.

SCI 170 Science and the Environment

3 credits

Study of the process and the philosophy of science and its relation to environmental studies. Evaluation of evidence and consequences of past, current, and future decisions and their environmental impacts will be discussed and presented as they impact all humans. The scientific method, critical thinking skills, and individual decision roles and philosophies will be stressed. A course fee is required.

SCI 180 Science and Society

3 credits

Study of the process and the philosophy of science and its applications for altering and transforming society. Evaluation of scientific evidence, the impacts of technology, and the consequences of decisions will be discussed and presented. The scientific method and critical thinking skills will be stressed to identify various consequences and benefits of past decisions and applications for future decisions. A course fee is required.

SCI 300 Science Literature and Seminar

2 credits

Prerequisite: SCI 010 and CHE 201 with minimum grade of C and CHE 251 with minimum grade of C
Analysis of current scientific literature through student research presentations. Students will also prepare and present proposals for a capstone research project.

SCI 425 Science Capstone I

2 credits

Prerequisite: CHE 300 or MAT 122 or BUA 210 or PSY 210 or MAT 202 each with minimum grade of C and SCI 300 with minimum grade of C

Arranged research project under the guidance of department faculty in the first of two courses. Students refine research methods and experimental design, including data collection, and complete initial sections of the final written report.

SCI 426 Science Capstone II

2 credits

Prerequisite: SCI 425 with minimum grade of C and Permission

Arranged research project under the guidance of department faculty in the second of two courses. Students refine research methods and experimental design, including data collection, and complete initial sections of the final written report.

SCP SABRE CONNECTION PROGRAM

SCP 100 Sabre Foundations

3 credits

The course facilitates students' transition into the college environment and fosters a sense of belonging among students. The course covers essential topics such as finding meaning, goal setting, career exploration and professionalism, time management, academic success skills, and problem solving. Through active participation, self-assessment, reflection, and collaboration, students develop an understanding of college expectations and resources, are empowered to set personal goals and devise strategies for academic, professional, and personal growth throughout their college journey.

SEC MIDDLE–SECONDARY EDUCATION

SEC 310 Academic Literacy

3 credits

Exploration of theoretical reading foundations and current best practices to develop understanding of literacy in the content areas. Emphasis is placed on motivation, cognition, memory, and verbal processing as applied to reading methodology. Students will develop and implement lessons integrating reading strategies in content areas, assess results, and use data to design subsequent reading interventions.

SEC 410 English/Language Arts Curriculum and Methods

3 credits

Prerequisite: EDU 290

Designed to help the student to acquire the understanding and skills necessary to become an effective teacher of English at the middle and secondary level. The course stresses practical approaches and principles that may be applied during the student teaching experience. Topics include planning, teaching methods, classroom management, assessment of student learning, grading, and curricular trends. This course includes a 40 hour field experience.

SEC 420 Social Studies Curriculum and Methods

3 credits

Prerequisite: EDU 290

Designed to assist aspirant social studies teachers in establishing curricular objectives; planning for instruction; assessing student learning in the social studies area; incorporating a variety of strategies and approaches in social studies education; and promoting a sense of professionalism in the content area. Aspirant social studies teachers interact with area practitioners, make site visits, and engage in other appropriate activities. This course includes a 40-hour field experience.

SEC 430 Science Curriculum and Methods

3 credits

Prerequisite: EDU 290

A course in writing objectives, building curriculum models, assessing student learning, studying existing educational systems, comparing various instructional materials and programs, and observing the developmental levels of learning. Emphasis is placed on the application of inquiry in the exercise of scientific method, enabling the student to relate the processes of goal setting, planning, evaluation, and decision making to each investigation. This course includes a 40 hour field experience.

SEC 440 Mathematics Curriculum and Methods

3 credits

Prerequisite: EDU 290

A study of the goals and objectives of mathematics education in the middle and secondary school; the current trends in curriculum, instruction, assessment of student learning and evaluation; and the methods and materials used in teaching mathematics. This course includes a 40 hour field experience.

SOC SOCIOLOGY**SOC 100 Introduction to Sociology**

3 credits

An introductory course to familiarize students with the field of sociology and the scientific study of human society. Includes study of culture, socialization, status and role, small groups, collective behavior, race, social class, social change, and the basic social institutions. Emphasis is given to key sociological perspectives: functionalism, conflict theory, and symbolic interactionism.

SOC 101 Social Movements in American Society

1.5 credits

Social change involves a transformation of social, political, and economic structures through the intentional actions of individuals in the society. Social change is both caused by and results in an alteration of values, norms, and symbols of a society. Integral to the changes are the study of the power structures, the definition of the common good, and core beliefs of the groups involved.

SOC 102 Society and Ourselves

1.5 credits

Individuals' identity is a complex combination of psychological and sociological factors. This course explores the way in which society influences how we create and project identity. Students will analyze the roles of gender, race, class, and social structures help us to define ourselves and how changes in social institutions lead to changes in identity.

SOC 103 Social Truths and Social Lies

1.5 credits

This course will explore the creation and propagation of narratives within societies. It focuses on the role of media as a social structure where truth and lies are created and disseminated and the ways in which media influences and is influenced by society.

SOJ SOCIAL JUSTICE**SOJ 101 Introduction to Issues in Social Justice**

3 credits

Foundational exploration into social justice concepts, issues, and policy remedies. Students will develop necessary analytical tools and information to assess inequality and injustice and address historical and contemporary issues, including the exploration of social justice movements, theoretical problems having to do with social equality, personal freedom, access to social resources, marginal and stigmatization, and the ways that communities respond to these issues. Course methodology emphasizes small group activities, collaboration on significant problems, and the implementation of theory to create equity.

SOJ 204 Special Topics

1-3 credits

Detailed examination of a current social justice issue, topic, or problem. Topics vary according to the expertise and interests of individual instructors.

SOJ 301 Protest, Dissent, and Resistance

3 credits

Prerequisites: ENG 106, PHI 105, SOC 100, SOJ 101, or permission of instructor

An examination of the philosophical nature of resistance, with a focus on social and political dimensions of revolutionary violence, non-violence and civil disobedience. We will consider underlying conditions (e.g., social economic, political, ideological) and multiple forms of injustice that bring about nonviolent and violent resistance. The first half of the course features theoretical perspectives on violence, nonviolence, and resistance, which the latter part explores connections between oppression, privilege, and resistance, and applies resistance strategies to various forms of injustice.

SPA SPANISH**SPA 101 Elementary Spanish I**

3 credits

An introduction to the fundamentals of comprehending, speaking, reading, and writing Spanish. The course provides, at the same time, the cultural background of the Hispanic world.

SPA 102 Elementary Spanish II

3 credits

Prerequisite: SPA 101 or appropriate Spanish placement test score

A continuation of SPA 101. This course continues to develop the basic skills of comprehending, speaking, reading, and writing in Spanish by providing live and meaningful situations with the cultural background of the Hispanic world.

SPA 201 Intermediate Spanish I

3 credits

Prerequisite: SPA 102 or appropriate Spanish placement test score

A continued development of competence in the intermediate language skills through intensified usage of grammar with practice in conversational role-playing, using topics of general and current interest of the Spanish-speaking world.

SPA 202 Intermediate Spanish II

3 credits

Prerequisite: SPA 201 or appropriate Spanish placement test score

A continuation of SPA 201, this course concludes intermediate Spanish grammar with special practice in reading, introducing short stories concerning topics of general and current interest of the Spanish-speaking world.

SPA 204 Special Topics

1–3 credits

Prerequisite: SPA 102 or appropriate Spanish placement test score

Intermediate level study of a literary, cultural, or linguistic topic or career-related application.

SPA 220 Salud Hispana: Spanish for Health Care

3 credits

Prerequisite: SPA 102

This course provides students with the opportunity to develop intermediate-level communication skills in Spanish for use in health care fields. It examines cultural, linguistic, and medical issues to enhance their cultural competence in working with Spanish-speaking peoples in the United States. Students practice grammar and vocabulary useful for interacting with Latinos in hospitals, clinics, or counseling sessions.

SPA 222 Latino Patient

3 credits

Prerequisite: SPA 201 or SPA 220

A second course in the series of Intermediate Spanish for health care, this course provides students with the opportunity to further refine intermediate-level communication skills in Spanish for use in health care fields. Through role plays, extended audio and video interactions, and research projects students develop oral proficiency, control of grammar, and cultural awareness essential for working with Latino patients in the United States.

SPA 225 Spanish for Law Enforcement

3 credits

Prerequisite: SPA 102

Introduction to Spanish language and cultures to work with Spanish-speaking victims, witnesses, suspects and community members who may have limited English speaking capabilities. Develops conversational and written skills and cultural sensitivity for interviewing; reporting accidents, robberies, abuse; dealing with emergencies, giving advice, explaining procedures, etc.

SPA 305 Peoples, Places Cultures

3 credits

Prerequisite: SPA 202

Study of the nature of culture and local/national identity in Hispanic nations. Examines traditions and modern challenges through the lenses of history, politics, geography, language, social class, gender, ethnicity, religion, economics, urban and rural conflicts, technology, etc. Emphasizes impacts on everyday modern lives as revealed in poetry, short stories, film, documentaries, music, art, essays, interviews, social media, etc.

SPA 310 Slavery and Colonialism in Latin America

3 credits

Prerequisite: SPA 202

Literary introduction to slavery and empire in Latin America. Examines historical, economic and social foundations of slavery and colonialism through a variety of texts including essay, fiction, testimonial texts, film, etc. Explores how exploitation and cultural mores affect identity, personal agency, political power, economic status, social class, social justice and human rights.

SPA 311 Advanced Spanish Grammar

3 credits

Prerequisite: SPA 202 or appropriate Spanish placement test score

An intensive review of all major structures of the Spanish language with emphases on focused written and aural/oral practice as well as the clarification of words often mistranslated from English into Spanish.

SPA 312 Advanced Composition and Conversation in Spanish

3 credits

Prerequisite: SPA 202 or appropriate Spanish placement test score

The principles of expository and creative writing in Spanish through the study of models and a guided exploration of the students' own writing process. Students model their conversational gambits and writing skills on samples of five types of composition: description, narration, reporting, persuasion, and thesis development.

SPA 320 Hispanic Experience in the United States

3 credits

Exploration of the contemporary writings of Hispanic Americans that provide insight into the history, socio-political, and literary roots of cultural identity in the U.S. Texts are representative of various genres in Spanish and English and illuminate the diverse ethnic and cultural components of Hispanic communities in different regions of the U.S. Texts are in English. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 322 To Be a Woman in Latin America

3 credits

A literature course surveying the construction of gender in Latin America from pre-colonial times, through 300 years of colonization and into the 21st century. A variety of texts including novels, poetry, diaries, nonfiction essays and several videos will explore topics such as the myths of machismo and marianismo, the politics of women's speaking and writing, women's activism for social justice, human rights, and to expand the literary canon. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 324 Truth and Memory in Latin America

3 credits

The advanced study of critical fictions and testimonial texts to explore how art as activism in Latin America challenges the literary canon and restores the people's historical memory during periods of enforced forgetfulness. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 390 Spanish Immersion Practicum and Seminar

1–3 credits

Prerequisite: SPA 202 or appropriate Spanish placement test score

Four- to six-week immersion language experience in approved program abroad. Course includes a preliminary seminar and final proficiency evaluation by staff of the foreign language department. Students will be required to attend all phases of the program, speak only target language during the immersion experience, and present a program to the Marian University community upon return.

SPA 401 Introduction to Literary Studies in Spanish

3 credits

Prerequisite: SPA 202 or appropriate placement test score

Introduction to the study of advanced literature and literary analysis of the works of some principal writers of Spain and Latin America in the context of historical periods and their literary movements, past and present.

SPA 402 Hispanic Literature of Social Conscience

3 credits

Prerequisite: SPA 202 or appropriate placement test score

Literary and socio-cultural analysis of a variety of works of literature in Spanish that examine issues such as human rights, construction of gender, cultural identity, social class, civil war, religion, displacement, land tenure, economic inequality, and political power.

SPA 404 Special Topics

3 credits

Prerequisite: SPA 202 or appropriate Spanish placement test score

Advanced level study of a literary, cultural, or linguistic topic, or career-related application.

SPA 413 Twentieth Century Hispanic Literature

3 credits

Prerequisite: SPA 202

Socio-historical and literary foundations of contemporary literature in Spain and Latin America. This course examines the unique aspects of socio-political reality as well as modernism, realism, and regionalism as the foundation for various post-modernist genres in Spanish.

SPA 414 Independent Study

1–3 credits

Prerequisite: SPA 202, Permission

A course designed by the student with an instructor's guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

SPE SPECIAL EDUCATION**SPE 313 Educating Exceptional Children**

3 credits

Prerequisite: EDU 290

Addresses the characteristics of exceptional children and introduces successful inclusive teaching practices. Topics covered may include disability conditions, gifted and talented, legislation, collaboration, planning, assessment, response to intervention, and diversity. Includes a 20 hour field experience.

SPE 315 Methods of Teaching Content to Diverse Learners

3 credits

Prerequisite: SPE 313/613

An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in general education classes. Appropriate adjustments to teaching, learning and assessment will include development of an understanding of the connections between various content areas (math, science and social studies) to best meet individual learning needs.

SPE 334/634 Diagnosis and Assessment of Students with Disabilities

3 credits

Prerequisite: SPE 313/613

Diagnosis and assessment of students with disabilities as identified by the federal definition (IDEA) using a variety of developmentally appropriate assessments, including those used in Response to Intervention (RTI). Candidates will analyze the measures used and data collected to make informed decisions about student progress, the identification of appropriate interventions and the formal placement process of students for special education services. Specific consideration is given to the reporting of assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services. A 20-hour field experience provides students with an opportunity to observe and reflect on diagnosis and assessment in the classroom.

SPE 421/621 Literacy Interventions for Students with Disabilities

3 credits

Prerequisite: SPE 313/SPE 613

An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect literacy development of learners. Course includes an embedded 20 hour field experience which includes a focus on the application of the literacy assessment, differentiation, and supportive technologies as well as the development and analysis of intensive and explicit interventions. This course includes a 10-hour embedded field experience.

SPE 437 Social Emotional Interventions and Support

3 credits

Prerequisite: SPE 313

Examine and employ various strategies used in managing, planning, implementing and evaluating a classroom environment to meet both the social and emotional needs of students with disabilities. Topics include approaches and theories of behavior management, an introduction to mental health in the educational environment, strategies and models of discipline, motivating students, parent and teacher communication, co-teaching and collaboration methods for maintaining an atmosphere that enhances learning.

SPE 613 Educating Exceptional Children

3 credits

Develop an understanding of the historical background of special education in the United States as well as local, state and national legislation that affects special education. Evaluate the five main principles that form the legal underpinnings of special education law: free appropriate public education, least restrictive environment, parent and student participation, Individualized Education Program (IEP), and due process protections. Apply knowledge of exceptional learners to the development of Response to Intervention and Individual Education Plans and integrate with effective collaborative and inclusive teaching practices. This course includes a 10-hour embedded field experience.

SPE 613A Exceptional Education Etiology

1 credit

A survey of the historical background of special education in the U.S., as well as local, state, and national legislation. Students will explore federal definitions of a variety of disabilities, as well as socio-cultural issues to develop learning strategies for inclusivity. This course includes a 10-hour field experience.

SPE 613B Special Education Law

1 credit

An examination of the five main principles that form the legal underpinnings of special education law; namely, free appropriate public education, least restrictive environment, parent and student participation, individualized education program, and due process protections.

SPE 613C Collaboration and Co-Teaching

1 credit

Students will evaluate the impact of inclusive education and the relationship of collaborative and co-teaching practices for exceptional learners.

SPE 614 Emergent Literacy

3 credits

An overview and application of early literacy instructional strategies in word recognition, including phonemic awareness and phonics, fluency, vocabulary development, and an introduction to comprehension, provides students with a strong foundation to reading and writing instruction. Specific focus will be given to developing reading instruction for students with special needs by combining research with everyday strategies. Strategies that support motivation and engagement of at-risk readers will also be introduced.

SPE 615 Methods of Teaching Content to Diverse Learners

3 credits

Prerequisite: SPE 313/613

An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in general education classes. Appropriate adjustments to teaching, learning and assessment will include development of an understanding of the connections between various content areas (math, science and social studies) to best meet individual learning needs.

SPE 615A Supporting Science & Social Studies Content

1.5 credits

Prerequisite: TCH 619A, TCH 619B, SPE 613A

An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in the general education content areas of science and social studies.

SPE 615B Supporting Mathematics Content

1.5 credits

Prerequisite: TCH 619A, TCH 619B, SPE 613A

An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in the general education content area of math.

SPE 421/621 Literacy Interventions for Students with Disabilities

3 credits

Prerequisite: SPE 313/SPE 613

An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect literacy developments of learners. Course includes an embedded 20-hour field experience which includes a focus on the application of the literacy assessment, differentiation, and supportive technologies as well as the development and analysis of intensive and explicit interventions.

SPE 621A Literacy Interventions: Basic Reading

1.5 credits

Prerequisite: TCH 619B, SPE 613A, TCH 620B

An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect the learners' literacy development. Includes a focus on the application of literacy instructional cycle for basic reading levels with emphasis on intervention. This course includes a 20-hour field experience.

SPE 621B Literacy Interventions: Comprehension

1.5 credits

Prerequisite: SPE 613A, TCH 620B

A continued exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect the learners' literacy development, with emphasis on the application of literacy assessment, differentiation, and supportive technologies to develop interventions for the purpose of enhancing reading comprehension.

SPE 334/634 Diagnosis and Assessment of Students with Disabilities

3 credits

Prerequisite: SPE 313/613

Diagnosis and assessment of students with disabilities as identified by the federal definition (IDEA) using a variety of developmentally appropriate assessments, including those used in Response to Intervention (RTI). Candidates will analyze the measures used and data collected to make informed decisions about student progress, the identification of appropriate interventions and the formal placement process of students for special education services. Specific consideration is given to the reporting of assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services. A 20-hour field experience provides students with an opportunity to observe and reflect on diagnosis and assessment in the classroom.

SPE 634A Concepts of Diagnosis and Assessment

1 credit

Prerequisite: SPE 613A

Survey of diagnosis and assessment of students with disabilities as identified by the federal definition (IDEA) using a variety of developmentally appropriate assessments, including those used in Response to Intervention (RTI). Specific consideration is given to the reporting of assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services.

SPE 634B Elements of IEPs and Transition Plans

1 credit

Prerequisite: SPE 634A

Students understand and identify the measures used to formulate individual education plans (IEP) and transition plans to provide the appropriate level of service and effective interventions for student progress. This course includes a 10-hour field experience.

SPE 634C IEPs and Transition Plans

1 credit

Prerequisite: SPE 634B

Students develop individual education plans (IEP) and transition plans to provide the appropriate level of service and effective interventions for student progress, a focus is places on the analysis and interpretation of student performance data.

SPE 637 Social Emotional Interventions and Support

3 credits

Prerequisite: SPE 613

Examine and employ various strategies used in managing, planning, implementing and evaluating a classroom environment to meet both the social and emotional needs of students with disabilities. Topics include approaches and theories of behavior management, an introduction to mental health in the educational environment, strategies and models of discipline, motivating students, parent and teacher communication, co-teaching and collaboration methods for maintaining an atmosphere that enhances learning.

SPE 637A Social Emotional Learning

1 credit

Prerequisite: TCH 605A, SPE 613A

Students will examine various strategies used to manage, plan, implement, and evaluate a classroom environment to meet both the social and emotional needs of students with disabilities. Topics include theories of behavior management, models of discipline, student motivation, and parent/teacher communication and collaboration.

SPE 637B Social Emotional Support & Mental Health

1 credit

Prerequisite: SPE 637A

An introduction to mental health in the educational environment and the impact on student learning. Students will examine strategies to enhance social emotional learning and identify community resources to support student learning. This course includes a 10 hour field experience.

SPE 637C Social Emotional Interventions

1 credit

Prerequisite: SPE 637B

Students demonstrate understanding of social emotional characteristics of the educational environment, by conducting a functional behavior assessment to inform the development of a behavior intervention plan.

SRM SPORT AND RECREATION MANAGEMENT**SRM 201 Introduction to Sport and Recreation Management**

3 credits

An introductory course examining the historical developments in sport and recreation in the United States; analyzing the interrelationship between sport and the American culture from a social context; and identifying existing employment opportunities in the sport management industry.

SRM 202 Sport and Recreation Programming

3 credits

An overview of the programmatic elements and techniques currently applied in professional, amateur, and recreational sport. Emphasis is placed on participatory sports that will include an examination of informal, intramural, club, fitness, and instructional sport programming; value and benefits of participatory sports; publicity and promotion; facility utilization; and equipment concerns.

SRM 301 Legal Issues in Sport and Recreation Management

3 credits

Designed to introduce the student to the numerous legal principles and issues involved in the field of sport and recreation management. This course explores tort liability, negligence and product liability. Also examined are constitutional law, labor laws, personal freedoms, due process, and risk management.

SRM 302 Management of Sport and Recreation Facilities

3 credits

Introduction to the principles and practices of design and operation of sport and recreation facilities with emphasis on parks, golf courses, swimming centers, sport complexes, tennis centers, community and commercial enterprises, and athletic fields.

SRM 397 Internship

0 credits

Prerequisites: BUA 203, SRM 201, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

SRM 402 Leadership in Sport and Recreation Management

3 credits

Prerequisites: SRM 201, SRM 202

An overview of the essentials of leadership, also programmatic elements and techniques currently applied in effective leadership. Provide in-depth information in adventure programming. Special focus will be given to technical skills of leadership and will also address the equally important facilitation skills and metaskills essential to highly effective leadership.

SRM 422 Sport and Recreation Marketing

3 credits

Prerequisite: MKT 201

A course to provide a foundation for sport and recreation marketing strategies based on marketing theory and research. Also investigates the sport consumer and segmentation, integration of the marketing mix, marketing principles and practices as they relate to the sport and recreation field.

SRM 497 Internship

1–3 credits

Prerequisites: BUA 203, SRM 201, Permission

A course designed to provide the student with field work experience through a work opportunity related to the student's career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

SSS TRIO

SSS 101 Designing College Success

1 credit

Introduction to successful navigation of college environment, including gaining the necessary academic, personal and relational skills to succeed in the first year. Holistic approach to wellness and growth through higher education. Course includes hands-on activities for developing a rich community of support, gaining faculty/staff mentors, and taking full advantage of the resources for personal growth and professional advancement.

SSS 102 Achieving Personal Leadership

1 credit

Exploring leadership on campus and within personal life for success in college. Students identify individualized strengths and available resources to articulate their plan for collegiate achievement and professional development. Emphasis on clarifying motivation, taking strengths-based approach to first-generation/low income identity that sees diversity of identity and community as an asset. Activities, dialogue, and reflection on utilizing a growth mentality to overcome challenges and opportunities to get the most out of college and persist to graduation.

SWK SOCIAL WORK

SWK 101 Introduction to Social Work and Human Services

3 credits

A general survey course introducing students to social work and human services in contemporary society. Professional knowledge, values, and skills for intervention and the nature of interdisciplinary approaches to complex problems and issues are included. It further explores the special concerns of those most vulnerable and discriminated against. An issue is the professional mandate of social work to join in a concerted effort with other human service professionals to influence the social welfare institution and its social programs to become more responsive to these special populations. Teaching methodology includes interviews with practicing professionals and field trips to a variety of social agency settings.

SWK 201 Ethics & Professional Behavior

3 credits

Exploration of the social work and related social science codes of ethics, professional codes of conduct, and ethical decision-making models within a variety of contexts and situations. Development of professional practice behavior, examining ethical standards with diverse populations, groups, communities and organizations.

SWK 204 Special Topics

1–3 credits

Detailed examination of a current issue or problem in social work.

SWK 222 Community Mental Health Practices

3 credits

Examination of the knowledge and practice skills utilized in case management to engage, assess, and intervene with clients in community mental health settings. Emphasis placed on motivational interviewing, brief intervention, safety planning, and resource referral.

SWK 301 Human Behavior and the Social Environment

3 credits

Prerequisite: SWK 101

A course incorporating theories derived from the liberal arts base, including physical science, biology, sociology, and political science. An ecological systems framework is used to integrate these various theories in order to develop a comprehensive understanding of person and environment dynamics. This understanding is then used to develop a holistic assessment approach, which is a distinguishing feature of generalist practice. Course emphasis is

on the application of this integrated systems framework in the assessment phase of work with individuals, families, and small groups. The course content is linked to other foundation content through its application in the problem-solving process. Teaching methodology includes lecture–discussion and exercises in applied assessment.

SWK 305 Understanding Poverty

3 credits

Exploration of socioeconomic classes, especially those in poverty stricken levels. More specifically, the focus is on solutions, shared responsibilities, new insights, and interdependence across classes. Provides a foundation for understanding the hidden rules of poverty, middle class, and wealth, and offers strategies to address the impact of poverty on people's lives.

SWK 312 Generalist Practice 4 - Macro

3 credits

Prerequisite: SWK 101

In-depth exploration of the social work and related social science codes of ethics, professional codes of conduct, and ethical decision-making models within a variety of contexts and situations. Development of professional practice behavior, examining ethical standards with diverse populations, groups, communities and organizations.

SWK 321 Generalist Practice 1 - Individuals

3 credits

Prerequisite: SWK 101

Corequisite: SWK 301

Examination of theory, knowledge, and practice skills needed to understand and engage with individuals. Emphasis placed on viewing human behavior and social problems as multi-casual. The planned change process for addressing individual challenges and assets will be stressed with an emphasis on evidence-based intervention. Students will develop an understanding of how human diversity and ethics impacts the functioning of individuals. Teaching methodology includes modeling, observation, simulation, role-play, structured exercises, video role-play, and peer or instructor feedback.

SWK 322 Grant Writing

3 credits

Prerequisite: COM 431 or MKT 401 or NRS 335 or PSY 342 or SWK 352 or THE 450

A basic skills development course linked to the theoretical content of the concurrent foundation courses. The course focus is on indirect practice skills for working with agency, community, and societal organizations to improve the social well-being for the common good of all through changes in policy, programs, and service delivery. Teaching methodology includes modeling, observation, simulation, role-play, structured exercises, use of audio–video and computer equipment, and peer or instructor feedback.

SWK 331 Social Work Policy & Advocacy

3 credits

Prerequisite: SWK 101 and PSO 205

An examination of frameworks for analyzing social welfare policies and programs, and the social worker's role in policy development and implementation. Special emphasis is placed on a policy's differential on women, minorities of color or other vulnerable groups who may be discriminated against by age, social class, sexual orientation, geographic location, etc. Selected policies related to income assurance, health, mental health, family-child welfare, and older adults are examined in detail. Skills are developed for involvement in policy analysis and advocacy.

SWK 332 Generalist Practice 2 - Groups

3 credits

Prerequisite: SWK 101 and admission to the Social Work program

Examination of the theory, knowledge and practice skills needed to understand and work within groups in mezzo level generalist practice. Emphasis will be placed on viewing and assessing human behavior and social problems within group work practice. The planned change process will be applied to group processes with focus on

strengths and empowerment practice. Students will develop an understanding of how human diversity and ethics impacts group functioning.

SWK 352 Research Methods

3 credits

Prerequisite: PSY 210 or Permission

An introduction to strategies for critical analysis of the professional practice literature and how, as consumers, to incorporate research findings into practice. Students acquire knowledge and skills for applying research with their social work practice as well as in the area of program evaluation. Students conceptualize research questions, determine appropriate designs and methodologies, and incorporate qualitative and quantitative data analysis. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

SWK 360 Practicum in Research I

1–3 credits

(Also CRJ 360)

Prerequisite: Permission

Introduction to the practice of developing research skills in the major. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

SWK 362 Practicum in Research II

1–3 credits

(Also CRJ 362)

Prerequisite: SWK 360, permission

A continuation of SWK 360, a further practice of developing research skills in the major will be explored. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, or other activities.

SWK 404 Special Topics

3 credits

Admission to degree candidacy

This course provides theoretical and/or applied learning opportunities in selected fields of practice along with an emphasis on practice skill enhancement and current practice innovations. These topics reflect the particular competencies and interests of the faculty as well as the considered needs and interests of students. A subtitle indicating the specific subject is added each time the course is offered.

SWK 421 Generalist Practice 3 - Families

3 credits

Prerequisite: SWK 101

Examination of theory, knowledge, and practice skills needed to understand and engage with families from a generalist practice perspective. Emphasis placed on viewing human behavior and social problems as multi-casual. The course begins by reviewing issues of diversity in family forms and backgrounds, and significant historical changes in the structure and functions of American families. The planned change process for addressing family challenges and assets is stressed with an emphasis on evidence-based family intervention. Students develop an understanding of how human diversity and ethics impacts the functioning of families.

SWK 422 Law and the Helping Professions

3 credits

This course examines the Wisconsin Statutes and Administrative Codes that guide helping professionals in their practice with clientele. Attention is directed toward assisting the helping professional recognize the legal duties and responsibilities within their professional lives. Particular emphasis is placed on the children's code, mental

health/developmental disabilities, protective services, care records, mandatory reporting, abuse, domestic violence, and professional conduct.

SWK 432 Senior Seminar

3 credits

A course integrating both classroom and applied learning for entry-level practice. A central component of the seminar is the development of a comprehensive paper about a contemporary social issue or concern currently impacting on social work practice. In keeping with a generalist perspective, the paper will address policy, research, and practice dimensions of the issue. It will be presented and defended on the basis of its relevance, scholarship, and creative thinking. As a concomitant activity, students also engage in reflective analysis of their professional development, complete resumes, and prepare for professional employment search. The teaching methodology emphasizes self-directed inquiry.

SWK 497 Social Work Internship & Seminar I

6 credits

Admission to degree candidacy

The first course in a two-course sequence, the field internship provides an educationally guided generalist social work experience in an approved community social services agency. It consists of a minimum of 225 clock hours or approximately 16 hours of applied practice per week in the agency. Learning contract focuses on expectations, applied practice activities, a time frame for their accomplishment, and the suggested means for their evaluation. Students participate in weekly seminar for sharing practice accomplishments and practice issues which have arisen during the field internship. Teaching methodology incorporates a seminar format for the discussion of weekly logs, field learning contract assignments, and other experiential learning. Discussion directed toward strengthening the integration and refinement of generalist practice knowledge, values, and skills. An initial focus is on the expanded range of roles required of generalist practice in the assessment and intervention planning with clients, the agency, and others associated with practice activities.

SWK 498 Social Work Internship & Seminar II

6 credits

Admission to degree candidacy

Prerequisite: SWK 497

The second course in a two-course sequence, the field internship provides a continuation of an educationally guided generalist social work experience in the same approved community social services agency. It consists of a minimum of an additional 225 clock hours or approximately 16 hours of applied practice per week in the agency. The Learning contract is continued as a means of assuring a generalist approach to practice and a systemic plan for the application of learning. Provides a continuing forum for sharing practice accomplishments and issues that have arisen during the field experience. Students discuss weekly logs, field learning contract assignments, and other experiential learning. This discussion is directed toward strengthening the integration and refinement of generalist practice knowledge, values, and skills. An additional focus is on agency-specific policy analysis, as well as termination and evaluation activities with clients and the service delivery system.

TCH TEACHER EDUCATION

TCH 605 Foundations of Education

3 credits

Introduction to the impact of multiculturalism and diversity on current educational issues and practices. Introduction to the history and philosophy of American Education through the examination of principles, policies and current trends. An overview of effective teacher characteristics and their application in today's classrooms.

TCH 605A Foundations of Education

1.5 credits

An overview of effective teacher characteristics and their application in today's classrooms, introducing students to the impact of multiculturalism, history, and philosophy of education of American Education through the examination of principles, policies, and current trends.

TCH 605B Educational Theory

1.5 credits

An overview of effective teacher characteristics and their application in today's classrooms, introducing students to important theoretical developments related to teaching and learning, child development, behavior management, and cognition.

TCH 619 Foundations of Clinical Practice

3 credits

Co-requisite: TCH 605

Develops foundational skills for clinical practice such as instructional context, lesson planning, interactive instructional strategies, assessment, integrating technology and classroom management. Students plan and deliver micro-lessons to their peers and engage in reflective practice.

TCH 619A Foundations of Clinical Practice

1.5 credits

Develops foundational skills for clinical practice such as instructional context, lesson planning, and interactive instructional strategies.

TCH 619B Foundations of Clinical Practice II

1.5 credits

Prerequisite: TCH 619A

Develops foundational skills for clinical practice such as differentiation, assessment, integrating technology, and reflective practice.

TCH 620 Literacy in the Primary Grades

3 credits

Prerequisite: TCH 619

Literacy is a complex process that is best developed through both holistic and systematic methods. This course is intended to provide an overview of early reading and writing instructional strategies in word recognition, including phonemic awareness and phonics, vocabulary development, fluency, and comprehension. It is designed to encompass both the theoretical and practical aspects of learning how to teach and assess reading in the primary grade classrooms. Spelling and handwriting, as they relate to the developmental stages of students, are also elements of this course. A variety of genres will be studied, such as poetry, drama, song, informational text, and fiction.

TCH 620A Emergent Literacy

1.5 credits

Prerequisite: TCH 619A

A survey of early reading and writing instructional strategies in word recognition, including phonemic awareness and phonics, vocabulary development, fluency, and comprehension. A variety of genres will be introduced, such as poetry, drama, song, informational text, and fiction.

TCH 620B Transitional Literacy

1.5 credits

Prerequisite: TCH 620A

Theoretical and practical aspects of learning how to teach and assess reading in the primary grade classrooms are introduced. Spelling and handwriting, as they relate to the development stages of students, are elements of this course.

TCH 621 Literacy in the Intermediate Grades

3 credits

Prerequisite: TCH 620

In this course, emphasis will be placed on a developmental approach to teaching literacy which uses a balanced approach to meeting the needs of the students. Strategies for teaching fluency, vocabulary and word study, and comprehension will be studied to enable learners to become independent and competent readers and writers. The reading/writing connection will be expanded upon. Assessment and evaluation will be taught as a means to inform instruction. This course includes a 20-hour field experience.

TCH 621A Intermediate Literacy

1.5 credits

Prerequisite: TCH 619B, TCH 620B

Strategies for teaching fluency, vocabulary and word study, and comprehension are examined to enable learners to become independent and competent readers and writers. Emphasis is placed on a developmental, balanced approach to teaching literacy. This course includes a 20-hour field experience.

TCH 621B Early Adolescent Literacy

1.5 credits

Prerequisite: TCH 620B

Students apply strategies for teaching literacy, with additional focus on reading and writing connections. Assessment and evaluation will be practiced as a means to inform instruction.

TCH 625 Literacy in the Content Areas

3 credits

Prerequisite: TCH 619

A survey of the strategies and materials which facilitate students' reading, writing and study skills in the content area classroom. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines.

TCH 626 Principles of Curriculum and Assessment

3 credits

This course will examine effective theories of practice for the development, implementation, and evaluation of quality curriculum and assessments. A major focus of the course is the theoretical relationship among curriculum, instruction, and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based teaching and assessment are explored and current issues and theories about curriculum and assessment are analyzed throughout the course.

TCH 628 Mathematics Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Provides students with experiences using methodologies recommended for the effective teaching of mathematics. Students review mathematics theory and context necessary for teaching elementary and middle school levels. They develop mathematical thinking skills as they learn about various aspects of mathematics and how to integrate these into other areas of the curriculum. Evaluation of mathematics curricula and supplementary materials using specific assessment tools will be completed.

TCH 628A Planning Mathematics Curriculum

1.5 credits

Prerequisite: TCH 619A

Provides students with knowledge of methodologies recommended for the effective teaching of mathematics curriculum. Students review mathematics theory and content necessary for teaching, elementary and middle school levels; and evaluate supplementary teaching resources.

TCH 628B Delivering Mathematics Instruction

1.5 credits

Prerequisite: TCH 605A, TCH 605B, TCH 619A, TCH 619B, TCH 628A

Students apply methods of teaching mathematics in authentic learning environment. Instructional strategies for the integration of critical thinking, problem solving, and technology are explored. Students employ methods of assessment of student learning and engage in reflective practice. This course includes a 10-hour field experience.

TCH 630 Science and Health Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Development, design and evaluation of science curriculum and instruction, including the health sciences, environmental education including resource conservation, and concepts of physical education. Theory, methods and models specific to the fields are used to evaluate curriculum and select standards-based learning targets, design inquiry-based instruction, plan for the assessment of student learning. This course meets the statutory requirements of PI 34.022(2).

TCH 630A Planning Science and Health Curriculum

1.5 credits

Prerequisite: TCH 619A

This course develops professional expertise in the design and evaluation of science curriculum and instruction, including the health sciences, environmental education including resource conservation, and in the assessment of student learning of this content. Theory, methods, and models specific to the fields of science and health education are used to evaluate curriculum and select standards-based learning targets, design inquiry-based instruction, and plan for the assessment of student learning. This course meets the statutory requirements of PI 34.022(2).

TCH 630B Delivering Science and Health Curriculum

1.5 credits

Prerequisite: TCH 605A, TCH 605B, TCH 619B, TCH 630A

Students apply methods of teaching science, environmental studies including resource conservation, and health in authentic learning environment. Instructional strategies for the integration of critical thinking, problem solving, and technology are explored. Students employ methods of assessment of student learning and engage in reflective practice. This course includes a 10 hour field experience. This course meets the statutory requirements of PI 34.022(2).

TCH 632 Social Studies and Multicultural Curriculum and Instruction

3 credits

Prerequisite: TCH 619

This interdisciplinary course integrates the social studies and language arts, focusing on socio-cultural, practical, and political aspects of language arts and social studies instruction. Various approaches and strategies in teaching social studies, language arts, and fine arts will be explored. Students plan and deliver instruction, with a distinctive focus placed on designing engaged learning activities using art, music, drama, and movement.

TCH 632A Planning Social Studies Curriculum

1 credit

Prerequisite: TCH 619A

Various approaches and strategies for the planning of social studies curriculum and instruction are explored. The socio-cultural, political, and democratic principles of equality and justice will also be emphasized, along with the current global and environmental issues.

TCH 632B Planning Language Arts Curriculum

1 credit

Prerequisite: TCH 619A, TCH 619B, TCH 632A

Strategies for the planning of language arts curriculum and instruction are examined and developed. Emphasis is placed on the planned integration of general education content, such as social studies, with language arts skills. This course includes a 10-hour field experience.

TCH 632C Instruction for Social Studies & Humanities

1 credit

Prerequisite: 619B, TCH 632B

Students plan instruction for social studies and humanities, using a variety of approaches, with a focus placed on designing engaged learning activities using art, music and drama.

TCH 660 Pre-Clinical Practice

3 credits

Candidates complete a pre-student teaching 40-hour field experience under the supervision of the cooperating teacher. Students apply and analyze instructional methods, design diagnostics, formative and summative assessments, incorporate reading strategies, integrate technological tools, collaborate and co-teach through teaching experiences and reflective practice. This course includes a 40-hour embedded field experience.

TCH 660A The Instructional Cycle: Planning

1 credit

Prerequisite: Permission

Students examine the instructional cycle and apply concepts and strategies of planning for instruction, including design of instructional approach, assessments for student learning, and the incorporation of literacy and technology strategies.

TCH 660B The Instructional Cycle: Teaching

1 credit

Prerequisite/Corequisite: TCH 660A

Students examine the instructional cycle and apply concepts and strategies of instructional delivery, including the application of formative assessment and engagement in reflective practice. This course includes a 20-hour field experience.

TCH 660C The Instructional Cycle: Assessment

1 credit

Prerequisite/Corequisite: Departmental consent

Students examine the instructional cycle and apply concepts and strategies of assessment of student learning, including the reflection on and analysis of assessment data to inform subsequent instruction and student progress. This course includes a 20-hour field experience.

TCH 665 Clinical Practice and Seminar

2-8 credits

Prerequisite: TCH 660

A supervised classroom teaching experience that provides an opportunity for practical application of educational theory and research related to licensure grade level. The seminar is designed to allow the student to reflect upon

and analyze teaching experiences and discuss relevant issues. Student teaching placements will be full-time and will last a full calendar semester (18 consecutive weeks) following the calendar of the hosting school district. This course meets the legislative guidelines of PI-34.023(2).

TCH 665A Clinical Practice and Seminar

8 credits

Prerequisite: Departmental consent

Knowledge of learning theory, pedagogy, and the instructional cycle are applied to authentic learning environments throughout the student teaching experience. Students demonstrate proficiency in the WI Teacher Standards by completing Marian's DPI-approved Assessment of Pedagogical Knowledge. Includes planning, teaching, assessing, formal observations, feedback, and collaboration between the student teacher, cooperating teacher, and university supervisor. Seminars focus on contemporary issues in education and completing final licensure requirements.

TDE DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS

TDE 618 Advanced Educational Psychology

3 credits

(Also, SPE 618 and TCH 618)

This course explores individual differences as well as normative development in children from birth through adulthood. Children vary in physical, intellectual, emotional and social development, and this course will familiarize educators with conceptual foundations as well as applied methodologies that are consistent with current human development and learning theory. Learning needs of all children, particularly at-risk learners are the focal point for discussion, review of methodologies and applications to development and learning theories.

TDE 628 Teaching Strategies for At Risk Education

3 credits

Designed to assist both mainstream and alternative educators to more effectively understand, assess, reach and teach at-risk youth. Learning theories and practices will be reviewed; diverse methods for diverse students will be identified and practiced. Recent research and best practice in using a variety of methods and strategies will be targeted.

TDE 645 Differentiated Instruction and Rtl

3 credits

Explores individual differences in students and the concepts of differentiated instruction and how it applies to response to intervention initiatives. Contemporary pedagogical approaches will be examined, and universal design for learning will serve as a conceptual framework for making information and activities equally accessible for all learners.

TDE 658 Planning and Assessing Diverse Programs

3 credits

Candidates will demonstrate professional planning, applied research, evaluation and reflective skills to support the delivery of more effective teaching of diverse or alternative education PK-12 students. The course content and analysis of student achievement project will provide a context for the teacher to analyze instructional practices and assessment data to maximize student learning. Candidates will apply methods of assessing student achievement and analysis of results in order to document student progress toward specific learning goals.

TDE 660 Prevention, Intervention, and Community

3 credits

Overview of the latest prevention and intervention programs operating in communities. Examination of potential interaction with social services, the judicial system, law enforcement and community programs that have been, are

currently, and will be effective in redirecting at-risk students when needed. An exploration of family dynamics, parent programs and school practices for parental involvement will be included.

TDE 662 Resiliency, Holistic Health, and Stress Management

3 credits

Study of current, effective resiliency programs and mental, emotional and physical health and stress issues for at-risk learners. Attention is given to latest research findings as well as existing, successfully working programs and models working in these areas.

TEC INFORMATION TECHNOLOGY

TEC 102 Computer Software Applications

3 credits

This course introduces the basic concepts of computer technology, the use of integrated microcomputer software, and the role of information technology in a wide range of professions. The first half of the course covers basic information on computer components and peripherals, as well as foundation concepts in using the Internet as a research tool, word processing, spreadsheet, and presentation software. The remainder of the course is divided into modules focusing on computer software used in a range of professional endeavors, such as education, publishing, marketing, programming, and graphic arts.

TEC 200 Fundamentals of Information Technology

3 credits

Prerequisite: TEC 102

This course introduces information technology systems that support organizational decision-making and problem solving. The course surveys the technical and organizational issues involved in the use and design of information systems and how the application of IT can enable an organization to improve quality, timeliness, and competitive advantage.

TEC 205 Information Technology Resources

3 credits

Examines the frameworks and tools used to develop an organization's information system architecture. The study of client/server information systems provides the analytical skills and conceptual frameworks for recommending integration of information technology components into information system architecture.

TEC 212 Computer Programming I

3 credits

Programming in an Algebraic Programming Language, if-then-else, loops, arrays, concepts of machine language, algorithms for searching, sorting and equation-solving. (A college course in math is highly recommended before taking TEC 212.)

TEC 280 Introduction to Programming and Data Structures

3 credits

This course will introduce fundamental concepts related to the creation of data structures and programming logic in modern information systems. This course will introduce the importance data organization in computer systems; the variety of possible structures used to represent data relationships, how data structures are stored in memory, and the link between the design of data structures and programming algorithms.

TEC 300 Systems Development

3 credits

Prerequisite: TEC 200

The study addresses the principles and tools of information systems analysis and logical design. It enables the evaluation and selection of system development methodology. The course emphasizes the factors for effective

communication and integration with users and user systems. Systems development, life cycle standards, object-oriented design, and the use of data modeling tools enhance learning.

TEC 305 Enterprise Computing Applications

3 credits

Prerequisite: TEC 200

The emphasis of this course is developing electronic solutions to business problems in a client/server environment. Learn to determine the enterprise coverage needed to derive maximum value from corporate information through analysis, selection, and implementation of appropriate software packages or hardware/software systems. Students will identify trends, perform sophisticated analysis to develop business models and forecasts to produce reports and to understand the facts behind the trends specific to e-commerce, supply-chain management, electronic resources planning, and electronic digital data.

TEC 310 Database Management

3 credits

This study focuses on strategic data planning and enterprise modeling using CASE tools. Personal demonstration in the mastery of the design process acquired from earlier courses is expected. The predominant objective of this course is to design and construct a physical system using database software to implement a logical design.

TEC 314 E-Business and Digital Technologies

3 credits

Prerequisite: TEC 200

Focuses on the managerial and strategic characteristics of online business initiatives. It covers the different e-business practices and provides an understanding of how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with e-business models and strategies. The course also introduces important elements involved in designing and developing digital products and services including the technological, economic, and change management principles essential to successful digital transformation.

TEC 403 Advanced Computer Applications for Business

3 credits

Prerequisites: TEC 200; BUA 210, MAT 122 or PSY 210

This course deals with computer applications in quantitative management decision making at an advanced level. Students will utilize a variety of research tools to locate, analyze and evaluate information. It will investigate the use and application of computer technologies within organizations such as management support systems, decision support systems, and executive information systems. Hands-on application of front-end software, such as Microsoft Office, will be used to conceptualize, analyze, and develop technological solutions to practical business situations.

THA THANATOLOGY

THA 604 Special Topics

1-3 credits

Exploration of special topics not yet covered in Thanatology curriculum.

THA 605 Principles of Thanatology

3 credits

Survey of issues related to the history, theory, and applied practice of Thanatology. Topics include foundational and contemporary issues in death and dying, issues of culture, spirituality developmental contexts, death workers, grief and loss, and ethical issues.

THA 607 Thanatological Perspectives on Complex Grief**3 credits**

Examination of the history and theory of complicated and prolonged grief, including the evolution of understandings of grief in mental health discourse. Topics include diagnostic criteria for assessing complicated and prolonged grief, contemporary debates about the classification of grief as a mental disorder, and the intersections between depression, trauma, PTSD and forms of complex grief. Cultural, ethical, and population-specific considerations in practice-based contexts will also be addressed.

THA 609 Trauma Informed Practices in Thanatology**3 credits**

Examines the neurobiology of trauma and its intersection with grief and loss. Through the use of evidence based practice and theory, students will explore mechanisms to understand the role trauma plays in grief, differentiation between trauma response and grief responses, defining and describing traumatic loss, trauma informed practices, post-traumatic growth theory, and contemporary social issues related to trauma and grief.

THA 615 Grief Theory and Practice**3 credits**

Examination of evidence-based grief theory and practice in individual and group settings. Topics include assessment and counseling techniques, attending to individual and family, spiritual needs; cross-cultural considerations; lifespan issues; setting appropriate boundaries; self-care for the caregiver, and ethical issues.

THA 625 Cultural Humility in Thanatology**3 credits**

Examines the cultural significance of death and the pathways of grief through which cultural memory and religious belief find expression. Topics include cross-cultural considerations of death, end of life care, and distinct forms of bereavement; mortuary rites and mourning rituals as acts of remembrance and meaning-making; emergent deathways in underrepresented and marginalized communities. Frameworks of cultural humility, diversity, equity, and inclusion are centered in this course.

THA 630 Thanatology Research Across the Lifespan**3 credits**

Exploration of research across the lifespan and how research contributes to the identification of best practices in thanatology. Topics include critical reading & use of thanatology research studies; theories and methods of conducting research; IRB CITI training; research ethics; & study design via applied grant writing. This course does not include statistical procedures or data analysis and is not intended to be an exhaustive exploration of all research methodologies. It is specifically designed to support students as they prepare for their capstone.

THA 640 Applied Healthcare Ethics**3 credits**

Examines ethical issues around death and dying within a framework informed by the practice of clinical bioethics. Topics include definitions and social understandings of death, ethical theory as it applies to clinical practice, navigating end-of-life conflict situations, compassionate and effective communication around death, and end-of-life care in the pediatric context.

THA 705 Children's Understanding of Death and Grief**3 credits**

Examination of the attitudes & responses of children and teens to death, loss, and grief, in context of human developmental stages. Topics include strategies for working with families and caregivers of terminally ill children/teens; facilitating communication between healthcare providers & families; strategies for helping children/teens in the midst of family illness; & models of bereavement programs.

THA 710 Integrated Study of Suicide

3 credits

Survey of current theories of the sociopsychology of suicide and contemporary approaches to prevention, intervention and postvention. Consideration of stressors and risk factors, bereavement and grief following suicide, the prevalence of suicide in vulnerable populations - such as the LGBTQ+ community and the military - and across the lifespan with an emphasis on suicide among children, adolescents and teens.

THA 712 Systems Theory in Thanatology

3 credits

Exploration of foundational and contemporary systems theories as tools for conceptualizing social units and the influence of interdependent relations within groups particularly as applied to end of life and bereavement situations. Emphasis on working with families, rethinking understandings of kinship, and considering the role of social environments in development and grief processing.

THA 715 Grief after Traumatic Death

3 credits

Examines the impact of sudden, unexpected death including implications for bereavement, first-responder effectiveness, and impact on communities. Topics include military death, accidents, disasters, homicide, suicide, crisis intervention, critical incident stress management, community response activities, & grief support.

THA 720 Children's Understanding of Suicide

3 credits

Examination of suicide among children & teens. Topics include prevalence of suicide among children, youth & older adolescents; screening; prevention; intervention; post-intervention; stressors including AODA, LGBTQ and cultural issues, evidence-based programs, current research & best practices.

THA 725 Thanatology Program Development

3 credits

Exploration of developing end of life, bereavement, and grassroots program design and implementation from community based to non-profit models. Course will examine current models for practice, program mission, vision, and values development, funding volunteer recruitment and training, collaborating with other agencies and organizations, board recruitment, governance, and utilization.

THA 730 Suicide Prevention and Postvention

3 credits

In-depth examination of suicide prevention & postvention program design, implementation and assessment. Topics include evidence-based programs, current research and best practices.

THA 735 Palliative and Hospice Care

3 credits

Examination of the history, theory and practice of hospice and palliative care. Topics include the palliative approach to medicine; the medical aspects of dying; terminal disease trajectories; "active" dying and the dying process; and multidimensional aspects of pain control. Also includes practical strategies for assisting families in communicating with healthcare providers; the impact of end-stage terminal illness on caretakers and family members; and self-care for caregivers.

THA 740 Aging, Society and the Life Course

3 credits

Examination of developmental theories and cultural social theories of aging and thanatology research. Explores issues of end of life decision making, informed consent, will writing, healthcare proxy, and other healthcare related decisions that occur at the end of life. Examines aging in healthcare facilities and societal views of aging across culture.

THA 745 Spirituality in Thanatology

3 credits

Exploration of spiritual views on death and dying from a variety of diverse fields of inquiry including psychology, religion, ethics, multi-culture and psycho-social norms. Personal and professional exploration of the intersection of spirituality and thanatology will occur. Special attention will focus on various cultures beliefs on the death and dying process.

THA 750 Loss on the Frontlines

3 credits

Examination of experiences of grief and loss in first responders and crisis workers. Professions include military, police, firefighters, EMS, search and rescue, natural disaster and humanitarian crisis relief workers, and emergency aid NGO's. Case studies and current events will be discussed to cover topics such as vicarious trauma, PTSD, moral distress, compassion fatigue, burnout, and strategies for working with traumatic community loss.

THA 755 Representation of Death in the Arts

3 credits

Exploration of themes of death, dying and mourning in creative compositions. Topics include portrayals of death and grief in fiction, non-fiction, poetry, art and film; critical and philosophical debates about the representability of death; effects on narration and composition; art and literature as a tool for working through grief and death anxiety.

THA 765 Expressive Arts Interventions

3 credits

This hands on experiential based course will provide students the opportunity to examine the evidence-based practice of creative arts interventions aimed at supporting those at the end of life and the bereaved. Topics include an examination of the history of creative arts interventions and their application in clinical grief work, legacy building practices, clinical application in grief counseling, group interventions, intervention creation and application.

THA 795 Applied Capstone Project

3 credits

Prerequisite: Permission

Applied capstone project integrates coursework, knowledge, skills and experiential learning to enable demonstration of a broad mastery of learning across the thanatology curriculum. Individual projects incorporate critical and creative thinking, problem solving, effective writing and oral communication. This course is individualized and student focused. It is the last course taken in the Thanatology program. (CR/NC grade only)

THE THEOLOGY

THE 101 Introduction to Christian Theology

3 credits

Prerequisite: ENG 106 or Permission from the Department Chair

An introduction to Christian theology understood as the critical and reflective study of God's revelation through the person, life, and teaching of Jesus Christ and of the implications of this revelation. Proceeding from the Catholic intellectual tradition and incorporating perspectives of other Christian traditions, this study aims to present theology as a striving for the harmony of faith and reason. Through critical study and reflection, students

are introduced to specific concepts, terminology, and methodologies needed to participate well in on-going theological dialogue. Students have the opportunity to apply and reflect on their knowledge in written work, presentations, service-learning, community service, and/or retreat experiences.

THE 103 Transformation in the Christian Tradition: Saints and Soteriology

1.5 credits

Transformation is central to the Christian movement and to the claims that Christians make. The transforming power of God's grace is evident both in the way Christianity has shaped entire cultures and in the way the Christian message has transformed individual lives. This course will be a critical study of soteriology, the Christian doctrine of salvation, which is the language in which the Christian tradition speaks about transformation. Special attention will be given to the lives of the saints as examples of transformation and to the way in which Christ's example has transformed these persons' lives. Other key transformative theological concepts to be studied include grace, justification, sanctification, and deification.

THE 104 Cultural Lies, Christian Truth

1.5 credits

Examination of some of the most prevalent and widely believed 'lies' of contemporary American culture from the historical perspective of the Christian tradition. Such 'lies' include death dealing cultural narratives that conflict with the revealed 'truths' of the Christian tradition. Also examined are the bases and implications of these cultural narratives and Christian counter-narratives. This course is designed for the "Truth and Lies" theme of the undergraduate general education core curriculum.

THE 105 Christian Identity: What does it mean?

1.5 credits

This course is a theological study of what it means to be and to call oneself a Christian in today's world. Students in the course will attempt to come to an understanding of what Christians believe and how Christians behave. Special attention will be given to examining the diversity of persons, beliefs, and practices that claim to be a part of the Christian Tradition. Special attention will also be devoted to discerning the core or essence of appropriating the identity of a Christian.

THE 204 Special Topics

1–3 credits

Prerequisite: THE 101

A treatment of particular theological and/or biblical questions or themes chosen because of their special relevance or student interest.

THE 205 Peacemaking: Multicultural, Interfaith Dimensions

3 credits

Prerequisite: THE 101

An introduction to the basic philosophical, religious, spiritual and practical dimensions of peacemaking, including the theories of peacemaking, the role of various religious traditions in the understanding and development of peace, and the skills needed to foster peace on the personal, interpersonal, and systemic (global) levels. The course requires a service-learning experience. Depending on the service-learning experience, an additional expense may be required.

THE 210 Understanding the Scriptures

3 credits

A basic introduction to reading and understanding the Bible. The course includes an overview of relevant historical backgrounds, an explanation and application of biblical methodologies, both traditional and contemporary, and an investigation of important biblical themes. Attention is given to the literary, historical, and theological significance and meaning of key scriptural texts.

THE 214 Religious Pluralism

3 credits

Prerequisite: THE 101

What is religious pluralism? How is it understood within the world in general and in the United States in particular? Why does religious pluralism exist? How is it different from religious diversity? This course looks carefully at these questions in light of 21st century experience. The course further looks at how students can commit themselves to forming relationships with and understanding of people who practice different religious traditions. The course is a balance of theory and praxis.

THE 215 The Religious Imagination: Theology and the Arts

3 credits

Prerequisite: THE 101

An analysis of and reflection on the theological and spiritual dimensions of the imagination, the arts and of specific works of art. The course focuses on one or several specific art forms, which can include film, television, literature, music, theatre, performance art, and two- and three-dimensional art (e.g., drawing, painting and sculpture).

THE 218 World Religions

3 credits

Prerequisite: THE 101

After examining the definition of religion, this course explores the beliefs, moral imperatives, sacred books, and prayer and worship practices of major world religions.

THE 220 Death and Suffering

3 credits

Prerequisite: THE 101

A theological exploration of attitudes and perspectives on suffering, death, and resurrection. While the main exploratory focus in this course will be from the Catholic Christian perspective, attention will also be given to cross-cultural and inter-faith conceptions of the afterlife and/or ways of attaining ultimate meaning in the context of death.

THE 221 Love and Marriage

3 credits

Prerequisite: THE 101

A critical and reflective study of God's role in a relationship with love as it is experienced in marriage, celibacy, sexual encounter, prayer, service to others, ecstatic intellectual experience, worship, and suffering. The basis for this study will be traditional Christian writings, scriptural analysis, and contemporary psychological, sociological, historical, and biological research.

THE 225 Theology of Leadership

3 credits

(Also LDR 225)

Prerequisite: THE 101

Through a variety of resources students use theological reflection to explore their personal spirituality, sense of vocation, and approaches to leadership within the context of their own and other belief systems. Models of leadership are drawn from areas of moral theology and transformational servant leadership.

THE 303 Topics in Biblical Theology

3 credits

Prerequisite: THE 101

An intensive study of one or several major books or themes of the Bible. Attention is given to a critical examination of significant scriptural texts. The books or themes are viewed through both traditional interpretations and recent critical scholarship.

THE 306 Topics in Catholic Theology

3 credits

Prerequisite: THE 101

A treatment of particular theological questions or themes in Catholic theology chosen because of special relevance or student interest. Course resources will regularly include primary sources from Catholic theologians and church documents.

THE 307 Topics in the History of Theology

3 credits

Prerequisite: THE 101

An intensive study of a particular aspect of the history of theology (e.g. a topic, a figure, a phenomenon, or an historical period or event). Attention is given to the use of critical examination of significant primary texts as an historical and theological source.

THE 309 Topics in Contemporary Theology

3 credits

Prerequisite: THE 101

An intensive study of a particular aspect or manifestation of contemporary theology (for example, a topic, a figure, a phenomenon, or an event). Attention is given to exploring the meaning and significance of the phenomenon in light of the Christian and Catholic tradition, as well as of contemporary culture.

THE 333 God and Christ

3 credits

Prerequisite: THE 101

A theological exploration of foundational Christian beliefs and doctrines associated with God (Trinity), Jesus Christ (Christology), and salvation (soteriology).

THE 340 Moral Theology

3 credits

Prerequisite: THE 101

An examination and consideration of the moral implications of faith. Moral theology understands the moral life as a response to the love and compassion of God revealed in Jesus Christ. Together students will explore the nature of the good, the nature of the human person, criteria for making Christian moral decisions, contributions of church-related documents, and specific moral issues that confront Christians living in the contemporary world.

THE 345 Catholic Social Teaching

3 credits

Prerequisite: THE 101

An examination of the historical, biblical, and theoretical foundations of Catholic social teaching and the application of its principles to modern societal, political, and economic issues, including the practice of making moral decisions in light of Catholic social teaching principles. This is a service-learning course.

THE 370 Church, Prayer and Sacraments

3 credits

Prerequisite: THE 101

A critical and reflective study of the relationship between worship in and service to the Christian community as well as the theological and practical dimensions of that relationship. This course also examines the sacraments and Christian service in the community.

THE 404 Special Topics

1–3 credits

Prerequisite: THE 101

A treatment of particular theological and/or biblical questions chosen because of special relevance or student interest.

THE 420 Science, Technology, and Theology

3 credits

Prerequisite: THE 101

Since the late medieval period in Western culture, science and its tool-making partner, technology, have been considered separate from theology. We will explore this separation and look at the theological questions underlying the modern understanding of science and technology. We will also investigate the new awareness of the interrelatedness of science and theology.

THE 426 Theology of the Human Person

3 credits

Prerequisite: THE 101

Using the theological anthropology of Karl Rahner and other contemporary theological perspectives as a lens and guide, this course will explore contemporary theological perspectives on how Jesus' life, death, and resurrection shape and inform the Christian understanding of the human person. Some questions to be considered may include the following: What does it mean to be human? Does being created in the image of God mean we are born with a purpose and destiny? Is human life inherently sacred? Are we oriented toward communion with God and others? How has sin impacted human freedom and our relationship to creation? What can the Christian beliefs of grace, salvation, and hope say to us during times of suffering, war, and ecological crisis?

WRI WRITING**WRI 100 ID: Identity & the "I"**

1.5 credits

An exploration of creative expression through writing about experience, memory, and the past. By engaging in self-reflection, sharing work, and thinking about the connection between language and our lives, we will learn about the ways writing can be interpreted, making meaning.

WRI 101 Writing Ethically

1.5 credits

An exploration of ethical and thoughtful argumentation on contemporary issues. Students will explore their own assumptions and beliefs, identify the key rhetorical strategies for effective civil discourse, and create texts that attempt to reach common ground.

WRI 102-T Starting a Novel

1.5 credits

An examination of the conventions, structures, and practices that can help writers transform rough ideas into the beginnings of a novel.

WRI 105 Remixing & Writing Hybrid Forms

1.5 credits

An exploration of creative expression through creative writing that re-mixes and explores forms from the world around us, including recipes, playlists, found material, cross-genre work, and other texts that transforms the materials of everyday.

Faculty

Darlene Adelmeyer, Assistant Professor

Nursing

L.P.N., Moraine Park Technical College

B.S.N., Marian University

M.S.N., Marian University

Sarah Beardsley, Instructor

Nursing

B.S.N., Marian University

M.S.N., Concordia University

Carlene Berner-Milner, Nursing Skills Lab Assistant

Nursing

B.S.N., Marian University

M.S.N., Grand Canyon University

Rachel Caloia, Assistant Professor

Education

B.S., University of Wisconsin-Milwaukee

M.Ed., University of North Carolina-Wilmington

Ph.D., University of Wisconsin-Madison

Jill Carlson, Associate Professor

Letters

B.A., College of Saint Benedict

M.A., University of Minnesota Duluth

Ph.D., Western Michigan University

Sandra Cronin, Assistant Professor/ Chair of the Education Department

Education

B.A., University of Wisconsin-Oshkosh

B.S., University of South Florida

M.A., University of South Florida

Ph.D., Georgia State University

Anthony S. Dallmann-Jones, Professor

Education/Teacher Education

B.S., Bluffton College

M.S., Florida State University

Ph.D., Florida State University

Christopher Deubler, Assistant Professor

Math and Natural Science

A.A.S., Lakeshore Technical College

B.A., Silver Lake College

M.S., University of Wisconsin- Oshkosh

Ryan Dronek, Assistant Professor

Social and Behavioral Sciences

B.S., Southern New Hampshire University

M.Phil., Walden University

Ph.D., Walden University

Brian Edlbeck, Associate Professor/Exercise Sports and Science Program Director

Allied Health

B.S., University of Wisconsin – Steven's Point

M.S., University of Wisconsin – Milwaukee

Daniel Enz, Associate Professor/Construction Management Program Director

Business

B.S., University of Wisconsin-Platteville

M.S., University of Minnesota

Ph.D., Iowa State University

Michael Garvey, Associate Professor

Math and Natural Sciences

B.S., University of Wisconsin-Oshkosh

Ph.D., University of Wisconsin-Milwaukee

James T. Gray, Professor/Faculty Athletic Representative/Program Director of Sports and Recreation Management

Business

B.A., Temple University

J.D., Marquette University Law School

John Hammond, Associate Professor/Program Director for Biology

Math and Natural Sciences

B.S., James Madison University

Ph.D., University of California-Davis

Bonnie Jacobs, Assistant Professor

Social and Behavioral Sciences

B.S.W., Mount Mary University

M.S.W., University of Wisconsin-Milwaukee

Zachary Jamieson, Assistant Professor

Math and Natural Sciences

B.S., University of Wisconsin-Madison

M.S., University of Wisconsin-Madison

Mary Jens, Assistant Professor

UG Nursing

B.S.N., Bethel University

M.S.N., St. Catherine University

Brian Joachim, Assistant Professor/Program Director of Rad. Tech.

Radiologic Technology

B.S.R.T., Marian University

M.S.E.D., University of Wisconsin-Oshkosh

Diana Johnson, Associate Professor/Program Director of Forensic Science

Forensic Science

B.S., The College of New Jersey

M.S., Washington State University

Phillip Johnson, Instructor

Education

B.S., University of Wisconsin-Eau Claire

M.S., University of Wisconsin-Madison

Lindsey Kraig, Assistant Professor/Co-Director of Honors

Social and Behavioral Sciences

B.S., University of Illinois

J.D., Florida Coastal School of Law

Linda Krueger, Associate Professor/Program Director of Mathematics

Math and Natural Science

B.S., Angelo State University

M.S., Baylor University

Christine Laurent, Professor/Program Director of Undergraduate Nursing

Undergraduate Nursing

B.S.N., University of Wisconsin-Green Bay

M.S.N., Bellin College of Nursing

Ph.D., University of Wisconsin-Milwaukee

David Leichter, Associate Professor

Humanities

B.A., Beloit College

M.A., Northern Illinois University

Ph.D. Marquette University

Korie Leigh, Associate Professor/Program Director of Thanatology

AO Thanatology

B.A., Wheelock College

M.A., CUNY Brooklyn College

M.A., Institute of Transpersonal Psychology

Ph.D. California Institute of Integral Studies

Jessica Little, Associate Professor

Business

B.A., Mount Mary University

M.S., South University

Jennifer Milazzo Schultz, Assistant Professor/Chair of the Social and Behavioral Sciences Department

Social and Behavioral Sciences

B.S., University of Wisconsin - Madison

M.A., University of Colorado Denver

Tabitha Miller, Assistant Professor

Radiologic Technology

B.S.R.T., Marian University

M.S., Marian University

Gina Possin, Assistant Professor/Program Director of Graduate PSY I/O

Social and Behavioral Sciences

B.S., Marian University

M.S., University of Central Florida

Rebecca Reynolds, Assistant Professor

AO Thanatology

B.A., Gallatin School of Individualized Study

M.A., New School for Social Research

Ph.D., University of Essex

Anne Rosploch, Assistant Professor

Undergraduate Nursing

B.S.N., University of Wisconsin Oshkosh

M.S.N., Concordia University

Danielle Schaal, Assistant Professor

Math & Natural Science

B.S., Ouachita Baptist University

Ph.D., LSU Health Shreveport

Kyra Schallhorn, Assistant Professor/Program Director of Criminal Justice

Social and Behavioral Sciences

B.A., Marquette University

M.S., University of Wisconsin – Milwaukee

Merranda Schmid, Laboratory Instructor

Math and Natural Sciences

B.A., Ripon College

M.S., Colorado State University

Nicholas Schumacher, Assistant professor/Finance and Accounting Program Director

Business

B.S., University of Wisconsin – Green Bay

M.B.A., University of Wisconsin - Milwaukee

Kari Steinbeck, Assistant Professor

Nursing

B.S.N., University of Wisconsin-Oshkosh

M.S.N., University of Wisconsin-Oshkosh

Brenda Stueber, Professor/Program Director of Social Work

Social and Behavioral Sciences

B.S., University of Wisconsin-Oshkosh

M.S.W., University of Wisconsin-Milwaukee

Matthew Szromba, Associate Professor/Program Director of History

Humanities

B.A., St. John's University

M.A., Loyola University-Chicago

Ph.D., Loyola University-Chicago

Janet Teske, Assistant Professor / Graduate Nursing Program Director

Graduate Nursing

B.S.N., Concordia University

M.S.N., Drexel University

D.N.P., Concordia University

Sarah Thibodeau, Instructor

Library

B.S., University of Wisconsin-Oshkosh

M.A., University of Wisconsin-Milwaukee

M.L.I.S., University of Wisconsin-Milwaukee

Luke Townsend, Associate Professor/ Program Director of Theology

Humanities

B.S.B.A., Appalachian State University

M.Div., Vanderbilt University

Ph.D., Saint Louis University

Stephanie Trendowski, Assistant Professor

Business

B.S., Indiana University

M.B.A., Valparaiso University

D.B.A., DePaul University

Lance Urven, Professor

Math and Natural Sciences

B.S., University of Illinois

M.S., Western Illinois University

Ph.D., University of California-Davis

Prabhu Venkataraman, Assistant Professor

Math and Natural Science

B.S., Truman State University

M.S., University of Florida

Ph.D., University of Florida

Jodi Wagner-Angell, Professor

Letters

B.A., St. Norbert College

M.A., Purdue University

Ph.D., Purdue University

John Walser, Professor/Program Director of English

Letters

B.A., University of Evansville

M.A., University of Wisconsin-Milwaukee

Ph.D., University of Wisconsin-Milwaukee

Lori A. Yogerst, Assistant Professor

Undergraduate Nursing

B.S., Winona State University

M.S.N., Cardinal Stritch University

Melissa Zar, Associate Professor

Undergraduate Nursing

B.S.N., Marian University

M.S.N., Walden University

Adjunct Faculty

Please contact the Office of Academic Affairs to obtain a listing of adjunct faculty and their credentials.

Professors Emeriti**Sheryl K. Ayala**, Ph.D., Biology**William Albrecht**, M.M., Marketing**Jeffrey P. Bechner**, Ph.D., Chemistry**Shane F. Boeder**, Ph.D., Foreign Languages**Jerome E. Burns**, Ph.D., English**Ann T. Egan**, M.A., Education**Christine N. Erickson**, M.A.E., Education**Deborah Golias, CSA**, Ph.D., Education**Ronald G. LaBorde**, M.S., Mathematics**Margaret Lorimer, CSA**, Ph.D., History**Michelle E. Majewski**, Psy.D., Psychology**John O. May**, Ph.D., Biology**Jonathan P. Nicoud**, Ph.D., Psychology**Patricia M. O'Connor**, Nursing**Bruce R. Prall**, Ph.D., Chemistry and Physical Science**Jeffrey G. Reed**, Ph.D., Management**Larry R. Reynolds**, Ph.D., Social Work**Nancy C. Riley**, Ph.D., Education**Sue Stoddart**, Ph.D., Education**Robert J. Zande**, M.A., Education**William H. Zierdt III**, M.S., A.M., Business

President's Cabinet

Aaron A. Sadoff, President

B.S., University of Wisconsin-Madison
MEd-EdL, Marian College

Amanda Baker, Assistant Vice President for Human Resources & Risk Management

Human Resources

B.A., University of Wisconsin - Milwaukee

Jason Bartelt, Vice President for Enrollment Management

B.S., Lakeland University

M.A., Marian University.

Todd Buss, Operations Manager

Facilities

Kathleen Candee, Interim Senior Vice President for Advancement and Alumni Relations

B.S., University of Wisconsin-Oshkosh

M.S., University of Wisconsin-Oshkosh

Joshua Clary, Vice President for Student Life & Diversity / Dean of Students

Student Life

B.A., Brescia University

M.S., Indiana State University

Ph.D., Indiana State University

Stephanie Clary, Director of Institutional Research

Academic Affairs

B.A., Brescia University

M.U.P., University of Louisville-Louisville

Callista Gould, Assistant Vice President for Marketing and Communications

Marketing and Communications

B.A., University of Iowa

M.B.A., Loyola University of Chicago

Alan Johnson, Vice President for Academic Affairs

A.S., Milwaukee Area Technical College

B.S., Marquette University

J.D., Marquette University Law School

George E. Koonce Jr., Senior Vice President for University Relations

B.S., New York University

M.S., East Carolina University

Ph.D., Marquette University

Michael Moos, Interim Vice President for Finance and Administration/Controller

Business Office

B.S., University of Wisconsin Stevens Points

M.P.A., Indiana University

President Emeritus

Richard I. Ridenour, M.D.

Academic Administration

Jennifer Favour, Dean of Student Success

B.S., University of Wisconsin-Stout
M.S., University of Wisconsin-Stout
Ed.D., Creighton University

Sarah Garvey, Interim Dean of Faculty & Graduate Studies Academic Affairs

B.S., University of Wisconsin-Oshkosh
Ph.D., University of Wisconsin-Milwaukee

Jeremy “George” Henze, Registrar

B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-La Crosse

Tracey Marx, Associate Dean of Adult and Online Studies Adult and Online Studies

B.A., University of Wisconsin-Milwaukee
M.A., University of Arizona

Lynda Schultz, Associate Vice President for Academic Administration

B.A., Graceland College
M.A., Marian University

Cheryl Seelig, Associate Dean of Nursing/Chief Nurse Administrator

B.S.N., Carroll/Columbia College
M.S.N., University of Phoenix
D.H.A., University of Phoenix

Administrative and Support Staff

Maranda Abitz, Coordinator of Student Success Center for Academic Support and Excellence

B.A., Marian University
M.S.E., University of Wisconsin-Oshkosh

Merle Alix, Director of Writing and Reading Services

CASE
B.S., Northern Michigan University
M.A., Northern Michigan University

Sunil Appalaraju, Database Applications Specialist

Enrollment Management
B.A.M.S., Karnataka University Dharwad, India
M.S., Concordia University of Wisconsin-Mequon

Stephen Arndt, Groundskeeper

Facilities
T.D., MPTC

Blake Badtke, Assistant Director of Athletic Enrollment Athletics

B.B.A., Marian University
M.S., Marian University

Jordan Baitinger, Head Men's Baseball Coach
Athletics
B.A., Ripon College
M.B.A., University of Phoenix

Debra Barrett, Associate Registrar
Registrar's Office
B.A., Nova SE University
B.S., Kaplan University

Carol Beardsley, Student Services Coordinator
Registrar's Office

Jenna Betts, Admission Counselor
Adult and Online Studies
B.S., Marian University

Lindsey Bindert, Environmental Service Attendant
Facilities

Taylor Bischoff, Certified Athletic Trainer
Athletics
B.S.A.T., Carroll University

Makayla Bittner, Environmental Service Attendant
Facilities

Brandon Bodart, Director of Athletic Communications
Athletics
B.S., Northland College

Richard Born, Program Director of Respiratory Therapy Completion
Adult and Online Studies/Allied Health
B.A., University of Wisconsin-Milwaukee
M.B.A., University of Wisconsin-Whitewater

Gary Brajdic, Utility
Food Service

Colleen Brickle, Program Director of Dental Hygiene
Adult and Online Studies/Allied Health
G.D.H., University of Minnesota
B.S., University of Iowa
M.Ed., University of Minnesota
Ed.D., Nova Southeastern

Taylor Bufton, Director of Counseling
Counseling Services
B.S.W., Marian University
M.S.W., University of Wisconsin-Madison

Bryan Burgert, Assistant Men's Baseball Coach
Athletics
B.S.B.A., Marian University

Stephanie Carpenter, Director of Student Involvement
Student Life
B.A., SUNY Oneonta

Cecelia Burnett, Security Guard
Security

Judith Burton, Nursing Resource Simulation Center Laboratory Assistant
Nursing
A.A.S, Moraine Park Technical College
B.S.N., Marian University

Nicholas Capoyianes, Athletic Field Coordinator
Facilities

Joshawa Carey, Groundskeeper
Facilities

Joscelyn Deanovich, Operations Coordinator
Student Life
A.A., Indian Hills Community College
B.A. Central College

Drake Diener, Head Coach, Men's Basketball
Athletics
B.A., De Paul University

Jocelyne Dowling, Executive Assistant
Academic Affairs

Jennifer Draves, Human Resource Manager
Human Resources
A.A., Moraine Park Technical College
B.S., Marian University

Tony Draves, Director of Athletics/Head Women's Softball Coach
Athletics
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Oshkosh

Evan Drauschak, Head Coach, Women's Field Hockey
Athletics
B.A., University of Maryland

Heather Egan, Clinical Placement Coordinator
Nursing
B.S., University- Wisconsin Green Bay

Acinda Elm, Graphic Services and Mail Room Coordinator
Graphic Services

Katherine Fabricius, Director of Math and Science Services
Learning Center
B.S., St. Norbert College

Timothy Finder, General Maintenance
Facilities

Margaret Ford, Assistant Director of Admission
Admission

B.A., St. Norbert College

Susan Fuerbringer, Director, EXCEL and Undeclared Programs
Center for Academic Support and Excellence
B.S., University of Wisconsin-Oshkosh

Christopher Gaskin, Head Women's Soccer Coach
Athletics
B.A., Green Mountain College
M.A., University of Stirling

Danyel Geimer, Cook
Food Service

Julian Giantonio, Head Women's Ice Hockey Coach
Athletics
B.A., University of Massachusetts
Ed.M., Greenville College
M.Sc., Western New England University

Kinsey Gomez, Assistant Coach, Women's Soccer
Athletics
B.A., Trinity International University

Bradley Greenwood, Technical/Desktop Support
Information Technology
B.S., Marian University

Christopher Gurecki, Auxiliary Services Coordinator
Facilities
Assoc., Moraine Park Technical College

Marshall Harris, Security Guard
Security

Jody Hartzell, Senior Enrollment Specialist for Transfer, International, and Athletic Admission
Admission
B.S., University of Wisconsin-Oshkosh

Kathleen Heider, Environmental Service Attendant
Facilities

Agnes Hoitink, General Accountant
Business & Finance
A.A.S., Moraine Park Technical College

Tyler Jones, Assistant Coach, Men's Basketball
Athletics
B.A., Trinity College
M.B.A., Concordia University - Chicago

Jesslyn Karrels, Student Engagement Specialist
TRIO-SSS
B.A., St. Norbert College

Leah Klein, Lead
Food Service

Kelley Ketter, Occupational & Environmental Health & Safety Specialist
Facilities
B.S., Marian University
M.P.H., University of New England

Jordan Kington, Assistant Coach, Men's & Women's Volleyball
Athletics
B.A., Sul Ross State University

Susan Koepsell, Accounts Payable Accountant
Business and Finance
A.A.S., Moraine Park Technical College

Severa Krueger, Assistant Dean of Student Life & Engagement/Director of Residence Life
Residence Life
B.S., University of Wisconsin-Stout
M.S., University of Wisconsin-Stout

Alex Kurowski, Academic Success Coordinator
TRIO-SSS
B.A., University Wisconsin Oshkosh
M.S., University Wisconsin Oshkosh

Joseph Linder, Database Applications Specialist
Information Technology Services
B.B.A., University of Wisconsin-Oshkosh

Megan Liptow, Executive Director of Admission
Admission
B.S., University of Wisconsin-Oshkosh
M.A., Lakeland College

Alicia Loehr, Environmental Service Attendant
Facilities

Jenny Loehr, Admission Counselor
Adult and Online Studies
B.S., U.W. Madison
M.Ed., Marian University

Melissa Luedtke, Program Director
TRIO – SSS
B.S., Bemidji State University
M.S., Minnesota State University, Mankato

Christina Lyman, Residence Hall Director
Residence Life
B.A., Saint Leo University
M.S., Minnesota State University, Mankato

Christine Martin, Director of Adult and Online Admission
Adult and Online Studies
B.O.C., Marian University
M.S.O.L.Q., Marian University

Thomas McCann, General Maintenance
Facilities

Lauren McLaughlin, Academic Success/Accessibility Services Coordinator

Student Success
B.S., Marian University
M.Ed, Marian University

Andrew McMillan, Assistant Coach, Men's Soccer

Athletics
B.A., Central College
M.Ed., Dordt University

Rebecca Meilahn, Recruitment Operations Coordinator
Enrollment

Angela Mies, Graphic Designer
Marketing and Communications

Keegan Miller, Head Coach, Men's Soccer

Athletics
B.A., Metropolitan State University of Denver

Garry Moïse, Program Director

TRIO - Upward Bound Math and Science Program
A.A.S., Fox Valley Technical College
B.S.B.A., Marian University
M.S.O.L.Q., Marian University

Trevor Morris, Security Guard

Security

Daniel Mueller, Head Coach, Men's and Women's Bowling

Athletics

Dorothy Nagel, Administrative Assistant

Food Service & Facilities
A.A., Bismarck State College
B.S., Upper Iowa University-Madison

Amanda Nank, Environmental Service Attendant

Facilities

Daniel Nelson, Certified Athletic Trainer

Athletics
B.S., Concordia University
M.S., Concordia University

Mark Olson, General Maintenance

Facilities
T.D., WITC-Ashland Wisconsin

Dana Oremovich, Regional IL Admission Recruiter

Admission
B.S., Bradley University

Rylee Orr, Assistant Coach, Men's Hockey

Athletics
B.S., Utah State University

Brianna Pasquale, Assistant Coach, Softball

Athletics

B.S., Loyola University Chicago

Teri Passow, Director of Career Services
Center for Academic Support and Excellence

B.S., University of Wisconsin-La Crosse

M.S.Ed., University of Wisconsin-La Crosse

Gabriel Pearlman, Head Coach, Men's Lacrosse

Athletics

B.Sc., Beloit College

Christopher Pruswinland, Environmental Service Attendant
Facilities**Taliyah Pyawasay**, Environmental Service Attendant
Facilities**Mark Quistorf**, Director of Financial Aid

Financial Aid

B.A./B.M, Cardinal Stritch

Patricia Reese, Lead Security Guard
Security**Pennie Reis**, Academic Advisor

CASE

B.A., Carthage College

M.A., Bowling Green State University

Kyle Retzlaff, Environmental Service Attendant
Facilities**Melinda McCauley**, Director of Student Accounts
Office of Business and Finance**Susan Rabe**, Cook
Food Service**Noah Ray**, Head Coach, Men's and Women's Volleyball
Athletics

B.S., Midway University

Kelly Rieckmann Krause, Director of First Year Experience
First Year Experience

B.A., U.W. Stevens Point

M.Ed., Concordia University

Ed.D., Edgewood College

Anne Rosploch, Coordinator of Nursing Resources and Simulation Center
Nursing Resource Center
B.S.N., University of Wisconsin Oshkosh
M.S.N., Concordia University

William Rouech III, Admission Counselor
Admission
B.B.A., Marian University

Trace Rutman, Head Coach, Esports
Athletics
B.F.S., Calvin University

Michelle Ryan, Administrative Assistant
Advancement & Alumni Relations

Anna Sabel, Enrollment and Visit Coordinator
Admission/Enrollment
B.S., Marian University
M.S., Lakeland University

Carol Schlaefer, Academic Advisor
Adult and Online Studies
B.A., University of Wisconsin-Stevens Point

Paul Schmitz, Lead General Maintenance
Facilities

Leah Schraeder, Administrative Coordinator
Teacher Education
B.A., University of Wisconsin-Eau Claire

Michael Schaefer, Security Guard
Security

Kelli Schrauth, Academic Advisor
CASE
B.A., Cardinal Stritch University

Sarah Schultz Kelnhofer, User Services Manager
Information Technology
Associates, Moraine Park Technical College
B.S., Winona State University
M.S., University of Wisconsin-La Crosse

Nicole Simpson, Security Guard
Security

Kierstin Smith, Utility
Food Service

John Smurawa, Executive Chef/Food Service Manager
Food Service

Benjamin Soman, Senior Assistant Director of Financial Aid and Admission Liaison
Office of Financial Aid
B.A., Marian University
M.S., Marian University

Kimberly A. Sorensen, Head Athletic Trainer, Senior Woman Administrator and Compliance Officer
Athletics
B.S., University of Wisconsin-Oshkosh
M.S., St. Cloud State University

Brooke Spanbauer, Director of Special Events & Hospitality
Special Events
Assoc., Lakeshore Technical College

Tony Steinmetz, Networking/Communications Administrator
Information Technology

Kerry Strupp, Interim Director
Working Families Grant Program
B.S.W., Ball State University
M.A.E., Marian University

Dolores Torres, Cook
Food Service

Dianne Vadney, Director of Campus Ministry
Campus Ministry
B.S., Catholic University of America
M.T.S., John Paul II Institute

Clay Van Diest, Men's Head Hockey Coach
Athletics
B.S., St. Norbert College
M.A., Dickinson State University

Ben Vogel, Director of Field Experience and Licensing Officer
Education
B.A., Cardinal Stritch College
M.S., Cardinal Stritch College
Ed.D., University of Wisconsin-Oshkosh

Noelle Vogels, Residence Hall Director
Residence Life
B.S., Marian University

Rebecca Vis, Support Specialist III
Working Families Grant
B.S., Marian University

Matthew Walton, Assistant Coach, Women's Hockey
Athletics

Joshua Ward, Head Coach, Women's Basketball
Athletics
B.S., Ohio Valley University
M.S., California University

Emily Wieskamp, Financial Aid Counselor
Financial Aid
A.A.S., Lakeshore Technical College
B.A., Lakeland University

Dean Wickert, General Maintenance
Facilities

Nichole Wilson, Environmental Services Attendant
Facilities
H.S.E.D., Moraine Park Technical College

Corrine Ybarra, Head Coach, Women's Lacrosse
Athletics
B.S., Saint Francis University

Blake Zabinski, Head Coach, ACHA Division II Hockey
Athletics
M.A.L., University of Jamestown
B.U.S., Dickinson State University
A.A., Williston State College
A.S., Williston State College

Michael Zindorf, Utility
Food Service

Chloe Zivkovich, Environmental Service Attendant
Facilities

Office Directory

Area code: (920)

| | |
|---|-----------------|
| Academic Affairs | 923-7604 |
| Accessibility Services..... | 923-8951 |
| Adult and Graduate Admission..... | 923-8726 |
| Advancement (gifts, bequests, foundations, grants)..... | 923-7613 |
| Alumni Relations | 923-8106 |
| Athletics | 923-8156 |
| Business and Finance (business affairs, tuition payments, accounts)..... | 923-8551 |
| Campus Dining | 923-8728 |
| Campus Ministry | 923-7624 |
| Campus Safety/Security | 923-8950 |
| Campus Services (housekeeping, maintenance, grounds) | 923-8787 |
| Career Services..... | 923-7161 |
| Student Success (academic advisement, first year experience, tutoring)..... | 923-8097 |
| Counseling Center..... | 923-8799 |
| Financial Aid (scholarships, loans, student employment) | 923-7614 |
| Health Services..... | 923-7615 |
| Human Resources (affirmative action) | 923-8081 |
| Information Technology Help Desk..... | 923-8947 |
| Institutional Effectiveness..... | 923-8943 |
| Library (Cardinal Meyer) | 923-7641 |
| Marketing and Communications (public relations) | 923-7602 |
| Outreach Services and Partnerships..... | 923-7652 |
| Payroll | 923-7168 |
| President | 923-7617 |
| Registrar (transcripts, academic records, class registration)..... | 923-7618 |
| Research and Sponsored Programs | 923-8796 |
| Sabre Cafe (Todd Wehr Alumni Center) | 923-8525 |
| Sabre Central..... | 923-8555 |
| Student Engagement (activities, housing) | 923-7666 |
| Activities/Housing..... | 923-7666 |
| Dean of Student Engagement..... | 923-7621 |
| Director of Residence Life..... | 923-8091 |
| Director of Student Engagement | 923-8125 |
| Title IX Coordinator..... | 923-7621 |
| Student Success (academic advisement, first year experience, tutoring)..... | 923-8097 |
| Student Health Services | 923-7615 |
| TRIO-Student Support Services (SSS)..... | 923-8632 |
| Undergraduate Admission | 923-7650 |

DISCONTINUED AND SUSPENDED PROGRAMS

The following programs were discontinued or suspended at the end of the 2022-2023 academic year. Students currently pursuing these majors have been provided teach-out plans valid until the course of study has been completed for each student. No new students will be admitted for these programs.

Discontinued

Art

Biology Education

Chemistry Education

English Education

Expressive and Therapeutic Arts

Homeland Security

Graphics Arts

Social Justice

Writing

Master of Science in Public Safety Management

Master of Science in Instructional Technology and Design

Suspended for two years

Communication

English

Mathematics