

**Inspired** to learn

MARIAN UNIVERSITY

**Academic Bulletin 2011–2012**

**MARIAN UNIVERSITY UNDERGRADUATE TRAD  
STUDENT ACADEMIC CALENDAR  
Fall 2011**

SEMESTER I	DAY	DATE
Classes Begin	Tuesday	August 30, 2011
Labor Day: University Closed/No classes	Monday	September 5
Last Day to Drop/Add a Class	Friday	September 9
Fall Break: University Open/No classes	Thursday, Friday	October 13, 14
Midterm	Monday	October 17
Last Day for WD (10 weeks)	Friday	November 4
Thanksgiving Vacation: No classes	Wednesday - Friday	November 23, 24, 25
Thanksgiving Holiday: University Closed	Thursday-Friday	November 24, 25
Classes Resume	Monday	November 28
Last Day of Classes	Friday	December 9
Final Exam Week	Monday - Friday	December 12-16
Degree Conferral Date	Saturday	December 17
Christmas Holiday: University Closed/No classes	Friday, Monday	December 23, 26
New Year's Holiday: University Closed/No classes	Friday, Monday	December 30, 2011, January 2, 2012
University reopens for business	Tuesday	January 3
<b>WINTERIM</b>	Monday-Friday (2 weeks)	January 9-20

**MARIAN UNIVERSITY UNDERGRADUATE TRAD  
STUDENT ACADEMIC CALENDAR  
Spring 2012**

SEMESTER II	DAY	DATE
Classes Begin	Tuesday	January 24, 2012
Last Day to Drop/Add a Class	Friday	February 3
Spring Break: University open/no classes	Friday-Friday	March 9 - 16
Midterm	Monday	March 19
Easter Vacation: University Open/No classes	Thursday-Monday	April 5-9
Easter Holiday: University Closed/No classes	Good Friday	April 6
Classes Resume	Tuesday	April 10
Last Day for WD (10 weeks)	Friday	April 13
Student Recognition Banquet	Thursday	April 26
Last Day of Classes	Friday	May 11
Final Exam Week	Monday - Friday	May 14-18
Commencement	Saturday	May 19
<b>SUMMER SESSIONS</b>		
Session I	Monday-Friday Tuesday-Friday	May 21-25 * May 29-June 1
Memorial Day Holiday: University Closed/No classes	Monday	May 28
Session II	Monday-Friday (2 weeks)	June 4-15
Session III	Monday-Thursday	June 18-July 12 *
July 4 <sup>th</sup> Holiday, University Closed/No classes	Wednesday	July 4
Session IV	Monday-Thursday	July 16-August 9
Degree Conferral Date	Wednesday	August 15, 2012

5/16/11

Summer Sessions may include special dates/times for certain courses

- = denotes that one class day will be lost due to New Years, Memorial Day, or July 4<sup>th</sup>

misc\Fall-Spring 11-12 Student Academic Calendar

MARIAN UNIVERSITY

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**Academic Bulletin**  
**2011-12**

1-800-2-MARIAN

[www.marianuniversity.edu](http://www.marianuniversity.edu)

**Marian University Incorporation:** 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 Saint Agnes, a Roman Catholic group of women religious approved by papal approbation filed at the Vatican.

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 by the Congregation of Sisters of Saint Agnes.

## The Academic Bulletin

The Marian University Academic Bulletin is a general catalog that provides information regarding policies, procedures, academic programs, and related costs. Every effort has been made to assure accuracy at the time of printing. However, Marian University, through the appropriate action of its Board of Trustees, the administration, and faculty, reserves the right to make changes as educational and financial considerations may require. Any such changes may be implemented without prior notice, without obligation, and unless specified, are effective when made. This bulletin should not be construed as constituting a contract between the University and any person.

This Academic Bulletin is currently undergoing revision to comply with recent changes in applicable law and regulation. As changes are made in this printed or electronic edition of the bulletin, students will be notified by e-mail by the appropriate University official. Any questions with regard to compliance with policies and procedures contained in the bulletin may be referred to the Executive Vice President for Academic and Student Affairs.

More specific details of the various programs and policies contained in the Academic Bulletin are updated periodically, printed, and circulated to students through the appropriate offices. The University Student Handbook, brochures from administrative offices, the University Website, and other manuals or policies of the various academic schools also are available as informational resources.

Students are responsible for reading carefully the sections of the bulletin pertaining to them. Lack of awareness of policies, procedures, or requirements will not serve as a justifiable excuse at a later date.

### **Compliance with Federal Regulations on Non-Discrimination**

#### ***Non-Discrimination Policy***

Marian University admits students of any race, color, creed, age, sexual orientation, national or ethnic origin or disability to all the rights, privileges, programs, and activities generally accorded and made available to students at the University. The University extends these same assurances to its employment applicants and to its

employees. Marian University does not discriminate in the administration of its educational policies, scholarships or loans, and other school-administered programs. Marian University is an Equal Opportunity Employer.

#### ***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 by 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 the Vice President for Mission and Retention.*

#### ***Title IX***

It is the policy of Marian University and the requirement of Title IX of the Education Amendments of 1972 and Part 86 of Title 45 of the Code of Federal Regulations not to discriminate on the basis of sex in educational programs or activities, including employment and admission. Inquiries concerning the application of this law and regulations may be referred to the President of Marian University.

#### ***Family Education Rights and Privacy Act***

Marian University of Wisconsin is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics of students' rights under this law are available in printed form from the Office of the Registrar or online at [www.marianuniversity.edu/uploadedFiles/Student\\_Life/Student\\_Services/FERPA.pdf](http://www.marianuniversity.edu/uploadedFiles/Student_Life/Student_Services/FERPA.pdf)

#### ***Consumer Information***

Federal regulations require that Marian University provide specific consumer information about the institution. Tuition can be found online at: [www.marianuniversity.edu/interior.aspx?id=126](http://www.marianuniversity.edu/interior.aspx?id=126)

Marian University is a Catholic applied liberal arts institution of higher learning sponsored by the Congregation of Sisters of St. Agnes offering undergraduate, graduate, and continuing education programs. As a community, it welcomes diverse spiritual traditions and is committed to the transformation of the individual and the world through lifelong learning. Marian University is dedicated to the education of the whole person, striving to nurture intellectual, spiritual, aesthetic, psychological, social, and physical dimensions. The University's personal concern for students serves as the foundation for academic and student life as well as professional experiences. University programs integrate professional preparation with a liberal arts foundation. The University embraces justice, compassion, and service to the local and global community.



### **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.

## **ACCREDITATION**

Higher Learning Commission of the  
North Central Association of Colleges  
and Secondary Schools

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604  
(312) 263-0456 • [www.ncahlc.org/](http://www.ncahlc.org/)

National Association for the Education of Young Children  
[naeyc.org](http://naeyc.org)

National Council for Accreditation of Teacher Education  
[www.ncate.org](http://www.ncate.org)

Council on Social Work Education  
[www.cswe.org](http://www.cswe.org)

International Assembly for Collegiate Business Education  
[www.iacbe.org](http://www.iacbe.org)

Wisconsin Department of Justice Law Enforcement  
Standards Board  
[www.wilenet.org](http://www.wilenet.org)

Commission on Collegiate Nursing Education  
[www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)

## **APPROVALS**

Wisconsin Department of Public Instruction

Wisconsin State Board of Nursing

State of Wisconsin Educational Approval Board  
*has approved Marian University for the  
education of veterans.*

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## ***THE UNIVERSITY***

Founded to advance a mission of Catholic education, Marian University remains true to its roots. Committed to the transformation of the individual and the world through lifelong learning, Marian University offers its students the opportunity to gain an educational legacy marked by genuine intellectual, professional, and Christian development. The University's Vision statement is: *Transforming lives through academic excellence, innovation, and leadership.*

To this end, students are encouraged to take advantage of the broadened vision, the cultural growth, and personal development to be realized from the values of an applied liberal arts education as the foundation for their future endeavors as leaders in their chosen professions.

Students at Marian represent a broad spectrum of society, as diverse in age and lifestyle as they are in social and cultural background. The size of the University, which permits a very favorable student–faculty ratio, gives students easy access to faculty and academic advisors. Students are encouraged to set and attain realistic goals that serve their personal, academic, and professional needs. A friendly openness between faculty and students is a hallmark of the Marian academic community.

The approximately 100-acre main campus, with buildings constructed of native limestone, provides students with an attractive educational setting in scenic eastern Wisconsin. The campus is functional by design without sacrificing the aesthetic atmosphere conducive to serious scholarship. At the same time Marian is committed to its campus in Fond du Lac, so too the University is rooted in the belief that educational programs need to be accessible to adult learners and non-traditional students through outreach efforts at various locations throughout the state of Wisconsin.

### ***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 Christian identity, the College developed a liberal arts foundation that it has maintained while also adding professional programs.

Under the leadership of Sisters Aloysia Leickem and Vera Naber, CSA opened Marian College on September 8, 1936, with 17 full-time and 25 part-time students, on the first floor of one wing of their convent on East Division Street. The College remained at the convent 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 of the College 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 Board of Trustees is responsible to the Congregation in certain matters. In addition, the Sisters contribute significantly to the life of the University through service in administrative, faculty, and staff positions.

Along with programs in professional areas, the University continues its support of traditional liberal arts majors and requires that all students participate in a strong liberal arts core curriculum. The first graduates of the North Central Association-accredited Master of Arts in Education received their degrees at the May 1989 commencement, and an accredited master's program in Organizational Leadership and Quality graduated its first class in 1994. The University's Master of Science in Nursing program began in 2002, and a Ph.D. program in Educational Administration and Leadership Studies began in Fall 2004, graduating its first students in May 2008. 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.

### ***Faculty***

Professors at Marian University are prepared to impart the latest knowledge and insight their fields of specialization offer. All full-time faculty members have completed one or more advanced degrees. Over sixty percent of the faculty hold an earned doctorate and many others are candidates for the doctoral degree. Most faculty members in the professional programs also hold certification and are members of their respective professional associations.

## ***Instruction***

Marian University provides a wide range of learning opportunities. In addition to traditional lecture classes, it offers study abroad, independent study, field trips, practica, clinicals, supervised teaching, combinations of online education and face to face meetings, seminars, summer institutes and cooperative education.

## ***Students***

Marian University prides itself on a diverse and capable student body. Applicants from all socioeconomic levels of American society are welcome at the University and each student has an equal opportunity to share the benefits of a Marian education. The various campus clubs and organizations find richness in the diversity of background and experience of their members.

The explicit desire of Marian as a Christian and Catholic University is to offer as many qualified students as possible an opportunity for higher education. Scholarships, grants, loans, and employment opportunities are available to all students who qualify for them. The majority of students hold jobs throughout their college careers, part-time during the academic year and full-time in the summer.

## ***Alumni***

Marian University is proud of its nearly 12,300 alumni. Marian's alumni hail from 48 states, Bulgaria, Canada, Central and South America, Europe, India, Russia, and South Africa. They are civic leaders, police officers, nurse managers, high school principals, accountants, marketing executives, grade school teachers, corporate executives, attorneys, authors, doctors, medical technologists, and social workers. Marian University alumni are not only professionals who play important leadership roles in their communities; they are devoted stewards of Marian University. Alumni serve the University in various ways. Many alumni volunteer to help manage fundraising and events. They work with the Office of Admission to recruit high school students to Marian and assist with job placement of graduates. Most important, they enthusiastically talk with their peers about their educational experience and Marian University.

## ***Alumni Association***

Students who graduate from Marian University are automatically members of the Alumni Association and are encouraged to become active members. Alumni

receive newsletters and updates from the University. The Alumni Association Board consists of alumni from many different class years and includes alumni who were either an undergraduate or graduate student while at Marian University.

## ***CAMPUS FACILITIES***

### **Administration Building**

The main floor of the Administration Building (1966) houses the offices of the President, the Executive Vice President for Academic and Student Affairs, Advancement, the Controller and Director of Business and Finance, the Dean of Students, the Registrar, Marian One-Stop, and the School of Arts, Humanities and Letters. Offices on the second floor include Student Support Services, the Writing Center, the Learning Center, the First-Year Studies Program, and the Office of Mission, Learning and Retention. The Edwin S. Shneidman Program in Thanatology is located on the third floor. Additional faculty offices and the art studio also housed within this building. The Administration Building serves as one of the three main classroom buildings on Marian's Fond du Lac campus.

### **The Agnes Center**

The Agnes Center at 505 East Division Street opened in fall 2006. It serves the School of Nursing with classrooms and a Nursing Resource Center in close proximity to St. Agnes Hospital, Agnesian HealthCare, and a host of other health-related facilities.

### **Ben Sadoff Science Hall**

The Ben Sadoff Science Hall serves the School of Mathematics and Natural Science and houses the Information Technology program, including the specialized Brotz and Ameritech computer labs. The Science Hall also includes well-equipped laboratories and houses the Ambrose Ammel bird and animal collections, which are displayed throughout the building. Opened in 1966, the building is named after the late Ben Sadoff, Fond du Lac businessman, longtime benefactor of Marian University, member of the Marian University Board of Directors from 1970 to 1973, and founder and charter member of the Board of the Marian College Foundation from 1973 to 1982.

### **Cardinal Meyer Library**

At the heart of the campus, the Cardinal Meyer Library is an intellectual hub and resource center for the Marian University academic community. The Library, which opened in 1966, is named after Cardinal Albert

Gregory Meyer, one of the foremost spiritual leaders at the Second Vatican Council, former Archbishop of Milwaukee and Chicago, and brother of former Marian University Registrar Sr. Mary Therese Meyer, CSA.

### **Cedar Creek**

Cedar Creek was purchased in 2010 and offers apartment-style living for approximately 80 students. Three identical buildings provide students an opportunity to live in either a one or two bedroom apartment complete with a living room/dining area and a full service kitchen (excluding dishes & utensils); bedrooms may be single or double occupancy. Cedar Creek 779 has been designated as an Academic Excellence Learning Community. The Residence Hall Director's Office is located in the Residence Life Office in the lower level of Townhouse C.

### **Dorcas Chapel**

Dorcas Chapel, the center of religious activity on the campus, serves as the spiritual heart of the entire Marian community for liturgical activities and worship. Whatever the religious tradition of the student, Dorcas Chapel provides a place for quiet reflection and prayer. Described as an architectural jewel because of its beauty and unique design, it is one of the most photographed buildings in the Fond du Lac area. The Chapel, built in 1966, is named for the seamstress Dorcas, who shared her talents with St. Paul.

### **Herr-Baker Baseball Field**

The Herr-Baker Baseball Field was completed in 2007. It is a state-of-the-art baseball facility and field house that advances the University's ability to host day and evening baseball games on the campus.

### **Hornung Student Center**

The Hornung Student Center, built in 1968 and remodeled in 1991, features campus dining services, the Giddings & Lewis lounge, the Sabre Diner, Student Senate, the Music Department, and a performance and practice area for concerts and plays. Student mailboxes and the University Bookstore and Sabre Shop are also housed here.

### **Howard L. Sadoff Gymnasium**

Built in 1982, the Howard L. Sadoff Gymnasium is the home of the Sabres, Marian's athletic teams. Named after the son of Fond du Lac philanthropist Ben Sadoff, it also provides facilities for intramural

athletics, physical education classes, the fitness center, and aerobics classes. Offices for coaches and other athletic department staff are also housed here.

### **Marian Courtyard**

The Marian Courtyard, which opened in 1994, offers a wide range of housing options to serve the needs of today's students. Up to 150 students may select from three types of units: a house concept (three-bedroom clustered units on two floors with an open lounge/living room down and a loft living room overlooking from above); penthouses (individual three-bedroom units with a living room and bath); or efficiency suites (individual three-bedroom units similar to penthouses, but including a full service efficiency kitchen, excluding dishes and utensils, living room, and dining area). The Residence Hall Director's Office is located in building 3 of the Courtyard.

### **Naber Hall**

Naber Hall, a co-ed residence hall, is named after Sr. Vera Naber, CSA, founder, first academic dean, and third president of Marian University. Opened in 1968, it was the last of the buildings in the original complex to be constructed. It provides double-occupancy rooms, laundry equipment for student use, lounges, and a front desk. The Residence Hall Director's Office is located on the first floor and the Early Childhood Center is located on the northwest corner of the building.

### **The Nursing Resource Center**

The Nursing Resource Center (NRC), located within the Agnes Center, supplements the Cardinal Meyer Library's nursing collection. The NRC functions as a nursing skills and computer learning laboratory, supporting the practice component of the nursing program.

### **Regina Hall**

Regina Hall originally opened in 1961 as a residence hall. Today, it houses administrative and faculty offices for the Office of Research and Sponsored Programs, the School of Nursing, the School of Business, the School of Social and Behavioral Science, and the School of Criminal Justice. In addition, the Sabre Newspaper Office, R.O.T.C., Student Health Services, and Graphic and Mail Services are housed here.

### Smith Field

Smith Field was built in 2002 and includes the University's soccer field, a softball diamond, an intramural field, and a field house.

### Stayer Center for Technology and Executive Learning

The Stayer Center for Technology and Executive Learning opened in 2001 and is a premier campus-based executive education facility. This facility includes the Arthur H. Sadoff Auditorium and Sodexo Dining Room, which seat 250 each; the 72-seat Mercury Marine Amphitheater; and meeting rooms to seat from six to 32. The first floor houses the Working Families Grant Program Office and Student Support Lab. The third floor houses the administrative and faculty offices for the School of Education.

### Todd Wehr Alumni Center

The Todd Wehr Alumni Center opened in 1999 and houses the Common Grounds Coffeehouse, Erbert and Gerbert's Bistro, and the Marian Room that presents the rich heritage of Marian University, as well as its vision for the future. The coffeehouse, complete with wireless internet access and computers, provides a welcoming meeting place for students, faculty, staff, and alumni.

### Townhouse Village

The Marian Townhouse Village opened in 1988. The fourteen townhouse units each house seven students and provide a unique alternative to traditional residence halls. As part of the Residence Life program, students may experience an apartment-style living arrangement while remaining on campus. The Townhouse Village houses the Office of University Relations, the Office of Residence Life, the Office of the Vice President for Enrollment Management, and the Office of Admission.

### Other Facilities

Across from the Administration Building and Dorcas Chapel on South National Avenue are a number of homes which host a variety of University offices and residence facilities. These include the Admission and Student Services for the Professional, Adult and Continuing Education (PACE) programs, the Office of Financial Aid, the McNair Scholars Program, the Office of Institutional Research, the Office of Special Events, the International Multicultural Center and International Education Office, the Office of Student Activities and Greek Life, the Office of Human

Resources, and the Office of Alumni and Parent Relations. The University's sororities and fraternity are also housed in this area.

Three modular structures are located adjacent to the Hornung Student Center and serve as home to the Center for Academic Support and Excellence (CASE), Counseling Services, Service Learning, Career and Graduate School Services, the IGNITE program, and the Samuel and Sarah Mackey Campus Ministry Center dedicated in 2007.

### Academic Resource Centers

Cardinal Meyer Library provides resources that are integral to supporting the University's mission and academic programs. The library houses more than 90,000 volumes, including audiovisual titles, and maintains print subscriptions to 160 periodicals. The print collection is supplemented by more than 45,000 e-books and over 1,300 electronic periodicals. Additionally, the library's online catalog and a variety of full text periodical and reference databases are available both on and off campus via the internet.

Other materials housed in the library include the University archives and a curriculum collection. The curriculum collection, which supports the School of Education, includes children's and young adult literature, as well as elementary and secondary textbooks.

Media equipment may be borrowed from the library for instructional purposes. Forty-eight computers with internet access are available to students, faculty, and staff for library research, as well as word processing and e-mail. A fax machine is also available.

To help members of the Marian community effectively use the library's print and electronic resources, reference service and bibliographic instruction are provided on the main campus and at outreach sites.

### General Campus Resources

**Campus Security:** An Information and Security Desk, located at the Marian One-Stop and open 24 hours, 7 days a week, allows students to access an on-campus escort to walk them back to their vehicle or housing unit. A security desk in front of Naber Hall monitors traffic from 8:00 p.m. to 6:00 a.m. and Campus Security patrols the campus in the evenings and on the weekends. The 24-hour help line number is (920) 923-8950.

**Career and Graduate School Services:** Career assessment and exploration, securing internships, reviewing résumés and cover letters, job search and interviewing assistance, resource center, Community Involvement Program (CIP), graduate school resources, online career library, and an online job board. Located in Modular Unit East.

**Center for Academic Support & Excellence (CASE):** Academic testing, academic advising, EXCEL program, tutors, study groups, assistance with accommodations for students with disabilities, and the undeclared program. Located in Modular Unit West.

**Counseling Center:** Confidential individual and group counseling is offered free of charge to all Marian University students. Located in Modular Unit East.

**Hornung Student Center:** Social and leisure activities; campus dining services, Sabre Diner, Giddings & Lewis Lounge, special events, performance facility, University Bookstore and Sabre Shop, Student Senate, and the student mail center are located here.

**International Multicultural Center:** International student support services, multicultural programming, and International Education Office. Located at 18 S. National Ave, lower level.

**Learning and Writing Center:** Provides academic assistance in the areas of reading, writing, science, math, and study skills. Located in the Administration building, second floor, rooms A202 and A212/213.

**Marian One-Stop:** The Marian One-Stop is the central information and communication point for students, faculty, and staff needs on campus. You may register for classes, pay your bill, request academic transcripts, request academic University forms, obtain a parking permit, leave a message, register a guest, seek assistance on security matters, ask directions, or seek information on campus activities. It also serves as the emergency contact point on campus for emergencies and information. All students are urged to become familiar with the services offered at the Marian One-Stop desk. To contact Marian One-Stop internally, call extension 8555. From your cell phone or outside the University campus, please dial (920) 923-8555. Located in the Administration building, first floor, lobby.

**Marian University Bookstore and Sabre Shop:** Books used in University courses, paperbacks, study aids, Marian University memorabilia, and miscellaneous items. Located in the Hornung Student Center.

**Office of Admission (traditional undergraduate):** Freshman, transfer, and international students pursuing admission into the traditional undergraduate program begin the application process here. Former Marian students who have not been enrolled at the University for one full semester or more must reapply for admission. Merit-based scholarships are awarded to qualified new students at the time of admission. Campus visits also coordinated by this office. Located in Townhouse A-1.

**Office of Business and Finance:** Tuition and fee information. Located in the Administration building, first floor, room A105.

**Office of Financial Aid:** Grants and scholarships, work-study, and student loans. Located at 74 S. National Ave.

**Office of the Registrar:** Registration, changes in student schedules, grading, report cards, academic records, transfer evaluations, veteran benefits, classroom reservations, enrollment and degree verifications, University forms, transcript requests, and academic policies. Located in the Administration building, first floor, room A112.

**Office of Student Life:** Housing and meal plan information, ID cards, parking permits, parking violations, student insurance information, resident phone PINs, health forms, on-campus mailbox assignments, and oversees level II conduct cases referred to the Judicial Board. Located in the Administration building, first floor, room A108.

**Samuel and Sarah Mackey Campus Ministry Center:** Personal and spiritual counseling, Student Ministry Association, and volunteer activities. Located in Modular Unit East.

**Student Development Center:** Houses the Career and Graduate School Service Office, Counseling Center, Service Learning, and the Community Involvement Program (CIP). Located in Modular Unit East.

**Student Health Services:** Outpatient student care, referrals. Located in Regina Hall, lower level, room 004.

**Student Newspaper:** Regina Hall, lower level.

**Student Senate Office:** Events, organizations, student government. Located in the Hornung Student Center.

## ACADEMIC COMPUTING

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

- Todd Wehr Alumni Center/Common Grounds Coffeehouse
- Cardinal Meyer Library
- Hornung Student Center
- Learning Center and Writing Center
- Agnes Center
- CASE Office

Additionally, there are six computer classrooms where students can use computers during class times. Computers are also available at the Appleton and Milwaukee Centers.

E-mail, SabreNet, and Marian Online2 accounts are given to each student upon enrollment at the University.

There are internet hookups in each residence hall room, as well as separate lines for a telephone.

Wireless access points are installed in the following common areas and ready for wireless Internet access:

- Todd Wehr Alumni Center/Common Grounds Coffeehouse
- Hornung Student Center
- Cardinal Meyer Library
- Agnes Center
- International Multicultural Center
- Stayer Center, second floor balcony
- Howard L. Sadoff Gymnasium
- Naber Hall
- Administrative Building
- McNair Scholars Program Center
- Townhouse Village and Courtyard
- Cedar Creek

If you have any concerns, contact [helpdesk@marianuniversity.edu](mailto:helpdesk@marianuniversity.edu). Also, students may set up appointments at the Help Desk to have their computers worked on by a student technician.

**Location:** Help Desk, Ben Sadoff Science Hall, S210, x8947

**Hours:** Monday – Friday 7:30 a.m. – 6:30 p.m. and Saturday 8:00 a.m. – 12:00 p.m.

## Acceptable Use Policy

Marian University's Information Technology (IT) resources are intended to support the educational, administrative, and campus life 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.

In general, acceptable use entails 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 specific requirements for the use of computing and network resources at Marian University.

As with other University policies, violation of the Acceptable Use Policy can result in disciplinary action. This policy applies to all users of IT resources owned or managed by Marian University. IT resources include all University owned, licensed, or managed hardware and software, as well as the University network, the means of connecting or the locale from which the connection is made. The University respects the privacy of students, faculty, and staff on campus and will not routinely monitor a user's files or electronic communication. The University maintains the right to access, monitor, and disclose the contents and activity of any member's account(s) and to access any university-owned technology resources and any privately-owned technology resources connected to the University network. This action may be taken if the Dean of Students or designee determines that there is sufficient evidence to expect that the content or activity is inconsistent with the Mission and Core Values of Marian University by containing child pornography or other illegality, such as the use of copyrighted material, software used in violation of licensing agreements, harassment of any kind, theft, unauthorized access and/or other violations of Marian policy or law.

Students who violate the Acceptable Use Policy will be subject to suspension or revocation of computer and/or network access privileges. The full text of the Marian University Information Technology Acceptable Use Policy is available in the IT section of the Office and Services tab of the MyMarian page.

## ***THE CITY OF FOND DU LAC***

### ***The Community and the area***

Called “The Gateway to the Fox River Valley,” Fond du Lac affords the Marian community a place to study, to recreate, and to live with all the advantages found in a thriving small community.

Fond du Lac is located on the southern end of Lake Winnebago, the largest lake in the state of Wisconsin. Formed by the drift of glaciers during the great Ice Age, Fond du Lac lies on the western edge of the beautiful Kettle Moraine, a scenic glacial ridge with kettles, kames, and eskers. Known locally as “the Ledge,” the ridge is part of the great Niagara Escarpment, extending from eastern Canada, where it creates Niagara Falls, to northeastern Wisconsin.

Because of the natural terrain and the changing seasons, the area lends itself to year-round recreational activities. The community Walleye Weekend Festival, the annual Experimental Aviation Association (EAA) Fly-in, hockey, snowmobiling, and numerous other recreational activities bring thousands of visitors into this community of 42,000 people. Lake Winnebago is a recreational paradise for sailors, water-skiers, and swimmers in summer, while skaters, ice-boaters, and cross country skiers are lured to it in winter. Anglers are attracted in all seasons. Lakeside Park, on the shore of Lake Winnebago, is a picturesque public park. The lighthouse, marina, islands, and lagoons draw people of all ages.

Fond du Lac is located within one hour’s driving distance of Madison, Milwaukee, and Green Bay. Regular bus service between most cities is available. City bus service provides easy access to shopping malls and any part of the city from the Marian campus. A modern county airport located immediately west of the city offers commuter air service, while Outagamie County Airport, 40 miles north of campus, offers regular commercial air traffic to major cities and connecting airlines.

### ***Community resources***

Institutions and agencies in and around Fond du Lac provide opportunities for clinical training and experiences. These include approximately 25 local public and parochial elementary, middle, and high schools, varying from open-concept to self-contained classrooms; public health departments; the Fond du Lac Health Care Center; the Fond du Lac Senior Center; Agnesian HealthCare; St. Francis Home; the

Taycheedah Correctional Institution and other nearby correctional facilities; Winnebago Mental Health Center; and a host of other social service agencies. The Fond du Lac-area business community serves as a prime resource for students oriented toward careers in marketing, accounting, and management. Local businesses with national recognition formally contribute to the student’s practical understanding of the business world through the business advisory board, internships, counseling, research projects, and business practicums.

In addition to the University’s own Dorcas Chapel, Holy Family (the local Catholic Parish Community and its three churches), St. Paul Episcopal Cathedral, and a large number of area churches of most religious denominations provide resources for broadening the student’s knowledge of and participation in worship and religious activities.

The Milwaukee Public Museum, the Milwaukee Art Museum, and other museums and galleries within an hour drive are accessible to all. These, in addition to a variety of printers and art studios in the area, are of particular interest to students in the fields of art or art education.

### ***Community outreach***

Many special events on campus offer the community a variety of opportunities for involvement. These include the Martin Luther King Jr. Breakfast, Business & Industry Awards dinner, and Academic Symposium. The Music and Art departments present many concerts and exhibits that are open to the public at such facilities as the Windhover Center for the Arts. The Fond du Lac Symphonic Band and Fond du Lac Sinfonia welcome the participation of student musicians.

## ***UNDERGRADUATE ADMISSION***

### **General policy**

Admission to Marian University is granted to students who show academic preparedness and where personal success seems likely. The goal of the Admission Selection Committee is to admit students who can best benefit from and contribute to the academic program and student life at the University. Marian University admits qualified students to all programs and activities at the University and offers all the rights and privileges pertaining thereto regardless of race, sex, creed, color, ethnic origin, or disability.

In determining an applicant's eligibility, the University gives consideration to the applicant's academic record, ACT or SAT test scores, and any college credit earned during or after high school graduation, as well as letters of recommendation and life experiences. Credentials for each applicant are evaluated on an individual basis by the Admission Selection Committee to determine the potential for success of each candidate.

Admission decisions are made on a rolling basis; however, it is beneficial to students to apply early. Applicants usually receive a response to their application within two or three weeks after all credentials (application, transcript(s), and test scores) have been received. The Office of Admission may accept the student, accept the student with provisions, or deny acceptance until evidence of academic potential is provided.

### **Admission criteria**

#### ***First-time freshmen***

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. A student's transcript and test scores will be used to determine the potential for success of each student as determined on an individual basis. The Office of Admission may require additional information, and may include an on-campus interview, essay, and/or letters of recommendation in determining the candidate's admissibility to the University.

Admission to freshman standing at Marian assumes at least 17 units of high school credit including at least four units of English, two of mathematics, one unit of laboratory science, and one of history. Foreign language is recommended to those who desire a

strong preparation for college. If a student's high school credits do not conform to this pattern but the record indicates a high probability of success in college, the application will still be considered.

For students who do not meet the admission criteria above, the Admission Selection Committee may request an interview for potential admission via the EXCEL Program (see EXCEL Program) or deny acceptance to the University.

To be considered for admission, candidates must submit the following:

1. A completed Marian University paper or online application. [www.marianuniversity.edu/apply](http://www.marianuniversity.edu/apply)
2. A non-refundable \$20 application fee.
3. A high school transcript covering at least the first six semesters of coursework. All available aptitude and achievement scores, cumulative grade point average, and class rank should be included on the transcript if possible.
  - a. 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 Marian University Office of Admission by the respective agency or school(s). GED students are expected to achieve a minimum composite score of 2500 (250 composite score on tests completed before 1/1/02).
  - b. Students who have been home-schooled should consult with the Office of Admission.
  - c. Final official high school transcripts, including the date of graduation, must be submitted prior to the end of the first semester of enrollment.
4. The official ACT or SAT test score report. (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 form. Marian accepts both the ACT and SAT for admission purposes. Marian University code numbers are as follows: ACT – #4606; SAT – #1443)

Admission is contingent upon submission of final official high school transcripts, including the student's date of high school graduation. Failure to complete any of the aforementioned steps may result in the forfeiture of the student's right to admission and enrollment.

### **Transfer students**

Students who have acquired academic credits at another regionally or nationally accredited college or university may be admitted to Marian with advanced standing. To be considered for admission as a transfer student, a minimum cumulative grade point average of 2.00 (on a 4.00 scale) is required. Only college credits with a grade of C– or better will be accepted in transfer. The Marian grade point average is based solely on courses taken at Marian University.

To be considered for admission, candidates must submit the following:

1. A completed Marian University paper or online application. [www.marianuniversity.edu/apply](http://www.marianuniversity.edu/apply)
2. A non-refundable \$20 application fee.
3. An official high school transcript, if fewer than 32 credits have been earned at a post-secondary institution.
4. An official transcript from each college or university attended, to include 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.

### **Readmission of former students**

If a student has not maintained continuous enrollment at Marian University, formal application to the University must once again be made. If necessary, the Marian University Readmission 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 also be satisfied before readmission is granted. Probationary status and academic standing continue upon readmission. The program requirements and academic standards that were effective upon initial enrollment in the major will be applicable only if the student is re-admitted after an absence of only one semester. For non-enrollment for two or more continuous semesters

(fall and spring), the program requirements and academic standards that are currently effective will be applicable.

To be considered for readmission, candidates must submit the following:

1. A completed Marian University paper or online application. [www.marianuniversity.edu/apply](http://www.marianuniversity.edu/apply)
2. No application fee is necessary.
3. An official transcript from each college or university attended since last enrolled at Marian University.

### **International students**

International students are admitted to the University at the beginning of the fall and spring semesters. To be considered for admission, students must first demonstrate proficiency in English by taking the Test of English as a Foreign Language (TOEFL). A minimum score of 70 on the internet-based exam, a 193 on the computer-based exam, or a 525 on the paper-based exam is required. For information on test registration, go to the official TOEFL Website at [www.ets.org/toefl](http://www.ets.org/toefl). Japanese students have the option of completing the STEP/EIKEN test at Level 1 or Pre-1, or successful completion of the TOEFL. In addition to the required TOEFL or STEP/EIKEN score, international applicants must also possess a strong academic record to be considered for admission to the University.

To be considered for admission, candidates must submit the following:

1. A completed Marian University paper or online application. [www.marianuniversity.edu/apply](http://www.marianuniversity.edu/apply)
2. A non-refundable \$20 application fee.
3. An official TOEFL score report.
4. Official or certified true and attested copies of all secondary school records, all college/university transcripts (if applicable), diplomas, certificates, and external examination results. All academic records must include an English translation.

International applicants must submit all required documents by May 1 for the fall semester or October 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.

### EXCEL Program admission

Students who have the potential for academic success and a strong desire to learn, but who do not meet general admission requirements or whom the Admission Selection Committee deems best served, may be admitted to the EXCEL Program. This program, which admits a limited number of students annually, is designed to support students in their transition to the college experience by outlining the expectations and responsibilities of students for achieving both academic and personal success.

The EXCEL Program is open to first-time, full-time freshmen, as well as transfer students who bring with them fewer than 15 semester credit hours. Students who are seeking admission to Marian University through the EXCEL Program will be interviewed by the EXCEL Academic Advisor to assess the proper fit of the program for the student. This interview also provides the student with the opportunity to learn more about the program and its requirements. The results of the interview will be taken into consideration when determining admission to the program.

Those students admitted to the EXCEL Program must meet with their academic advisor at regular intervals during their first year to review the expectations and responsibilities of the students during the duration of the program. During the freshman year (first two semesters), students in the EXCEL Program will take 24–30 credits from a prescribed curriculum approved by the EXCEL Program Academic Advisor. Students enrolled through the EXCEL Program must complete a minimum of 24 credits with a minimum grade point average of 2.00 (on a 4.00 scale) by the end of their first year in order to continue at Marian University the following semester. EXCEL Program students must make adequate progress toward achieving these required cumulatives. Progress will be reviewed at the end of each semester. If progress is not made, dismissal could result. Additionally, students are expected to maintain contact with their academic advisor, attend classes regularly, and utilize the academic resources available to them.

### Campus visits and interviews

Prospective students find a campus visit to be one of the best factors in determining the college for them. 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 majors may be available as well. A typical visit to Marian University will last 1½ to 2 hours depending on the needs of the student and family.

Arrangements for campus visits are made through the Office of Admission, which is open from 8:00 a.m. to 4:30 p.m. Visits are available Monday through Friday from 9:00 a.m. to 3:00 p.m. and on Saturday by appointment only. Advance notice of one week is preferred when scheduling your visit.

Open houses and campus sneak preview days are also offered throughout the year. For more information on all campus visit opportunities, see [www.marianuniversity.edu/visit](http://www.marianuniversity.edu/visit)

### New student registration/orientation

Upon receipt of the Marian University acceptance letter, new students are asked to submit an enrollment commitment/tuition deposit of \$100. This deposit is applied toward the student's fall tuition and is refundable until May 1 upon formal request made by the student. Students who submit their deposit early receive priority class selection and housing placement.

Orientation activities for new students begin with SOAR (Student Orientation and Academic Registration) days that take place throughout the late spring and early summer months. On these dates, students and parents become acquainted with University resources and procedures. Students will also meet with a personal academic advisor who will help to select appropriate coursework.

A few days prior to the start of the official academic year, new students will come to campus for a continuation of Orientation activities and events. Generally, students who participate in Orientation activities adjust more quickly and easily to college life.

### Students with special needs

Information regarding services for students with disabilities or special needs is available in the Center for Academic Support and Excellence, (920) 923-8097. Students needing these services are encouraged to contact and meet with the Coordinator of Disability Services prior to enrollment.

### Advanced placement

Incoming freshmen with strong academic abilities may be eligible for advanced standing. Academic credit may be awarded for satisfactory scores on the Advanced Placement (AP) tests or on the College Level Examination Program (CLEP) tests of the College Board. Students should see their school guidance/career offices for further information regarding these examinations.

**Post-secondary enrollment options**

High school juniors and seniors meeting certain academic requirements may take post-secondary courses at Marian University through Wisconsin's Youth Options Program (YOP). Approved coursework grants credit toward the requirement for high school graduation and fulfills college credit. The program provides students with an opportunity to begin college coursework early. Information and application

forms may be obtained from all high school guidance/career offices.

**Last day to enroll**

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 of the fall or spring semester.

## 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 and the contribution expected from the student and his/her family. Expected parent and student contributions are computed according to the federally prescribed system of need analysis known as Federal Methodology. Complete Financial Aid information is available at the Marian University Website: [www.marianuniversity.edu/financialaid](http://www.marianuniversity.edu/financialaid)

### Application procedure

1. Students must apply and be accepted for admission to Marian University.
2. Students must file a Free Application for Federal Student Aid (FAFSA) form. The FAFSA should be filed on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). To receive financial aid, students must be enrolled at least half-time.
3. Students must complete and submit a Marian University Supplemental Form to the Office of Financial Aid.
4. All forms should be completed and submitted 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.

All Marian University financial aid awards are for one academic year only. Students must reapply, following steps 2, 3, and 4 above, each year of attendance.

Students must continue to demonstrate need and maintain satisfactory academic progress as defined by the University to continue receiving financial aid. The Marian University policy on satisfactory academic progress for Financial Aid is available on our Website: [www.marianuniversity.edu/financialaid](http://www.marianuniversity.edu/financialaid) or from the Office of Financial Aid.

A Marian University student who is in need of financial aid and meets eligibility criteria may receive a Financial Aid Award consisting of one or more of the following:

### Grants (non-repayable gift aid)

Priority is given to early applicants.

#### *Federal Pell Grant*

The Pell Grant is a grant for needy qualified undergraduate students who are enrolled at Marian to seek a first undergraduate degree. The amount of award is based on a formula set by the U.S. Department of Education.

#### *Federal Supplemental Educational Opportunity Grant (SEOG)*

A Supplemental Education Opportunity Grant (SEOG) is an award to help undergraduates with exceptional financial need, as determined by the Office of Financial Aid. Priority is given to Pell Grant recipients. Awards range from \$100 to \$1,000 per academic year depending on the student's need and funds available.

#### *Indian Grant*

This award for Native American students from Wisconsin is funded jointly by the Federal Bureau of Indian Affairs and the State of Wisconsin, depending upon funding levels. The amount of the grant is based upon financial need. Recipients must be at least one-fourth American Indian as certified by the appropriate Indian agency. Certification forms are available from the Bureau of Indian Affairs Office or any State Higher Educational Aids Board Office.

#### *Wisconsin Tuition Grant (WTG)*

This grant is restricted to Wisconsin residents who are at least half-time students attending private institutions within the state, who file early. The amount of the grant is based on a formula using the student's expected contribution and the tuition costs at Marian University. 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.

#### *Wisconsin Talent Incentive Program Grant (TIP)*

The Talent Incentive Program Grant (TIP) is a Wisconsin grant available to especially needy and qualified Wisconsin residents, depending upon funding levels. Freshman students may be nominated through a Wisconsin Educational Opportunity Program Officer or through the Office of Financial Aid. The FAFSA is required and early application is encouraged. The TIP Grant is renewable for four years and ranges up to \$1,800 per year.

#### *Marian University Family Discount*

The Marian University Family Discount is designed to aid families with two or more members from the same household who are simultaneously enrolled full-time at Marian University in the undergraduate day program. This discount provides a \$500 annual benefit (\$250 per term) per family member.

## New student scholarships

Scholarships may be offered to new full-time daytime undergraduates to Marian University. 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 Marian University Admission Application. Scholarships are renewed provided the student remains full-time and maintains satisfactory academic progress.

## Freshman scholarships

First-time, full-time freshmen students may be awarded one of the following scholarships:

### Academic Achievement Award

*\$9,500 per year*

A limited number of Academic Achievement Awards are granted each year to incoming first-year students based on high school performance, standardized test scores, extracurricular activities, community involvement, and scholarship interview. Candidates for the Academic Achievement Award should possess at least a 3.60 GPA on a 4.00 scale, rank in the top 15 percent of high school graduating class and score a composite 26 ACT or better.

### Sr. Mary Mollison Legacy Scholarship

*\$7,500 per year*

Sr. Mary Mollison Legacy Scholarships are awarded each year to eligible students possessing a 3.10 GPA or better on a 4.00 scale and rank in the top 25 percent of high school graduating class.

### Trustee Scholarship

*\$5,000 per year*

Trustee Scholarships are awarded each year to eligible students possessing a 2.80–3.099 GPA, rank in the top 50 percent of the class and/or have an ACT composite score of 21 or better.

### Naber Leadership Scholarship

*\$3,000 per year*

Naber Leadership Scholarships are awarded each year to eligible students possessing a 2.50–2.799 GPA or better on a 4.00 scale and rank in the top 50 percent of high school graduating class.

### Sr. Mary Sheila Burns Award

*\$1,000 to \$3,000 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.

## Transfer student scholarships

Marian offers transfer scholarships and leadership awards, ranging from \$1,000 to \$6,000 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 day students are also considered for a 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.

## Other scholarships

The following scholarships ranging from \$250 to \$10,000 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 only required for some scholarships where indicated (\*).

## 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*  
*Ralph Breit Scholarship*  
*Sr. Dolora Brogan Scholarship*  
*Dr. and Mrs. Henry Chang Scholarship*  
*Congregation of Sisters of St. Agnes Scholarship*  
*Consultants Laboratory Nursing and Medical Technology Scholarship\**  
*Harry and Paschaleen Coonradt Scholarship*  
*CSA Legacy Scholarship*  
*Lou and Kathy Cristan 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  
 Clarinda T. Mischler and Sister Adalbert  
 Nursing Scholarship  
 Marian University Cabinet Scholarship  
 Belen Sanchez Mayorga Scholarship\*  
 Dale R. Michels Family Scholarship  
 Dr. Robert and Alice Moser Scholarship  
 National Exchange Bank & Trust 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  
 Social Work Program Scholarship  
 Brother Bob Smith Urban 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\*  
 Frank G. & Frieda K. Brotz Family Foundation  
 Scholarship  
 Dr. and Mrs. Henry T. Chang Scholarship\*  
 Citizens First Credit Union Scholarship\*  
 Marian University Faculty/Staff/Student Scholarship\*  
 Fond du Lac Area Foundation Scholarship\*  
 Fond du Lac Noon Kiwanis Robert Waffle Memorial  
 Scholarship\*  
 Fond du Lac Rotary Scholarship\*  
 Rath Foundation Distinguished Scholarship\*  
 Sentry Insurance Foundation Scholarship\*  
 UPS Scholarships\*  
 Wisconsin Academic Excellence Scholarship  
 Dr. R.G. Raymond and Sarah Raymond  
 Foundation Scholarship

Ted and Grace Bachhuber Foundation Adult  
 Education Scholarship\*  
 Marian Verette Pierce Scholarship  
 Leonard Lewis Scholarship  
 Waldren Family Scholarship  
 Patricia Wargula Memorial Fund/Scholarship  
 Jeanne Zimmerman Scholarship

### Employment

Students who would like to work on campus can find the job postings at the Marian Website in the Financial Aid section under Student Employment. Review the available positions and apply directly with the indicated supervisor. Once you are hired for a position you will need to obtain a work authorization from your supervisor. At this point, students will be provided information about completing an online time sheet and other documentation necessary for working on-campus.

#### *Federal Work–Study Program (FWS)*

This type of half-time employment is available to students who demonstrate financial need and are enrolled for at least 6 credits. All positions are on campus or in community service positions and is coordinated through the Office of Financial Aid.

#### *Marian Campus Work Program (MCW)*

This type of half-time 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 for at least 6 credits. All positions are on campus and are coordinated through the Office of Financial Aid.

### Loans

#### *Federal Perkins Loan*

Perkins Loans are provided on the basis of students' financial need and availability of funds. Undergraduates may borrow a maximum cumulative total of \$20,000, but no more than \$4,000 per year. The funds are awarded through the Marian Office of Financial Aid. Repayment at a 5 percent interest rate begins 9 months after the student graduates or ceases to be enrolled for at least 6 credits. No interest accrues on this loan while students continue to be enrolled at least half time.

#### *Federal Nursing Student Loan (FNL)*

Funds from this program are available to junior or senior level students accepted into the Marian University Nursing Program and are awarded on the basis of need and availability of funds. The maximum loan is \$2,500 per academic year with a cumulative maximum of \$10,000. The funds are awarded through Marian University. Repayment and accrual of 5 percent

annual interest begins 9 months after the borrower graduates or ceases to be enrolled for at least 6 credits.

#### *Federal Subsidized Stafford Loan*

This program is federally funded and based on financial need. Repayment and interest will begin 6 months after the student graduates or ceases to be enrolled at least half-time.

#### *Federal Unsubsidized Stafford Loan*

The Unsubsidized program was developed to help those who do not show need for a full Subsidized Stafford Loan. Repayment will begin six months after the student graduates or ceases to be enrolled at least half-time. However, interest will begin 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, and after the six-month grace period.

#### *Federal PLUS Loan*

##### *(Parent Loan for Undergraduate Students)*

The PLUS Loan program is available to the parents of dependent students through applications from lenders of their choice. 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. However, lenders may determine credit worthiness prior to approving any loan funds. Interest and payments begin shortly after the loan has been received, and payments are required while the student is enrolled in the university. Contact the Office of Financial Aid regarding application procedures. If a dependent student's parent is denied the PLUS loan due to credit history, the student may borrow additional unsubsidized Stafford Loans.

#### **Further information**

Because of the number and complexity of financial aid programs, only basic descriptions of the various

sources of aid can be provided here. 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/](http://www.marianuniversity.edu/).

#### **Marian University Satisfactory Academic Progress policy and procedures**

Students enrolled at Marian University must maintain satisfactory academic progress in order to retain their financial aid. Students may obtain a copy of the policy that affects their financial aid from the Office of Financial Aid or the Marian University Website: [www.marianuniversity.edu/](http://www.marianuniversity.edu/). This policy differs from the Academic Policy.

#### **Consumer Information**

Marian University is required to notify you, on an annual basis, about information that is important to your education at Marian, and about Financial Aid. This information can help you make decisions about your education. You will find this information on the Marian University Website at [www.marianuniversity.edu/](http://www.marianuniversity.edu/).

You will find consumer information regarding financial aid and the process, your 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 process), information about University programs and staff/faculty, campus crime information, Privacy Act information, athletic information, and much more.

## TUITION

### Undergraduate Tuition

All tuition and fees are set by the University's Board of Trustees on an annual basis. The Office of Business and Finance publishes an annual brochure detailing specific tuition and fee information. Brochures can be obtained from either the Office of Business and Finance or the Office of Admission.

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

There are three tuition payment options:

1. Pay the total semester amount by the first day of class and avoid all interest and payment plan charges.
2. Make ten monthly payments to Tuition Management Systems (TMS) from August through the following May. Determine monthly payments by multiplying the total semester amount by two for the full year's expenses, and divide by 10. To enroll with TMS, there is a fee but no interest charges.
3. Pay 40 percent of the total semester amount by the first day of class, 30 percent by September 30 and the remaining 30 percent by October 31 for the fall semester. For the spring semester, the dates are February 28 and March 30. With this option, there is a \$25 payment plan charge per semester and a 1 percent monthly interest charge on the outstanding balance. Contact the Office of Business and Finance with questions regarding payment plans.

### PACE / Graduate Tuition

Payment is due in full by the first day of each course. Cash, checks, VISA, MasterCard, and Discover are accepted payment methods.

### Per Credit Charges

Alternate Certification Program	\$428
Graduate Education – Masters Tuition – EL Courses	\$428
Graduate Education – Masters Tuition – ET Courses	\$428

Graduate Education – Tuition – "Elective" Courses	\$250
PACE Program Tuition (including BSN)	\$353
OLQ Program Tuition	\$428
Graduate Nursing – Masters Program	\$561
Graduate Education – PhD Program	\$560
Undergraduate – Winterim	\$340
Undergraduate – Summer School	\$340

### Financial holds

Students are required to pay their accounts in full before registering for the next semester courses. If payment is not received, then the account is placed on financial hold, which stops a student from registering for future courses, getting a transcript, or receiving a diploma.

### Course audit fees

Audited courses are assessed at 50 percent 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 based on the annual brochure published by the Office of Business and Finance.

### Senior citizens fees

Senior citizens fees: \$25 to audit a class; \$35 per credit to receive credit for a class. Senior citizens fees are applicable to undergraduate courses for non-degree-seeking students, 62 years of age and older.

### 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.

**Meal plans**

All residential students are required to participate in a meal plan. Exception may be made for health reasons. A letter from the student’s physician is required to verify health reasons. Residents may choose from an unlimited or 75 block meal plan, and additional Snack Points are available for purchase.

**FEES AND DEPOSITS**

**One-time charges**

Application fee	\$ 20
New student fees	\$100
New student tuition deposit	\$100
Graduation fee	\$ 75
Housing deposit	\$110

**Annual fees**

The following fees are billed with tuition and differ from year to year:

*General fee*

This fee is set annually by the Board of Trustees and charged to students by semester. It covers use of campus facilities and access to University events and services. Half-time students are charged on a pro-rata basis.

*Technology fee*

This fee is set annually by the Board of Trustees and charged to students by semester. It covers Internet access and other technology enhancements. Half-time students are charged on a pro-rata basis.

*Student Senate assessment*

This fee was voted by the Student Senate and is charged by semester. It covers the cost of one main musical event per year. Half-time students are not charged.

**Additional fees for certain courses**

Certain courses require special materials, supplies, equipment and/or facilities, the cost of which is passed on to students through course fees. Students enrolled in clinicals are assessed fees that cover the direct non-teaching costs incurred by the University.

**Payment of tuition and fees**

All payments are processed through the Marian University Office of Business and Finance. Acceptable forms of payment include cash, check, VISA, MasterCard, or Discover. Questions regarding student accounts should be directed to the Office of Business and Finance personnel.

**University Refund Policy**

Drop before first class No notation on transcript	100% refund
Non-attendance/no drop/no show WD on transcript	90% refund

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

<b>Length of class</b>	<b>Amount of refund</b>	<b>Academic Notation</b>
<b>14 weeks or longer:</b>		
1 <sup>st</sup> or 2 <sup>nd</sup> week	100%	No notation on transcript
3 <sup>rd</sup> or 4 <sup>th</sup> week	75%	WD on transcript
5 <sup>th</sup> or 6 <sup>th</sup> week	50%	WD on transcript
After 6 <sup>th</sup> week	None	WD on transcript
After the 10 <sup>th</sup> week	None	WF on transcript
<b>7 to 13 weeks:</b>		
1 <sup>st</sup> week	90%	WD on transcript
2 <sup>nd</sup> week	75%	WD on transcript
3 <sup>rd</sup> week	50%	WD on transcript
After 3 <sup>rd</sup> week or up to 69% of course completed	None	WD on transcript
70% or more of course completed	None	WF on transcript
<b>1 to 6 weeks or more than 2 course meeting days:</b>		
10% of course completed	90%	WD on transcript
11 to 25% of course completed	75%	WD on transcript
26 to 40% of course completed	50%	WD on transcript
41% to 69% of course completed	None	WD on transcript
70% or more of course completed	None	WF on transcript
<b>2-Day Courses:</b>		
1 <sup>st</sup> day	50%	WD on transcript
2 <sup>nd</sup> day	None	WF on transcript

## IMPORTANT

The official date of University withdrawal or course drop/withdrawal for purposes of determining refund and academic action is the day upon which properly completed withdrawal or course drop forms are received in the Office of the Registrar.

- The Office of Financial Aid has a separate Refund Policy for returning aid when a student withdraws.
- Students who are suspended or expelled for disciplinary reasons receive no refund on tuition.
- Fees for courses dropped after the add/drop period are not refunded, but drop forms must be filed in the Office of the Registrar in order to avoid receiving a failing grade for the course.
- Room charges are non-refundable.
- Board refunds are made, with appropriately approved exceptions, on a pro-rated basis.
- No student will receive a diploma or an official academic transcript until all accounts have been paid.
- The University, through the appropriate action of its Board of Trustees and Administration, reserves the right to make changes in the above as financial and operational considerations may require. Changes in tuition or fees after publication of this bulletin are printed separately and are made available to all current and prospective students.

## ***Academic and Student Services***

### ***GENERAL INFORMATION***

Students coming to Marian determined to shape their own environment will find almost unlimited opportunities for leadership at the University. Marian provides a fully supportive environment that responds to student needs. Students recognize that Marian is their University. They share in its governance through representation on administrative, faculty, and student life committees. They participate in matters that require adjudication through the University judicial boards, appeal committees, and policy-making bodies. They are directly responsible for the social life and the activities on campus.

Marian students appreciate the advantages of a small campus but they also want a dynamic one. They want to achieve personal and professional goals through decisions that they participate in making.

Campus life aims to encourage an alertness that intensifies the enjoyment of learning, the appreciation of the world's cultural and artistic achievements, and the warmth and fun of recreation.

### ***CENTER FOR ACADEMIC SUPPORT & EXCELLENCE***

Mobile Unit West  
(920) 923-8097

[www.marianuniversity.edu/caseoffice](http://www.marianuniversity.edu/caseoffice)

#### ***Academic advising***

All undergraduate degree-seeking students are assigned a faculty/staff academic advisor to assist the student in planning an academic program. The faculty/staff academic advisor is from the student's selected major. Students who have not selected a major are advised by the academic advisor of the EXCEL and Undeclared programs in the Center for Academic Support and Excellence (CASE).

Students are encouraged to meet with their academic advisor periodically throughout each semester. Students are expected to meet with their academic advisor in selecting courses and making any major decisions regarding their academic program and/or career plans. Academic advisors assist students with decision-making, but final responsibility rests with students.

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 course selection, general academic direction, academic requirements, goals, and career planning.

All academic-related questions should be referred to the student's academic advisor or to the Dean of Academic Advising and Academic Services.

#### ***Academic Services***

Academic Services is committed to meeting the academic needs of Marian University students. Academic Services available include study groups directed by staff and student leaders, individual tutors, and assistance with study skills (time management, goal setting, preparing for and taking tests, using support systems within the University, etc.). Information and assistance is available in the Center for Academic Support and Excellence. Also, see information regarding the Learning and Writing Center. Other resources provided include study guides for NCLEX and Praxis I and II.

#### ***Academic testing***

Academic Testing is responsible for the coordination, administration, and planning of academic tests that are requested by the University and educational community. The CASE Office serves as a national test center site for the following exams:

- Accuplacer Placement Assessments (math, reading, writing)
- ACT Residual Testing
- Castle
- College Level Examination Program (CLEP)
- DSST
- ISO
- Kryterion
- Proctor Service – external
- Traditional Student Testing

#### ***Disability Services***

In alignment with Marian University's core values, Disability Services recognizes the inherent worth and unique contributions of every individual. Marian University and Disability Services value individual differences and support the premise that disability is an aspect of diversity, which plays a vital and important role in the educational experience.

Marian University promotes an inclusive and accessible educational environment to the greatest extent

possible wherein individuals with disabilities are afforded equal opportunity to participate fully and benefit from its facilities, services, and programs. Marian University is dedicated to fulfilling the mandates set forth by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, both in letter and in spirit. No otherwise qualified individual with a disability shall be denied access or participation in any program, service, or activity offered by Marian University.

Each individual is responsible for making timely and complete disclosures and specific requests for reasonable accommodations to meet his or her particular needs. In addition, each individual is responsible for submitting appropriate documentation that supports the need for the requested reasonable accommodation. Reasonable accommodations are determined on an individual basis and implemented with high regard for confidentiality. It is strongly recommended that requests be made at least 4-6 weeks in advance of when they are needed to avoid delays that could potentially impact participation in a program, service, or activity.

Marian University and any of its agents shall not coerce, intimidate, retaliate against, or discriminate against any individual for exercising a right under Section 504, or for assisting or supporting another to exercise those rights. Individuals who have exercised or have assisted in exercising rights under Section 504 remain subject to the same policies and procedures as other individuals at Marian University. Each individual shall demonstrate cooperation with Marian's policies and procedures in order to obtain reasonable and appropriate accommodations.

**Accessing services:** Meet with the Coordinator of Disability Services to disclose and discuss the disability and the reasonable accommodations requested. Provide documentation of the disability according to Marian's documentation guidelines. The Coordinator of Disability Services will review all documentation and determine eligibility for services. Requests for reasonable accommodations will be reviewed on a semester-by-semester basis and granted as supported by the documentation and individual needs. The Coordinator of Disability Services also serves as a liaison to all University offices and services.

**Reasonable accommodations may include, but are not limited to, the following:**

**Available Services:** advocacy; consultation with faculty members regarding academic accommodations; and

facilitate awareness of students rights and responsibilities

**Classroom Accommodations:** preferential seating; priority registration; permission to tape record lectures; note-takers; hearing assistive devices for classroom settings; interpreters; and syllabi in advance

**Exam Modifications:** testing in quiet, distraction-reduced environment; extended time to complete exams; exam readers; scribes; word processor; calculator; and oral exams

**Learning Accommodations:** textbooks in alternate formats; enlargement of syllabi, notes, exams, and academic documents; Kurzweil – learning software; and Dragon Naturally Speaking – Speech Recognition Software

### **EXCEL Program**

Further information regarding the EXCEL Program can be found in the Admission section of the Academic Bulletin.

### **Tutor Program**

The goal of the Marian University Tutor Program is to help students gain the confidence and skill necessary to successfully complete course work. Marian University student tutors are recommended by Marian University faculty. Tutoring is available free of charge to any registered student during the fall and spring semesters. Contact the Center for Academic Support and Excellence for further information.

### **Undeclared Majors**

The Center for Academic Support and Excellence assists students who may be uncertain about their choice of a career field and/or major at Marian University. Academic advisors assist students in understanding the purpose and value of general education as part of the University experience; learning the “ground rules” governing University requirements, policies, and procedures; and taking responsibility in the academic advising and decision-making processes. To help undeclared students make choices compatible with their interests, abilities, and goals, the CASE Office offers various career inventories and other opportunities to learn more about themselves and majors that may be of interest to them.

**Learning and Writing Center**

The Learning and Writing Center assists students in developing skills and knowledge necessary for meeting academic goals. The Learning Specialists and Coordinator of Writing Services provide academic assistance in math, science, reading, writing, and study skills. Also provided are software applications and materials in an optimal learning space that serves individuals students, as well as small group learning opportunities. Learning specialists provide one-on-one assistance to students. Assistance is available to students who speak English as their second language.

For further assistance and information contact:  
 Math Learning Specialist at (920) 923-8739  
 Reading/Writing Specialist at (920) 923-8586  
 Science Learning Specialist at (920) 923-8964  
 Coordinator of Writing Services at (920) 923-8764

**OFFICE OF MISSION, LEARNING AND RETENTION**

*Administration – 2nd Floor*  
 (920) 923-8963

The Office of Mission, Learning and Retention is the administrative office which supports the fulfillment of the Mission and Core Values of the University and the charisma of the Congregation of Sisters of St. Agnes. The office works with faculty, staff, and administrators to encourage institutional action/change that will enhance the Mission and student retention efforts. In addition, this office provides strategic vision and leadership in the development of policies, programs, and procedures related to student success at Marian University. In addition, the Office of Mission, Learning and Retention has specific oversight for the First-Year Studies Program (consisting of the First-Year Experience and First-Year Studies).

**First-Year Studies Program**

The First-Year Studies Program serves the needs of undergraduate day students during their first year at Marian and integrates curricular (First-Year Studies) and co-curricular (first-year experience) elements.

**First-year experience**

Marian University is committed to the success of first-year students, guiding them in their transition to college and achievement of educational goals. The program focuses on four areas of transition and adjustment to campus: academic success, leadership, personal development, and wellness. Within the First-

Year Studies Program, Student Mentors serve first-year students to help facilitate the goals of the program.

**New Student Orientation**

The first week of each semester is devoted to the orientation of first-year and transfer students. Students are introduced to the academic and social aspects of University life. They attend information sessions, meet with their academic advisor, and become acquainted with the faculty and traditions of the University. They also meet their classmates through curricular and co-curricular activities. For further information, contact the Director of First Year Studies Program at (920) 923-8723.

**First-Year Seminar**

The curricular arm of the First-Year Studies Program facilitates students' transition into the University environment and develops their critical thinking and reading skills to better meet the challenges of college-level work. All students entering Marian University with 23 or fewer credits must take GEN 101: First-Year Seminar, (3 credits) during their first semester of attendance at Marian. The Director of First-Year Studies Program collaborates with other general education courses typically taken the first year to create a more integrated learning environment.

**Retention**

The Office of Mission, Learning and Retention: oversees the University Recruitment, Retention, and Graduation Committee; directs the development of goals, procedures, processes, materials, and training to ensure that all staff and faculty are familiar and can easily access retention data; investigates grant opportunities to support retention initiatives and other revenue generating opportunities; evaluates administrative policies, procedures, rules, regulations, communicates implications and their possible impact on student retention; and administers periodic student retention workshops for the University.

**STUDENT DEVELOPMENT CENTER**

Mobile Unit East  
 (920) 923-8799

**Career and Graduate School Services**

Career guidance assistance is available for all students through the Career and Graduate School Services Office located in Mobile Unit East.

**Career planning**

- Career Counseling: assistance identifying majors, what you can do with your major, occupational descriptions, training and qualification information.
- Informational interviewing and job shadowing opportunities.
- Assessments: Strong Interest Inventory and Myers–Briggs Type Indicator; online access with personal interpretations provided by qualified Career Development professionals.
- Resource Library and Career and Graduate School Services Website.

**Internships**

An internship is a learning approach that integrates University studies with paid or unpaid practical work experience that is directly related to the student's major. Students may earn academic credit for internship experience with appropriate approval. Opportunities exist in business, industry, government, and service agencies.

The purpose of an internship is to enhance the academic classroom experience and offer another opportunity and dimension to the student's education experience. Through these work experiences, students are given opportunities to test career choices, improve work skills, and develop professional contacts. Career professionals and academic advisors work together with students to prepare and to secure internship sites.

Some programs require students to take a 1-credit Career Preparation course offered each semester. This course is designed to assist students in identifying and preparing for their internship experience.

Contact the Internship Coordinator in your major field of study:

Communication	(920) 923-8792
Business	(920) 923-8522
Music Administration	(920) 923-8108
Other	(920) 923-7161

**Job search assistance**

- Résumé and cover-letter writing, mock interviews, interviewing skills, dress for success.

- Internship and job fairs.
- Job postings; subscriptions; permanent full-time, half-time, summer, internship, and volunteer opportunities; internship and job search websites.
- Salary surveys.

**Graduate school assistance**

- Researching schools and admission assistance.
- GRE, MCAT, LSAT test prep resources.

**Community Involvement Program (CIP)**

The Community Involvement Program promotes opportunities for students to volunteer on a short- or long-term basis for non-credit experience(s). Students record their volunteer hours through the Office of Career and Graduate School Services, located in Mobile Unit East. Students can request a Volunteer Transcript outlining their volunteer service throughout their time at Marian University. The Office of Career and Graduate School Services and the Volunteer Center of Fond du Lac County, Inc., co-coordinate a Volunteer Services Fair in the fall. Volunteer opportunities are posted on the Career Services Website. Contact the Office of Career and Graduate School Services at (920) 923-8799 for further Career Development information or to schedule an appointment.

**Counseling Center**

Confidential personal counseling is available to all students without cost through the Counseling Center, located in Mobile Unit East. This service covers a variety of topics, including, but not limited to, coping with change and transition; dealing with depression or anxiety; relationship and sexuality concerns; grief and loss counseling; time management and organizational skills; eating disorders; financial counseling; and building self-esteem.

Group counseling, self-help resources, and program services are also offered. Free online screenings are available for depression, anxiety, alcohol, eating disorders, and other mental health concerns. The screening is taken anonymously and is provided so that you may find out, in a few minutes, whether or not a professional consultation would be helpful to you.

If the counseling staff encounters issues outside their expertise, or if a student wishes to see another

counselor, referrals are made to appropriate professionals in the community. For more information, or to schedule an appointment, please call (920) 923-8799. Regular office hours are Monday through Friday from 8:00 a.m. to 4:30 p.m. (fall and spring semesters only). Other hours may be available to fit your needs. If you need someone to talk to after hours, the Collegiate Assistance Program provides confidential counseling 24/7 at 1-866-443-8248. For additional resources, visit our website at: [www.marianuniversity.edu/counseling](http://www.marianuniversity.edu/counseling). For an emergency, always call 911.

## **INTERNATIONAL / MULTICULTURAL STUDENTS**

International Multicultural Center  
18 S. National Ave, Lower Level  
(920) 923-8524

The International Multicultural Center (IMC) Program Office is open to meet the needs of international students with individualized support and development. The IMC assists both international and multicultural students in learning about Marian University, the Fond du Lac community, and life in the Midwestern area of the United States. The coordinator will promote and assist in the development of multicultural educational programs for the campus and provide leadership opportunities and training to create an inclusive environment for **all** students.

Information will be provided on the following topics and all international students are **required** to stop in at the IMC during the first two weeks of the semester:

- Driver's license
- Employment authorization
- Health insurance
- Homesickness
- Housing
- Income tax
- 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 TB 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.

Appointments are recommended, but not required. To schedule an appointment, contact the International Student Advisor at 1-800-262-7426 or (920) 923-8523. Office hours are 8:00 a.m. – 4:30 p.m. or by appointment.

## **RESIDENCE LIFE**

The professional Residence Life staff have offices on the first floor of Naber Hall, the lower level of Townhouse C, and the first floor of the Courtyard, Building #1. The Office of Residence Life represents the University's commitment to providing a residential community where students can pursue their educational interests in an informal and social setting. The office is responsible for providing social, recreational, spiritual, and educational programming, as well as maintaining the University's policies and procedures, which may include disciplinary action.

## **Housing options**

Naber Hall is a co-ed residence facility and has accommodations for double occupancy. Naber Hall is furnished comfortably with TV lounges, a reception area, kitchenette, and is the largest traditional residence hall reserved for first-year students.

Cedar Creek, the newest Marian University housing option, provides students with apartment-style living and contains a full-service kitchen, bathroom, living room, dining area, and two double occupancy bedrooms.

The Marian Townhouse Village, located at the east end of the campus, is a co-ed complex that houses up to 84 students. Fourteen townhouse units with single- and double-occupancy rooms provide a unique alternative to traditional residence halls. As part of the residence life program, students may experience an "apartment-style" living arrangement while remaining on campus. The Townhouse Village is reserved for upper-class students.

The Courtyard is also a co-ed complex that houses up to approximately 150 students. The Courtyard's three housing options designed to serve the needs of Marian students include:

1. House units accommodate 22 students in double-occupancy rooms in a two-story arrangement featuring an open lounge/living room on the first

level and a loft living room above. Reserved for first-year students.

2. Penthouses are individual three-bedroom units, double-occupancy rooms only, including living rooms and showers but no cooking facilities. Reserved for first-year and upper-class students.
3. Efficiency suites are similar to penthouses but include a full-service efficiency kitchen and double-occupancy rooms only. Reserved for upper-class students.

Duplex housing is available for specific interest groups and Greek organizations. Duplex housing offers single- and double-occupancy rooms. The Duplexes are reserved for upper-class students.

Each residence facility is assigned a Resident Assistant (RA). These upper-class students are trained as resource people and coordinate social and educational programs for all residents. They are also responsible for maintaining the University's policies and procedures.

All student residence facilities have card-operated laundry equipment. Parking lots and bike racks for students are located throughout the campus. For housing information, or to obtain a housing contract, contact the Office of Student Life at (920) 923-7666.

### **STUDENT ACTIVITIES AND GREEK LIFE**

The Office of Student Activities and Greek Life fosters learning and leadership opportunities outside of the classroom. Organizations, such as Marian Activities Committee (MAC) and Student Senate, are student-led and initiated, as well as oversee programs that are educational, recreational, cultural, and social. Some of the major campus events sponsored by these organizations and the Office of Student Activities and Greek Life include Homecoming, Freak Week, Big Band, Late Night Breakfast, and the Student Recognition Banquet.

To obtain more information on clubs and organizations at Marian University, contact Student Senate at (920) 923-8515 or

[studentsenate@marianuniversity.edu](mailto:studentsenate@marianuniversity.edu)

For programming events – or to get involved – contact MAC at (920) 923-8524 or [mac@marianuniversity.edu](mailto:mac@marianuniversity.edu) or contact the Office of Student Activities and Greek Life at (920) 923-8125.

### **FOOD SERVICE**

Marian University food service is available to all students, faculty, and staff. Resident students are

required to participate in one of the meal plans offered. Breakfast, lunch, and dinner are offered Monday through Friday while brunch and dinner are served on Saturday and Sunday. The Sabre Diner is open six days a week featuring salads, hot sandwiches, hamburgers, fruit and beverages, along with many other tasty treats. Snack Points may be used like cash in both locations. Commuter students may purchase Snack Points or meal plans to be used either during regular meal times or at the Sabre Diner. Common Grounds and Erbert and Gerbert's Bistro, located in the Todd Wehr Alumni Center, offer coffees, beverages, bakery items, cold sandwiches, soups, and salads. Purchases may be made with cash or Snack Points. For further information, contact the Office of Student Life at (920) 923-7666.

### **HEALTH SERVICES**

Student Health Services provides services for students, staff, and faculty.

Health Services is staffed by registered nurses and certified nurse practitioners who are supported by emergency room physicians from Agnesian HealthCare. Specially trained in all age emergency medicine, each nurse is qualified to triage medical conditions and refer patients for additional and follow-up care.

Services offered include health information, treatment of minor injuries, illnesses and disease, immunizations, over the counter medications, and prescriptions by our nurse practitioner. For further information, contact Student Health Services at (920) 923-7615.

### **INSURANCE**

The University does not carry health, accident, life, or property insurance on any student (unless an activity performed by a student is considered to be on behalf of the University), excluding intercollegiate athletics. All students are encouraged to obtain sufficient insurance coverage before enrolling. International students are required to carry health insurance. To obtain insurance information, contact the Office of Student Life at (920) 923-7666.

### **CAMPUS MINISTRY**

Campus Ministry is an expression of the church's special desire to be present to all who are involved in higher education and to further the dialogue between the church and the academic community. The church brings to this dialogue its mission to preach the gospel

of Christ and to help the human family achieve its full destiny.

Campus Ministry seeks to proclaim the Good News to the academic community and to a pluralistic society in a prophetic yet reconciling voice. Lay, religious, and ordained campus ministers constitute this professional, pastoral ministry in the church today. These campus ministers gather all the members of the church on campus to form the faith community, to appropriate the faith, to form a Christian conscience, to educate for justice, to facilitate personal development, and to develop future leaders for the church and society.

The Campus Minister is available to students, faculty, and staff for personal and spiritual advisement.

Campus Ministry embraces the hope that all individuals will be “empowered by the spirit” to recognize their own dignity and worth and to reach out to others on the campus to collaborate in building God’s kingdom of love and justice (The Gospel on Campus). Contact the Campus Minister at (920) 923-7624.

### **ATHLETICS**

Marian University offers a varied and growing athletic program for both men and women. Facilities include a gymnasium, Smith Fields (soccer and softball), Herr-Baker baseball field, the Blue Line Family Ice Center Hockey Arena, the Indoor Recreation Facility, and a fitness center.

Sabre athletes participate at the national level in the National Collegiate Athletic Association (NCAA) Division III and at the conference level in the Northern Athletics Conference (NAC), Northern Collegiate Hockey Association (NCHA), and Midwest Collegiate Hockey Association (MCHA). Women’s sports include basketball, cross country, golf, hockey, soccer, softball, tennis, and volleyball. Men’s sports include baseball, basketball, cross country, golf, hockey, soccer, and tennis.

### **Athletic eligibility**

Marian University student-athletes must meet institutional and NCAA Division III eligibility requirements. For further information, contact the Director of Athletics at (920) 923-7178.

### **Intramural activities**

The Intramural Department provides opportunities for competition in a wide variety of sports and is open to

the entire student body. The activities include basketball, flag football, floor hockey, pool tournaments, softball, tennis, and volleyball. The Athletic Department and Intramural Department work collaboratively, with intramural activities scheduled around athletic practices and contests. The programs are also open to faculty and staff. For further information, contact the Intramural Director at (920) 923-8090.

## **GENERAL ACADEMIC INFORMATION**

This section of the Academic Bulletin 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.

### **Organizational structure**

The University’s instructional program is organized into seven schools including: the School of Arts, Humanities and Letters; the School of Business; the School of Criminal Justice; the School of Education; the School of Mathematics and Natural Science; the School of Nursing; and the School of Social and Behavioral Science.

In addition, Marian University offers courses specifically designed for non-traditional students who have significant work experience, through Marian’s Professional Adult and Continuing Education (PACE) programs.

### **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 two two-week and two four-week summer sessions as well as in a two-week winter session. Marian’s Professional Adult Continuing Education programs and graduate level programs run throughout the entire year.

### **Degrees and areas of study**

The following degrees, majors, minors, and other areas of study are offered at Marian University:

**Degrees Awarded by Marian University**

- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Bachelor of Criminal Justice (BCJ)
- Bachelor of Business Administration (BBA)
- Bachelor of Interdisciplinary Studies (BIS)
- Bachelor of Organizational Communication (BOC)
- Bachelor of Science in Business Administration (BSBA)
- Bachelor of Science in Education (BSED)
- Bachelor of Science in Interdisciplinary Studies (BSIS)
- 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 of Science (MS)
- Master of Science in Nursing (MSN)
- Doctor of Philosophy (PhD)

**Bachelor of Arts, Bachelor of Science**

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 Marian University foreign language courses at the 101, 102, 201, and 202 levels or the equivalent.

**Majors, minors, and areas of study**

**Undergraduate Programs**

	DEGREE	MAJ.	MIN.
Accounting	BSBA	X	X
Art Education	BS	X	
Art History			X
Athletic Coaching			X
Biology	BS	X	X
Biology Education			X
Biology–Cytotechnology	BS	X	
Broad Field Science Education	BS	X	
Broad Field Social Studies	BS	X	
Business Administration	BSBA	X	X
Chemistry	BS	X	X
Chemistry Education			X
Communication	BA	X	X
*Electronic Journalism			
*Organizational Communication			
*Public and Professional Communication			
*Public Relations			
Computer Forensics			X
Criminal Justice	BS	X	X
Cultural, Media and Gender Studies			X
Early Childhood/Elementary Ed.	BSED	X	
Elementary–Middle Education	BSED	X	
English	BA	X	X
*Literature			
*Writing			
English Education	BS	X	
English/Language Arts			X

Environmental Science			X
Expressive and Therapeutic Arts	BA	X	
Finance	BSBA	X	X
Forensic Science	BS	X	
Graphic Arts	BA	X	X
Health Care Administration	BSBA	X	
History	BS	X	X
Homeland Security	BS	X	X
Human Resources	BSBA	X	
Information Technology	BS	X	X
Interdisciplinary Studies	BSIS	X	
Jazz Studies			X
Leadership			X
Liturgical Music			X
Management	BSBA	X	X
Marketing	BSBA	X	X
Mathematics	BS	X	X
Mathematics Education			X
Middle–Secondary Education	BS	X	
Ministry			X
Music	BA	X	X
*Liturgical Music			
Music Administration	BS	X	
Natural Science			X
Nursing	BSN	X	
Philosophy			X
Pre-Law			X
Psychology	BS	X	X
Public Relations			X
Radiologic Technology	BSRT	X	
Religious Education			X

**Undergraduate Programs**

	DEGREE	MAJ.	MIN.
Social Studies			X
Social Work	BSW	X	
Sociology			X
Spanish	BA	X	X
Spanish Education	BA	X	X
Sport & Recreation Management	BSBA	X	X
Self-Designed Major	BS	X	
Studio Art	BA	X	X
Theology	BA	X	X
Writing			X

*\*denotes special emphasis or concentration within the major or minor*

**Undergraduate Professional Adult and Continuing Education Programs**

	DEGREE	MAJ.	MIN.
Business Administration			X
Criminal Justice	BCJ	X	
General Management	BBA	X	
Health Care Administration	BBA	X	
Homeland Security	BS	X	
Human Resource Management	BBA	X	
Information Technology Management			X
Interdisciplinary Studies	BIS	X	
Marketing	BBA	X	
Operations Management	BBA	X	
Organizational Communication	BOC	X	X
Radiologic Technology	BSRT	X	

**Graduate Programs**

Educational Leadership	MAE
Educational Technology	MAE
Differentiated Instruction Alternative Learning	MAE
Special Education	MAE
Teacher Education	MAE
Criminal Justice Leadership	MS
Grief and Bereavement	MS
Organizational Leadership & Quality	MS
Adult Nurse Practitioner*	MSN
Nurse Educator*	MSN

\*Includes RN to MSN

**Doctoral Programs**

Curriculum and Instruction Leadership	Ph.D.
Educational Administration	Ph.D.
Leadership Studies	Ph.D.

**Post Baccalaureate Graduate Licensure Programs**

- Alternative Education License (952)
- Director of Instruction
- Director of Special Education & Pupil Services
- Principal
- School Business Administrator
- Superintendent
- Teacher Education Certification Program

**Undergraduate Certificate Programs**

- Grief and Bereavement
- Health Care Administration
- Homeland Security Leadership
- Palliative Care

**Graduate Certificate Programs**

- Grief and Bereavement
- Nursing Education
- Online Teaching

**Special Programs**

- EXCEL Program
- Honors Program
- McNair Scholars Program
- Military Science
- Student Support Services (SSS) Program

**Pre-Professional Programs**

Marian University offers preparation for undergraduate and graduate professional programs in cytotechnology, dentistry, engineering, law, medicine, occupational therapy, optometry, physical therapy, physician assistant, radiologic technology, and veterinary medicine at other colleges and universities. Marian urges students to design their undergraduate programs to meet the specific requirements of the graduate or undergraduate school 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. Please refer to the specific school sections for more information on pre-professional programs.

**Self-Designed major**

The Self-Designed Major (SDM) offers an opportunity for students who wish to pursue a course of study not accommodated by traditional majors at Marian University. 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. 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.

The self-designed major allows students to achieve a quality program leading to a viable Bachelor of Arts (BA) or Bachelor of Science (BS) degree and is available to all undergraduate students in traditional programs. Students interested in the self-designed major should contact the appropriate School Dean for admission to the program, policies, and procedures.

**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 sometimes require scheduling that extends programs beyond the traditional four years.

**Licensure**

Professional programs usually qualify the student for entry into practice. State law may mandate registration or license and specify state board examination requirements in some professions. Satisfactory completion of Marian University coursework provides adequate preparation for licensure or state board examinations.

**SPECIAL ACADEMIC OPPORTUNITIES**

**Honors Program**

The Honors Program at Marian University provides students who have excellent academic qualifications with an opportunity to participate in a challenging, innovative program of interdisciplinary study. Honors courses often fulfill general education requirements with courses designed especially for them. Honors

students also 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 of these each semester at Marian University.

Most Honors Program students qualify for prestigious Academic Achievement Awards or the Sr. Mary Mollison Legacy Scholarship. About 20 students are admitted to the program each year through a competitive application process. Typically, these Honors Program students have an 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 as transfer students. For more information on the Honors Program, including an Honors Program Calendar of Events and Curriculum listing, please refer to the Honors Program page of the Marian University Website: [www.marianuniversity.edu/honorsprogram](http://www.marianuniversity.edu/honorsprogram) or contact the Director of the Honors Program for more information.

### **EXCEL Program**

The EXCEL Program is a one year program for select students which is designed to provide those entering their first year of college with support and encouragement in their transition to the college experience. The purpose of the EXCEL Program is to set clear expectations for academic performance, provide opportunities for greater individualized learning, and promote the utilization of important campus resources and services so that students may gain the skills and strategies they will need to achieve both academic and personal success. For more information about this opportunity, refer to the “Admission to the EXCEL Program” under the Admissions section of this bulletin.

### **Study Abroad Program**

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 across the world, and faculty-led study tours abroad.

Study abroad opportunities allow students to continue with studies for their degree at Marian University but

change their location and enjoy the richness of the differences in culture.

Students considering a study abroad experience are encouraged to begin scheduling the time for their experience into their four-year program plan as early in their Marian career as possible. Since liberal arts core courses can be taken as part of the study abroad experience, it helps students to begin planning as early as freshman year. The following application deadlines for studying abroad are: October 1 for spring programs; March 1 for summer and fall programs.

Costs for study abroad can be very comparable with costs at Marian. Many programs offer grants to help defray costs of studying abroad. Students should inquire about individual financial aid packages at the Office of Financial Aid of Marian University. Students who pursue a major in Spanish, Spanish Education, or a teaching minor in Spanish are required to study abroad. They should consult with their academic advisor who will explain the specific requirements of their academic program. Other language minors and students who want to improve their language proficiency are encouraged to take advantage of these programs to explore other cultures while improving language skills.

Students are encouraged to review the study abroad opportunities available on Marian University’s web page and to contact Marian’s International Education Office at (920) 923-8523 or visit the office at 18 S. National Avenue for more information.

### **Ronald E. McNair Post-Baccalaureate Achievement (McNair) Program**

Marian University is proud to be one of several hundred recipients of Ronald E. McNair Post-baccalaureate Achievement (McNair) program awards in excess of \$1.1 million. This program established and named in honor of Challenger space shuttle astronaut Ronald E. McNair is underwritten by the Department of Education. It is specifically designed to prepare participants for graduate studies through involvement in research and other scholarly activities. McNair participants are from underserved backgrounds and have demonstrated strong academic potential. Institutions that receive the award work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress through to their successful completion of advanced degrees. The goal of the McNair program is to increase the attainment

of graduate degrees by students in all disciplines from underrepresented segments of society.

For more information, please visit the McNair program's website at: [www.marianuniversity.edu/mcnair](http://www.marianuniversity.edu/mcnair) or call (920) 923-8621.

### **STUDENT SUPPORT SERVICES**

Student Support Services (SSS) assists students in earning a bachelor's degree by helping develop skills and motivation to succeed. SSS enhances the college experience and maximizes personal goals.

The SSS program is federally funded by the U.S. Department of Education. The program focuses on student success and retention.

#### **Mission Statement**

*"Student Support Services is a community of support that serves and advocates for first-generation, low income, students with disabilities to achieve their goals of graduation. We are dedicated to providing individualized academic coaching, financial literacy, tutoring, and personal guidance to foster lifelong learning and growth."*

Services provided and benefits offered:

- Provide writing and reading assistance
- Scholarships
- Trips that enhance liberal art experience
- A place to feel connected with others
- Student mentoring
- Workshops on time management, financial literacy, and note taking
- Financial aid counseling
- Academic coaching
- Personal guidance
- Career development assistance
- Place to study quietly and utilize computers
- Enhance college experience

Who qualifies?

Students must be citizens or permanent U.S. residents and meet one of the following requirements:

- First-generation college student (neither parent has a bachelor's degree)

- Family earns a limited income
- Disability that is documented
- Demonstrates academic need

For more information, please visit Student Support Services on the 2<sup>nd</sup> floor of the Administration Building in room 206, visit the website at: [www.marianuniversity.edu/trio](http://www.marianuniversity.edu/trio) or call (920) 923-8632.

### **Internships**

Internships are learning approaches that integrate university studies with practical work experience directly related to the student's major. Internships are strongly encouraged for all students.

The purpose of the internship programs at Marian University is to enhance the academic classroom experience and offer another opportunity and dimension to the student's educational experience. Through these work experiences, students are given opportunities to test career choices to improve work skills, to develop professional contacts, and to earn academic credit. Opportunities for internships exist in business, industry, government and service agencies. While most internship opportunities are in Wisconsin, a growing number are available nationally and even internationally.

All business, communication, and music administration majors are required to participate in an internship. With the exception of education, nursing, and social work, which have their own specially designed field and clinical experiences, all other majors and minors encourage internships as elective credits.

To be eligible for participation, students must meet the requirements of individual majors. Coordinators for the internship programs work with students to secure worksites and to prepare them for the internship experience.

### **Honor Societies**

Marian University offers to those students who meet the criteria for membership the opportunity to participate in the following honor societies: Delta Epsilon, Sigma Delta Tau Chapter; National Scholastic Honor Society; Pi Gamma Mu — Wisconsin Zeta; Nurse Honor Society; International Honor Society in Social Sciences; Phi Alpha Theta, Alpha Eta Beta Chapter; International Honor Society in History; Phi Alpha Delta Phi Chapter; Social Work National Honor Society; Sigma Beta Delta International Honor Society in Business; Lambda Pi Eta, Communication Honor

Society; and the Kappa Delta Pi Chapter, the International Educational Honor Society.

These societies endeavor to advance scholarship, ethics, service, and professionalism in order to promote excellence. National recognition is accorded through the university chapter to traditional and non-traditional undergraduate students, graduate students, alumni, faculty, and staff who meet the membership criteria of the Society.

## ACADEMIC POLICIES AND PROCEDURES

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

### REGISTRATION

#### Credit hours

Academic workload and progress toward the degree are measured by credit hours. In traditional programs, each credit hour represents one 55-minute class period or 2 to 3 hours of laboratory work per week for a full semester. Incoming freshmen should plan to take 16 to 18 credits in the initial semester. Some students may be required or advised to take a lighter load to increase their chances of success.

#### Overload permission

Permission of the appropriate School Dean is required for any undergraduate student to enroll for more than 18 credits.

The following maximum student credit loads have been established for undergraduates:

#### Maximum student credit loads

- 2–3 week term.....3 credits
- 4 week term.....6 credits
- 7–8 week term.....9 credits
- 13–14 week term.....18 credits

In unusual circumstances, undergraduate students with a cumulative 3.00 GPA or higher may file an Overload Permission Request to exceed the maximum student credit load limits. A student may take no more than 4 credits in a 2-3-week term and no more than 21

credits in a semester. Final decisions on overload requests are made by the School Dean or Department Chair of the student’s major. If granted, the student is required to pay for credits taken above the maximum student credit load.

#### Class standing

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

- Freshman – fewer than 32 credits
- Sophomore – 32 or more credits but fewer than 64
- Junior – 64 or more credits but fewer than 96
- Senior – 96 or more credits

Class standing of special for all programs:

\* All enrolled students not working toward a degree at Marian University are classified as special students

#### Full / half-time student status

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

*Full-time student:* To be classified as full-time, undergraduate students must be registered for 12 or more credits per semester; graduate students must be registered for 9 or more credits per semester; and doctoral students must be registered for 6 or more credits per semester.

*Half-time student:* A student enrolled for fewer than 12 credits at the undergraduate level; fewer than 9 credits at the graduate level; or fewer than 6 credits at the doctoral level is classified as half-time.

	Full-time	¾ time	½ time
<b>Undergraduate</b>	12+	9-11	6-8
<b>Graduate</b>	9+	6-8	3-5
<b>Ph.D.</b>	6+	n/a	3-5

#### Scheduling 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 student, in partnership with their academic advisor, must plan carefully to take courses when they are offered in order to fulfill liberal arts, major, and minor requirements. 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.

### **Course cancellations / 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. It is the responsibility of each student to communicate with his/her academic advisor regarding availability of required and elective courses.

In extraordinary circumstances, the University reserves the right to change a sequence of courses for an individual or group of students. This would ordinarily require the approval of the Executive Vice President for Academic and Student Affairs and the Dean of the school in which a student is matriculating.

### **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 will not be allowed to receive a grade or credit for the course.

### **Course numbering system**

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

### **Pre-college level courses (001–009)**

Courses with numbers of 001–009 are pre-college level, do not fulfill degree requirements, and do not count toward the total minimum 128 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.

The following list includes Marian University's current pre-college courses:

CHE 001	Preparatory Chemistry, 3 credits
ENG 001	Basic Writing, 3 credits
MAT 001	Basic Algebra, 3 credits

MAT 002	Essential College Mathematics, 3 credits
MUS 002	Basic Musicianship, 1-2 credits
NUR 002	Math for Meds, 1 credit

### **Add / drop / withdrawal from courses**

See University Refund Policy.

Students assume all responsibility for adding, dropping, and withdrawing from courses including the full completion and submission of Course Drop forms. The drop date shall be the date upon which the Office of the Registrar receives the Course Drop form. Students should refer to the University's Refund Policy for specific policies governing withdrawing from courses after the start date. To avoid a failing grade, student must drop any courses not attended.

Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration for the semester.

### **Validation of Enrollment / Non-Attendance Policy**

Enrollment for all University courses will be validated by the student's attendance in class. Failure to validate enrollment when courses begin may result in the Registrar administratively dropping a student from a course or the instructor requesting that the Registrar administratively drop a student from a course if the student has not attended any class meetings during the published add/drop period for courses meeting for 14 weeks or more. Students who are administratively dropped from a course during the add/drop period for 14 week sessions will not be assessed a tuition penalty and the course will not be recorded on their transcript.

For courses meeting less than 14 weeks, the instructor may request an administrative drop for a student who has not attended the first session of a course that meets once each week, or the student has attended neither of the first two sessions of a course that meets more frequently than once a week, and has not notified the instructor. Students who are administratively dropped by the instructor from a course that meets less than 14 weeks will be assessed a 10% tuition penalty and have a WD grade recorded on their transcript.

This policy does not negate the responsibility of students for their schedule of classes.

**Change of major / degree requirement**

Degree requirements indicated in the academic bulletin at the time of a student's entry into Marian University remain in effect as long as the student attends Marian on an uninterrupted basis and completes a degree. Students who change a major must meet the requirements of the declared degree program as stated in the academic bulletin 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.

**Undergraduate Students Taking Graduate Courses**

Marian University undergraduate students with advanced standing may, with special permission, be allowed to take courses at the graduate level.

- A. University requirements: In order to take graduate courses, undergraduate students must
  - Hold at least junior status (64 or more credits).
  - Have earned a minimum cumulative 3.0 GPA.
  - Have no "incomplete" grades.
  - Fulfill the prerequisite of the course.
  - Apply to Graduate Studies for permission to take graduate courses.
  - Receive approval of the undergraduate academic advisor and the Dean of Graduate Studies.
- B. School requirements: Individual programs may impose additional requirements or bar undergraduate students from enrolling in graduate courses.
- C. Credit Level: Undergraduate students are limited to graduate courses numbered at the 500 level.
- D. Credit Limit: Students may take no more than six graduate credits during a semester and three graduate credits in summer. Students taking graduate classes are limited to the maximum student credit loads established for undergraduate students. Exceptions to the credit limit may apply to undergraduate students in specially-designed programs leading to a master's degree.
- E. Application of credits to degree program: A maximum of nine graduate credits may be applied to an undergraduate degree. Graduate credits earned will not count toward a graduate degree if used to fulfill requirements of an undergraduate degree program.
- F. Although an undergraduate student may take a graduate level course, the student is not guaranteed acceptance into the graduate program after completion of the baccalaureate degree.

Tuition Note: Full-time, undergraduate students who have matriculated into a traditional baccalaureate degree program will be charged the undergraduate tuition rate when taking graduate courses during the fall and spring semesters of the academic year. Undergraduate students taking graduate courses on a half-time basis or in the summer will be charged the graduate rate.

**Accelerated courses**

Accelerated courses offered through PACE are specifically designed for and limited to students admitted to these programs. In exceptional circumstances, students in the traditional day program may be allowed to enroll in an accelerated course under the following guidelines:

1. Students must have a minimum 3.00 cumulative GPA and senior standing.
2. Students must have approval of their faculty advisor, the Dean of PACE, and the appropriate School Dean.
3. Students will be limited to one accelerated course per traditional semester. A second course would be approved only in extreme circumstances.
4. The course should not be available in the traditional schedule format during that semester and must be required to meet graduation requirements.
5. The registration form must be turned in to the PACE Office no later than two weeks prior to the start date of the course.
6. The student is responsible for ordering text books, accessing online course modules, completing all pre-class assignments due the first night of class,

and following all PACE policies, which can be found on the MAAP Website at: [cw.marianuniversity.edu/maap/](http://cw.marianuniversity.edu/maap/)

7. Since accelerated classes are limited to no more than 20% traditional students, students are advised to contact the PACE Office as soon as possible at (920) 923-8123.

### **Attendance policy**

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 online, Facebook, and other social media outlets or web-based venues).

### **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 appropriate School Dean 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 appropriate School Dean 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.

### **Un-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 un-enrolled persons to class without authorization or permission from their supervisor and/or instructor. Should a University 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 attending a sporting event, attending a meeting, or visiting the coffeehouse.

### ***Off-campus educational activities / 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 susceptible to make-up activities.

### ***Final exams (traditional programs)***

Final exam week is part of the regular academic semester, and all classes are required to meet as shown in the final examination schedule. Each course offered for credit is concluded with a final examination unless the instructor has Dean approval that some other method of evaluation is more appropriate to the objectives of the course. There are two half-day study periods incorporated into the schedule on a Tuesday morning and a Wednesday afternoon. Any student with more than three exams on one day may individually consult his or her instructors for consideration for special arrangements. 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, but may not otherwise change the time of the examination except with the permission of the appropriate School Dean.

### ***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. Tuition will be refunded according to the University Refund Policy. If withdrawal is not completed prior to the last week of the semester, grades will be recorded. Note: International students on an F-1 visa must meet with the International Student Coordinator prior to withdrawing.

### ***Military call to active duty***

When students are called to active duty in the United States armed services, Marian University wishes to provide as much assistance as possible. The following policy and procedures are provided in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities:

If called to active duty, a student should present an original copy of his or her service orders to the Registrar. At that time, the student should inform the Registrar in writing one of the following two options he or she chooses: (1) The student may elect to withdraw from Marian University and receive a 100% refund for tuition; or (2) The student may choose to remain enrolled and receive the grade(s) and credit for the course(s) if more than half of the semester has elapsed at the time the student is called to active duty. In such a case, no refund is necessary or appropriate. Students who are called to active duty should contact the Office of the Registrar immediately to ensure that a timely course withdrawal or modification of one's course schedule is effectuated. Please refer to the Office of the Registrar for the complete policy.

### ***Waiver***

Students may request an exemption from a specific degree requirement in the major, minor, Liberal Arts Core Curriculum, 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 128 degree credits is still met. Waiver forms are available in the Office of the Registrar or at: [www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

**Course Substitution**

If a student has taken a course in place of one specifically required for the major, minor, or Liberal Arts Core Curriculum requirement, the student must request a formal substitution by completing a Course Substitution form, which is located in the Office of the Registrar or at:

[www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

**Transfer credit**

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 from the Office of the Registrar or at:

[www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

Final transfer credit evaluation will be made only after the Office of the Registrar has received an official transcript of the coursework directly from the issuing school.

**Transfer Credit Policy**

Marian University generally accepts course credits earned at regionally or nationally accredited institutions or candidates for accreditation, if the undergraduate grades are C- or above or if the graduate grades are B or above. A maximum of 96 credits may be transferred into Marian University for undergraduate programs. Courses are evaluated on the basis of equivalent course offerings at Marian University and, if accepted, may be counted toward meeting graduation degree requirements. School Deans, department chairs, program directors, or department faculty shall determine those courses that meet major requirements.

Transferred courses are not included in the Marian University grade point average calculation.

**Marian University Transfer / Articulation Agreements****University of Wisconsin Colleges / University of Wisconsin System Schools**

Students who receive an Associate of Arts and Science degree from any of the University of Wisconsin Colleges or University of Wisconsin System Schools will have completed all Marian University General Education Liberal Arts Core requirements except

Theology. This requirement will be fulfilled by taking 3 credits of THE 101 Introduction to Christian Theology at Marian University. Students must meet all specified additional proficiency, school, or program requirements. Students are also responsible for meeting all residency requirements and general baccalaureate degree requirements.

**Wisconsin Technical College System**

Students who receive an Associate degree from any of the Wisconsin Technical College System institutions will have fulfilled all of their General Education Elective Liberal Art Core requirements. Students will be required to fulfill all General Education Liberal Art Common Core courses through equivalent course transfers or by taking the appropriate course at Marian University. Students must meet all specified additional proficiency, school, or program requirements. Students are also responsible for meeting all residency requirements and general baccalaureate degree requirements.

**Students with previously earned Bachelor Degrees**

Students who have received a bachelors degree from a regionally or nationally accredited institution requiring at least 32 General Education credits will have completed all Marian University General Education Liberal Arts Core requirements. Students must meet all specified additional proficiency, school, or program requirements. Students are also responsible for meeting all residency requirements and general baccalaureate degree requirements.

**Failure to Provide Required Documents**

A student entering Marian University after having attended 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 attended. Failure to provide official transcripts from all institutions attended will result in a registration hold being placed on the student's record. The registration hold will not allow for registration in future semesters until all required documents are obtained.

**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.

### 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):

- Non attendance (see Validation of Enrollment/Non-Attendance Policy for further details)
- Lack of required course prerequisites
- Credit limit due to academic probation
- Academic dishonesty

Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### Grades and academic standards

#### Grading system

The University uses the following grading and grade point system:

A	Excellent	4.00
A–		3.75
B+		3.25
B	Good	3.00
B–		2.75
C+		2.25
C	Satisfactory	2.00
C–		1.75
D+		1.25
D		1.00
D–		.75
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
PI	Permanent Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
WD	Withdrew	0
WF	Withdrew — Failing	0

**Audit Policy (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

appropriate School Dean. 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. Will be 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. Courses required toward a major or minor, or courses taken to fulfill the general education core requirements, may not be taken on an S/U basis. Approval of the student’s academic advisor is required. (Exception: clinicals in the School of Education and thesis or dissertation.)
- Sophomores, juniors, and seniors whose cumulative grade point average is 2.50 or above may take a maximum of one S/U course per semester, with a maximum of 12 credits counting toward graduation.

- 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 until the end 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 examination grade shall be an "F." The student must obtain permission from the instructor for an Incomplete grade prior to the end of the course. The Incomplete grade will carry 0 credit points and will not be computed in the GPA. Undergraduate students who have received an Incomplete do not qualify for the Dean's List.

An Incomplete grade is automatically changed to "F" if course work is not finished within twelve (12) calendar weeks after the close of the semester in which it was issued (i.e., twelve weeks after final grades were due in the Office of the Registrar for the fall, spring, or summer semester). The instructor, at his or her discretion and in consultation with the student, may set an earlier deadline within the allowable period. Exceptions to this policy require approval of the appropriate School Dean. Once an Incomplete grade has lapsed to an "F" grade, it may not be changed back to an Incomplete grade.

All Incomplete grades must be completed 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 deadline.

**In Progress (IP)** — If a course has been designed to extend beyond the end of the semester so the grades cannot be submitted by the published deadline, an In Progress (IP) grade may be used. It is also used for thesis and for field study courses, such as internships, co-operative experiences, practica, student teaching, or 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. However, use of this grade must be confirmed with the Office of the Registrar before issuance to be certain it is more appropriate than the Incomplete (I) grade. The In Progress grade will carry 0 credit points and will not be computed in the GPA.

The In Progress grade must be made up by the end of the next semester; however, all In Progress 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 In Progress grade will be changed automatically to an "F," with both the semester and the cumulative grade point averages adjusted accordingly. An "F" may not be changed back to an In Progress grade.

**Permanent Incomplete (PI)** — A Permanent Incomplete (PI) may be assigned for a graduate student in cases resulting from extraordinary circumstances such as a debilitating illness or other unusual or extraordinary reasons beyond the control of the student which prevents the completion of course work. In such cases, the instructor completes a Grade Change form which requires the approval of the School Dean or department chair to grant a Permanent Incomplete. The PI grade subsequently cannot be changed to a regular letter grade. Students, who have received a PI grade and want credit for that course, must register again and complete the designated requirements. Students may graduate with a PI provided all degree requirements have been met. A "PI" grade is not computed into the grade point average.

#### **Withdrawal (WD)**

**Withdrawing after the designated withdrawal period (WF)** — Withdrawal after the designated withdraw period. Will be calculated as an "F" in determining grade point average.

**Unreported Grades (NG)** — The grade of "NG," indicating "no grade reported," is recorded by the Office of the Registrar when an instructor has not submitted a grade for a student by the University Grade Deadline. The instructor must complete a Grade Change form and submit it to the Office of the Registrar to change a "NG" grade to a letter grade. The instructor's and School Dean's signatures are required on the Grade Change form.

### **Grade Point Average (GPA)**

The grade point average is obtained by dividing the total number of quality points by the total number of credits. A cumulative average of 2.00 is required for graduation. Courses in which failing grades are received must be included in the computation of the grade point average, 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.

### **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 figured 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 a student the right to retake any course. Courses may be deactivated, discontinued, or offered on a different schedule.

If a course is repeated in the same semester, the term GPA will reflect both grades; however, the overall cumulative GPA will reflect 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.

### **Grade requirements of department or professional programs**

Each department or professional program may establish its own grade point average requirements for admission, retention, or graduation and/or licensure. See individual division sections for requirements.

### **Dean's list**

Each year, the Dean's List is published twice, with the names and majors of all full-time undergraduate students who have earned at least a 3.50 grade point average the previous semester in at least 12 credits that count toward computation of the overall GPA. At the time the Dean's List is generated, students with an In Progress (IP) grade will not be listed; however, once the In Progress has been completed, students may

qualify and a notation will appear on the transcript. Students who have received an Incomplete (I) grade do not qualify for the honor.

### **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. If a student believes an incorrect grade has been given, the student should consult with the instructor. If no resolution occurs, the student may choose to follow the Grade Appeal Process. Students should contact the School Dean of the instructor's academic school for the timelines, the complete policy, and detailed procedures for appealing a grade.

### **Academic record change policy**

The Office of the Registrar takes considerable care to ensure the student's academic record is accurate. Any student who feels an error has been made 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 address/name policy**

Current and former students may update their personal information which includes local and/or home address, telephone number(s), e-mail address, or legal name by completing and signing the Change of Address/Name form. Name changes require a copy of legal documentation such as 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 by e-mail, telephone, or by a third party. The form is available online at: [www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

### **Academic Retention Standards**

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.

**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 in the Satisfactory Progress policy available from the Office of Financial Aid. Students are expected to maintain satisfactory progress toward the completion of degree requirements. For purposes of financial aid eligibility, students should consult with the Office of Financial Aid for detailed regulations and procedures.

**Academic notice:** 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.

At the undergraduate level, an Academic Notice is sent to: (1) all students whose cumulative grade point average 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 students whose semester grade point average is below 2.00 but whose cumulative average remains above 2.00.

**Probation:** Students whose cumulative grade point average falls below the minimum required for any semester of attendance are placed on probation. Minimum retention standards for undergraduate students are as follows:

<b>Semester of attendance at Marian</b>	<b>GPA</b>
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 of the appropriate School Dean to carry more than 12–13 credits. They are ineligible to participate in intercollegiate sports.

Graduate students should refer to the Graduate Studies section of this bulletin or their student handbooks for minimum retention standards at the graduate level.

Higher grade point averages may be required for admission to, continuation in, or progression in some programs of study.

**Academic dismissal**

Students who incur probation in two consecutive semesters may be dismissed from Marian University. Dismissed students may apply for readmission to the University after one full semester away from the University.

**Academic records and transcripts**

The Office of the Registrar maintains the official academic records of all students. No record may be released to any unauthorized individual or agency without the approval of the student. Records cannot be transmitted by electronic means or as the result of telephone or second person requests. Marian University of Wisconsin is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics of students’ rights under this Bill are available in printed form from the Office of the Registrar or online: [www.marianuniversity.edu/uploadedFiles/Student\\_Life/Student\\_Services/FERPA.pdf](http://www.marianuniversity.edu/uploadedFiles/Student_Life/Student_Services/FERPA.pdf)

**Transcript information**

Transcripts are released only upon written request by the student. The Family Educational Rights and Privacy Act of 1974 (Federal law commonly referred to as the Buckley Amendment) requires the Office of the Registrar to obtain the student’s signature each time a transcript is requested. Phone or e-mail requests are not acceptable. Faxed requests with a signature will be accepted.

Normal processing time is one to two working days after receiving the request. During peak working times and holiday breaks, this processing time may be extended. Transcript requests are processed in the order they are received. 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 will notify a student if a hold will prevent the release of their transcript. The student must resolve this matter before the transcript will be sent. Financial obligations may be satisfied with the University by contacting the cashier at (920) 923-7611.

**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.

### **Office of the Registrar forms**

Forms mentioned in the above sections may be obtained at the Office of the Registrar or online at: [www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

### **Academic records of deceased or former students**

Academic records of former students, including deceased former students, are kept confidential. Academic records of deceased former students may be released or disclosed, at the time of death, upon written request, to a spouse, a parent, the executor of the estate, the eldest surviving child, the eldest surviving sibling, and surviving descendent, or pursuant to a court order or subpoena. Only the University Registrar may release the academic records of deceased students. For further information, the petitioner should contact the Office of the Registrar.

### **Summer and winterim sessions for traditional programs**

Several academic departments offer courses during the summer and winter break. The summer includes two two-week and two four-week sessions, mid-May to mid-August; Winterim session is held over two weeks in early January. Course offerings are available online at: <https://selfservice.marianuniversity.edu/SelfService/Search/SectionSearch.aspx>

### **Summer admission requirements for undergraduate students**

1. Students attending Marian University for the first time who intend to pursue a degree or certification program must formally apply for admission through the Office of Admission; call (920) 923-7650 for more information. A \$20 application fee is required.
2. Students who are taking only summer course work and are transferring their credits to another institution, or are taking course work for personal enrichment, need not formally apply through the Office of Admission.

### **Summer registration/maximum credit load**

1. A maximum of 18 undergraduate credits may be taken during summer, as follows: 3 credits maximum in each of the two-week sessions, and 6 credits maximum in each of the four-week sessions. Exceptions when courses span more than one session must be approved by appropriate School Dean.
2. Students are strongly encouraged to register for courses at least three weeks prior to the starting date of the course. However, registrations will be taken up to the starting date of the course.

### **Cancellation of summer courses**

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. It is the responsibility of each student to communicate with his/her academic advisor regarding availability of required and elective courses.

### **Procedures for dropping a summer course**

Students wishing to drop a course in which they are enrolled must complete a Course Drop form and submit it to the Office of the Registrar. Determination of financial obligation and amount of refund, if any, is based on the date the Office of the Registrar receives the Course Drop form. Forms can be obtained from the Office of the Registrar or online: [www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

## **GRADUATION**

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 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 emphasis of at least 34 credits with a minimum GPA as specified by the program or department; at least

18 credits of upper level coursework, in the major, must be completed at Marian University.

3. Successfully complete a total of at least 128 credits of college work, which includes at least 36 credits of upper-level coursework.
4. Attain a minimum total 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 selected by the student.
5. Earn all of their last 32 credits at Marian University.\*
6. Meet any special requirements of a particular degree, curriculum, major, and/or minor selected by the student.
7. File an application to graduate and pay the required application fee.

*\*Residency requirements:* The residency requirements exclude credits such as those acquired through challenge or CLEP examinations, assessment of prior learning, transfer, the 60 credits of professional training in the radiologic technology clinical program, or those credits not completed under direct supervision of the University. For certain programs, one or more minors are required.

Students in the Marian Adult Accelerated Program (MAAP) must meet the minimum requirement of 32 residency credits; however, they are not required to earn all of their last 32 credits at Marian University.

*\*\*18 credits of Upper Level Coursework:* Students in the Radiologic Technology Program may use transferred clinical credits toward the required 18 credits of upper level coursework in the major at Marian University.

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

**Time limit for degree**

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 normal four or five years to complete bachelor's degrees.

Refer to individual sections for graduate degree requirements and time limits for the Master of Arts in Education (MAE) degree; the Master of Science in Leadership (MS) degree; the Master of Science in Nursing (MSN) degree; and the Doctorate in Educational Administration and Leadership (Ph.D.).

**Graduation application**

All students who are planning to graduate are required to submit an application for graduation to the Registrar at the beginning of the semester in which all degree requirements will be completed. Graduation information and the application are located on the following website:

[www.marianuniversity.edu/interior.aspx?id=1535](http://www.marianuniversity.edu/interior.aspx?id=1535)

**Application Due Date:** Applications for graduation need to be filed early to allow for proper evaluation of records and timely preparation for the ceremonies. The deadline for filing this application is February 15 for May graduation of the same academic year; June 1 for August graduation of the same academic year; and October 1 for December graduation of the same academic year.

**If you will be finished with classes:**

**You should apply for graduation by:**

Fall semester	October 1
Winterim session	October 1
Spring semester	February 15
Summer session	June 1

Earlier applications are encouraged. If you discover that you need to change your graduation date, you need to notify the Registrar three weeks or more 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, your graduation will be cancelled; you will then need to re-apply for the next graduation and pay a reapplication fee.

**August graduates**

August graduates with six (6) or fewer credit hours remaining to complete their baccalaureate degree

requirements may participate in the May graduation ceremony if they are registered for the remaining six or fewer credits to be completed by the end of summer school. They must submit an application for graduation by February 15 if they intend to participate in the May ceremony.

### ***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 deadlines below:

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

### ***Withdrawal from graduation***

When students apply for graduation and find that they have been unable to fulfill the requirements, they may choose to withdraw the application and change the date to the next scheduled graduation date without reapplying, only if the student contacts the Registrar three weeks or more 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 grade point average. Students who have earned between 44 and 59 credits at Marian University receive their degrees as follows:

With Distinction .....3.75 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  
Magna Cum Laude .....3.75 to 3.89  
Summa Cum Laude .....3.90 and above

Students whose grade point average qualifies them for graduation with honors the semester before they graduate will be recognized at the commencement ceremony.

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

Marian University does not calculate honors for graduate degrees.

### ***Additional major after baccalaureate degree***

Students who already 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 another major must meet only the requirements for that major. Students must complete one-half of the credits in a given traditional program major at Marian University, if transferring some of the major courses.

It will be the student's responsibility to fill out 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 the permanent record. A student who has completed such 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 another college or university may apply for admission to Marian University with the intention of completing an additional, unduplicated, bachelor's degree. The student must meet normal admission requirements.

A maximum of 96 transfer credits from previously attended, regionally or nationally accredited colleges and universities will be allowed toward completion of the additional degree. The student must meet all degree requirements outlined in this bulletin.

**ACADEMIC COURSE OPTIONS****Mutually Directed Study**

Mutually Directed Study courses provide an opportunity for students enrolled in accelerated degree completion programs to take courses that are currently listed in the Marian University Academic Bulletin, but are offered at times and/or locations that pose a major hardship for non-traditional students. Students seeking credit via this option are limited to a total of fifteen (15) credits counted toward graduation and to six (6) credits within a school. To apply for a mutually directed study, contact the PACE Office at (920) 923-7632.

**Independent Study**

Independent Study at Marian University means a student's pursuit of learning in a course but outside the usual classroom setting. This description does not include term papers, problems, etc. assigned in regular course offerings. Independent study courses may be undertaken 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 meet the following requirements:

1. Sophomore standing.
2. GPA of 3.00 or above.
3. No more than one independent study per semester.
4. No more than four (4) will be counted toward graduation.

Independent study forms can be obtained from the Office of the Registrar or the Student Form website: [www.marianuniversity.edu/interior.aspx?id=279](http://www.marianuniversity.edu/interior.aspx?id=279)

**Credit by examination or prior learning**

Through the educational means listed below, students can demonstrate acquired college-level learning and can be awarded college credit for learning outside of Marian University. 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 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.

**CLEP and DSST — College Level Examination Program** examinations can be taken according to the current criteria and policies of Marian University. The student is responsible for requesting Marian University policy information and institutional recognition for CLEP and DSST. Details may be obtained from the Coordinator of Academic Testing located in the CASE Office.

*NOTE:* Marian University only accepts 30 credits of CLEP and DSST credit toward an undergraduate degree.

**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 also be evaluated for college credit.

**Experiential Learning Assessment: Credit for Prior Learning**

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

- The student, with the aid of his/her program academic advisor, must provide evidence of learning. The kind of 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 may contact the Office of the Registrar for more information. Non-traditional students interested in Credit for Prior Learning should contact the PACE Office.

## **RIGHTS AND RESPONSIBILITIES**

This section of the Academic Bulletin includes key items that highlight certain 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 bulletin, 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.

### **Grade appeal**

**Appealing grades not yet recorded:** If, during a grading period, a student believes he/she is being evaluated unfairly, the student first consults 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 School Dean of the instructor's academic school. 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 Appeals as follows:

Grades submitted to and recorded by the Office of the Registrar, with the exception of "I" or Incomplete, are considered final. Only in extraordinary situations may recorded grades be changed. Extraordinary circumstances are confined either to:

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 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.

**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 School Dean of the instructor's academic school 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 shall stand.

If the School Dean or designee cannot achieve a resolution between the instructor and the student, the student may file a formal written grade appeal with the School Dean or designee housing the course in question. 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 University officials, noted

above, may extend the timelines under extraordinary circumstances.

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

Upon receipt of a Grade Appeal request charging major inconsistency or injustice, the appropriate University official, as noted above, 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 1.6.3.6 of the faculty handbook for composition of committees). In appealing a grade, the burden of proof rests with the student.

Upon receipt of the written request, the hearing will be held within one month or as designated by the School Dean. The Academic Appeals Committee notifies the student and the instructor of the time and place of the hearing. The hearing will be closed and all parties will 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 redetermined, or
2. that the grade stand.

If the committee recommends that the grade be redetermined, 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 Executive Vice President for Academic and Student Affairs, 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 will be kept in the Office of Academic and Student Affairs.

The student or instructor may appeal the decision of the Academic Appeals Committee to the Executive Vice President for Academic and Student Affairs 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 Executive Vice President for Academic and Student Affairs are final.

*Note:* 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 School Dean. The student should submit a written statement with attached documentation (e.g. syllabi, relevant assignments, relevant teacher responses about assignments, grading criteria, papers, tests, quizzes, portfolios, etc.). If it still remains unresolved, a formal grievance may be filed with the appropriate School Dean. All such grievances will follow the grade appeal process.

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

## Academic Honesty Policy

(The Academic Appeals and Grievance Committee also addresses cases of Academic Honesty)

A policy of Academic Honesty speaks to the Mission Statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral, and intellectual development of the learning community.

The intent of this policy is to establish consistency and to heighten the moral responsibility of the entire University community (faculty, staff, and students) by identifying areas that would violate the concept of academic honesty.

Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (e.g. by providing a copy of a stolen exam or by writing a paper for another student). The instructor and the University can change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The University has identified three major violations of academic honesty, including plagiarism, cheating, and intentional misrepresentation of the truth. All rules and standards of academic honesty apply equally to all electronic media, particularly all Intranet and Internet activities.

**Plagiarism** – Plagiarism is presenting another person's work as their own. Examples include:

- The occasional use of words or ideas from outside sources without documenting those sources. This includes failure to properly cite an internet source.  
Possible penalties: At the discretion of the instructor, the penalty may range from a failing grade on the paper or referral to the Learning and Writing Center.
- Extensive copying of words or ideas from outside sources without documentation. This includes submitting as one's own part of a paper obtained from an Internet source.  
Possible penalties: At the discretion of the instructor, the penalty may range from receiving a failing grade on the assignment to receiving a failing grade for the course.
- Purchasing work done by another, having another person do the work, or submitting

as one's own a paper obtained from an internet source.

Possible penalties: The student may receive a failing grade for the course, the student may be suspended from the University for one semester, or the student may be asked to leave Marian University permanently.

**Cheating** – The attempt by the student, whether successful or not, to give or receive aid and/or information by illicit means in meeting any academic requirements, including examinations. Examples include:

- Occasional copying from another's paper during an exam (or assignment).  
Possible penalty: Receiving a failing grade on the exam (or assignment).
- Using "crib" notes or extensively copying from another's exam (or assignment). Unless approved by the instructor, this includes, during an examination, using electronics equipment, such as cell phones and PDAs, consulting with others, or using other unauthorized materials.  
Possible penalties: The student may receive a failing grade on the exam or receive a "WF" or "F" for the entire course.
- Using a stolen exam or having another person take the exam.  
Possible penalties: The student may receive a failing grade for the course, the student may be suspended from the University for one semester, or the student may be asked to leave Marian University permanently.

## Intentional Misrepresentation Of The Truth

Examples include:

- Forgery or falsification of academic documents or records.
- Engaging in conduct aimed at making false representation of a student's academic performance, history, and/or achievements.  
Possible penalties: The student may be suspended from the University for one semester or may be asked to leave Marian University permanently.

The School Dean, or designee, (to appoint a designee will be an option for the dean through this process) will have the responsibility of notifying the Executive Vice President for Academic and Student Affairs of any student who is an violation of these policies to

determine if there have been multiple violations of academic honesty. If there have been, see the second point under Intentional Misrepresentation of the Truth.

The following process will be used to investigate violations of this policy and to implement the suggested penalties.

- A. An investigation may be initiated by the instructor or a student or parties who have reason to believe that an offense has taken place. Students or others need only notify the instructor and the School Dean of the academic school, either verbally or in writing that they think a violation has taken place. The names of those supplying information will be held in strictest confidence by the University.
- B. The instructor may pursue the matter informally first. The School Dean needs to be informed and will keep a record of all violations of academic honesty. The School Dean will notify the student's academic advisor and necessary departmental personnel of the course of all violations of academic honesty. After discussing the matter with the School Dean, the instructor may confront the student with the charge informally and suggest a penalty that the instructor feels is appropriate. If the instructor is the dean, he/she may ask to the student to meet with the Executive Vice President for Academic and Student Affairs as part of the informal process. The student may either accept the penalty or may request a formal hearing before the Marian University Academic Appeals and Grievance Committee.
- C. The instructor or the student may pursue the investigation formally through the appropriate School Dean, who will notify the Chair of the Academic Appeals and Grievance Committee. This method is suggested for those charged with cheating, plagiarism, and all misrepresentation of the truth.
  1. The School Dean will give written notice to the individual(s) involved and notify the Chair of the Academic Appeals and Grievance Committee.
  2. The committee will determine whether enough information exists to confirm that cheating or plagiarism has occurred in each case. In those cases where it is determined that the student violated this policy, the

committee will apply a penalty taken from these guidelines, taking into consideration the recommendation of the instructor. If the committee determines that a third incident of academic dishonesty has occurred, the student will be dismissed from the University.

3. The decision of the Academic Appeals and Grievance Committee is final. The Committee Chair notifies the dean, who in turn, notifies the Executive Vice President for Academic and Student Affairs.

### ***Notification of rights under FERPA for postsecondary institutions***

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. This law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The rights afforded to students under FERPA include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, School Dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University 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 University 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 or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they seek to change, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including, for example, law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting 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 responsibility.

The University may disclose education records in certain other circumstances:

- To comply with a judicial order or a lawfully issued subpoena.
  - To appropriate parties in a health or safety emergency.
  - To officials of another school, upon request, in which a student seeks or intends to enroll.
  - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
  - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs.
  - To accrediting organizations to carry out their functions.
- To organizations conducting certain studies for or on behalf of the University.
  - The results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
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:" The student's name, address, telephone number, e-mail address, photograph, dates of attendance, previous institution(s) attended, major field of study, full- or half-time enrollment status, awards, honors, degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, date and place of birth, and other similar information.
  6. Students may restrict the release of "Directory Information," except to school officials with legitimate educational interests and others as indicated in point #3 previously. To do so, a student must make the request in writing to the Office of the Registrar, Marian University, 45 S. National Ave., Fond du Lac, WI 54935-4699. 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/completion rates are available online: [www.marianuniversity.edu/uploadedFiles/Student\\_Life/Student\\_Services/SRTKGraduationRates.pdf](http://www.marianuniversity.edu/uploadedFiles/Student_Life/Student_Services/SRTKGraduationRates.pdf)  
Contact the Registrar at 1-800-262-7426 for further information.

### ***General Education Program***

The General Education Program (46 – 49 credits) consists of the learning requirements that must be

satisfactorily completed by all traditional baccalaureate candidates, regardless of their majors.

Marian University's General Education Program includes courses that provides a broad base of common learning and prepares the entering student for the college experience. The General Education Program is divided into two sections: First-Year Studies and the Liberal Arts Core Curriculum (LACC).

*If you began your academic career at Marian University prior to the 2008-2009 academic year, contact the Office of the Registrar for previous liberal art core degree requirements.*

### **First-Year Studies**

All students entering Marian University with fewer than 24 credits are required to successfully complete GEN 101: First-Year Seminar.

### **The Liberal Arts Core Curriculum (LACC)**

Students must complete 46 credits in five areas of study: Mathematics and Natural Science, Humanities and the Arts, Social Sciences, Applied Liberal Arts, and Theology. The LACC provides a course of study that will enable students to develop a deeper understanding of themselves and their connections to the world. It embodies the Mission and Core Values of Marian University by providing a broad foundation for the spiritual, personal, intellectual, and professional development of all students. The LACC Student Learning Outcomes of knowledge acquisition, effective communication, critical thinking, global perspectives, and socially-responsible action are incorporated throughout the core.

All degree candidates are required to complete the requirements that follow. Each course is described in the course listing. Major programs may place limitations on choices of LACC courses. General Education Program requirements are listed at the head of the course description section of each major program. The General Education Program Committee, working with the academic divisions, determines acceptable courses for the LACC.

### **STUDENT LEARNING OUTCOMES**

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

**Knowledge Acquisition:** Students use analytical skills to research, interpret, and evaluate information within a variety of learning contexts.

Performance Indicators:

1. Demonstrate the ability to gather information from a variety of resources
2. Utilize technology to acquire information
3. Evaluate information for relevance
4. Evaluate information for quality
5. Demonstrate knowledge of basic facts, concepts, and processes
6. Analyze and critique works, concepts, and theories of creative expression

**Effective Communication:** Students appreciate, comprehend, and critically evaluate written, oral, and visual communication and use a variety of means to express themselves effectively.

Performance Indicators:

1. Interpret verbal communication
2. Interpret non-verbal communication
3. Use standard conventions in all learning contexts to express self clearly in speech
4. Use standard conventions in all learning contexts to express self clearly in writing
5. Effectively communicate in a variety of settings
6. Employ various modes of communication such as computer technology, language, or aesthetic media
7. Engage in artistic expression

**Critical Thinking:** Students use various modes of inquiry to solve complex problems in multiple contexts involving interpretation, evaluation, analysis, and inference.

Performance Indicators:

1. Identify key issues and assumptions
2. Discern the ethical consequences of decisions and actions
3. Employ quantitative and/or qualitative analysis to solve problems effectively
4. Develop logical, well-supported conclusions
5. Recognize multiple perspectives
6. Analyze arguments and supporting evidence
7. Practice creative problem-solving

**Global Perspectives:** Students understand the impact of culture\* on individual and group beliefs and actions.

Performance Indicators:

1. Analyze issues from diverse cultural viewpoints

2. Examine the connections between people's cultures and their actions and beliefs
3. Analyze the importance of cultural context on individual and group decision-making

\* *Culture includes spiritual, social, historical, geopolitical, and linguistic dimensions.*

**Socially Responsible Action:** Students develop a personal sense of social justice.

Performance Indicators:

1. Understand and critique the spiritual, moral, and/or ethical foundations of social justice
2. Identify injustice and explore possible alternatives
3. Develop strategies for engaging society in a socially just manner
4. Recognize how individuals and groups can effect positive social change
5. Investigate and experience the cathartic and therapeutic benefits of the arts

### **Assessment program**

The Marian University assessment program is of the highest quality; this includes both the curricular and co-curricular aspects of the University. As part of its ongoing commitment to seeking improvement in its academic program, Marian University has adopted an assessment plan to assess how the University is accomplishing the learning outcomes. Various instruments allow the University to gather information for these assessments. Faculty will review the results of the assessment instruments to renew and improve the effectiveness of programs. All Marian University students are required to participate in University assessments.

## The General Education Program (46 – 49 credits)

### FIRST - YEAR STUDIES - TOTAL CREDITS: 3

All students entering Marian University with fewer than 24 credits are required to successfully complete **GEN 101** (3 credits)

### LIBERAL ARTS CORE CURRICULUM – TOTAL CREDITS: 46

Students are required to take 31credits from the Common Core courses. Common Core courses are open to all students and are comprised of 100 and 200 level courses in the Areas of Study. Students are required also to take at least 15 elective core credits, with a minimum of 3 credits from each area of study. \*\*

<b>Studies of Natural Science and Mathematics **</b>	<b>Studies of Humanities and the Arts**</b>	<b>Studies of Social Science**</b>	<b>Studies of Applied Liberal Arts**</b>	<b>Studies of Theology</b>
<p><b>Common Core Courses</b>  <b>Mathematics - 3 credits</b>                      CRJ 214, HOS 214, MAT 100, MAT 111, MAT 112, MAT 122, MAT 130, MAT 150, MAT 151, MAT 201, PSY 210, SWK 210</p> <p><b>Lab Science - 4 credits</b>                      BIO 100/BIO 150, BIO 102, BIO 104, BIO 105, BIO 114, CHE 101, CHE 103, PHS 102, PHS 108, PHS 110, PHS 201, PHS 203, PHS 211</p>	<p><b>Common Core Courses</b>  <b>Philosophy - 3 credits</b>                      PHI 132</p> <p><b>Literature - 3 credits</b>                      ENG 110, ENG 111, ENG 112, ENG 113, ENG 201, ENG 202, ENG 211, ENG 212, ENG 213, ENG 214, ENG 216, ENG 217</p> <p><b>Art or Music - 3 credits</b>                      ART 101, ART 103, ART 111, ART 201, ART 203, ATH 201, MUS 101, MUS 107, MUS 130, MUS 200, MUS 202, MUS 203, MUS 205, MUS 211, MUS 220</p>	<p><b>Common Core Courses</b>  <b>History - 3 credits</b>                      HIS 101, HIS 102</p> <p><b>Sociology or Psychology - 3 credits</b>                      PSY 101, PSY 105, SOC 100</p>	<p><b>Common Core Courses</b>  <b>Expository Writing - 3 credits</b>                      ENG 105</p> <p><b>Argumentative and Research Writing - 3 credits</b>                      ENG 106</p>	<p><b>Common Core Courses</b>  <b>Introductory Theology - 3 credits</b>                      THE 101</p>
<p><b>Elective Core Courses</b>  <b>3 credits</b>                      PHS 100</p> <p><i>The elective core course list for the Studies of the Natural Sciences and Mathematics is the same list of classes located in the Common Core course list.</i></p>	<p><b>Elective Core Courses</b>  <b>3 credits</b>                      ART 202, ART 205, ART 207, ART 211, ART 212, ART 230, ART 235, ART 236, ART 237, ART 240, ART 250, ART 303, CMG 215, EME 321, ENG 302, ENG 304, ENG 314, ENG 324, ENG 334, ENG 402, PHI 220, PHI 231, PHI 304, PHI 305, PHI 306, PHI 308, PHI 312, PHI 315, PHI 316, PHI 318, THR 203</p>	<p><b>Elective Core Courses</b>  <b>3 credits</b>                      CRJ 101, EDU 202, HIS 205, HIS 206, HIS 207, HIS 208, HIS 209, HIS 222, SWK 101</p>	<p><b>Elective Core Courses</b>  <b>3 credits</b>                      BIO 210, BUA 203, COM 101, COM 232, COM 302, EME 321, ENG 222, ENG 301, ENG 406, ENG 408, FIN 205, FRE 101, FRE 102, FRE 201, FRE202, MAT 100, MAT 122, MAT 130, MAT 201, PHI 220, PHI 231, PHI 232, PHI 320, SPA 101, SPA 102, SPA 104, SPA 105, SPA 107, SPA 108, SPA 109, SPA 110, SPA 112, SPA 113, SPA 201, SPA 202, SPA 320, SPA 322, SPA 324, TEC 102</p>	<p><b>Elective Core Courses</b>  <b>3 credits</b>                      LDR 225</p> <p>All 200-level or above theology courses are eligible to fulfill the theology elective credit requirement.</p>

**\* Any common core course may be used as an elective, but an elective core course cannot be used as a common core course.**



## **SCHOOL OF ARTS, HUMANITIES AND LETTERS**

**James van Dyke, Ph.D., Dean**

Administration Building, Room 121  
(920) 923-7612

The School of Arts, Humanities and Letters takes an explicitly values-based approach to the liberal arts. We work to develop and nourish the rational, affective, and spiritual dimensions of the whole person. We cultivate the student's interpersonal, expressive, and interactive abilities. We activate and intensify the student's commitment to service, vocation, human dignity, and diversity, and heighten the student's appreciation of continuity, innovation, and global community.

The School of Arts, Humanities and Letters grants degrees in 16 academic areas. Through the Art; Communication; Cultural, Media and Gender Studies; English; Foreign Language; History; Interdisciplinary Studies; Leadership; Music; Philosophy; and Theology Departments, we extend and deepen our commitment to the mission of the University.

The nature of the School of Arts, Humanities and Letters is interdisciplinary. As 11 diverse academic departments, the School of Arts, Humanities and Letters strives to build students' knowledge while developing their skills of critical thinking, effective communication, technical competence, and creative expression. These efforts are supported by a sense of spirituality and responsibility, with an emphasis on self-reflection, global awareness, and betterment of the community.

The school's departments provide majors in Graphic Arts; Studio Art; Communication; English; Expressive and Therapeutic Arts; History; Interdisciplinary Studies; Music; Music Administration; Spanish; and Theology. Minors in Graphic Arts; Studio Art; Art History; Communication; Public Relations; Cultural, Media and Gender Studies; English; Writing; Spanish; History; Social Studies; Music; Liturgical Music; Jazz Studies; Leadership; Philosophy, Pre-Law; Theology; Religious Education; and Ministry are also provided.

The school also offers, in conjunction with the School of Education, majors in Art Education, Broad Field Social Studies (for secondary education students), English Education, and Spanish Education, and minors in English/Language Arts, Social Studies (for elementary education students), and Spanish Education leading to state certification.

An internship course is required for Communication, Graphic Arts, Music Administration, and Theology majors, and is available as an elective for the remaining School of Arts, Humanities and Letters major and minor programs.

## **ART DEPARTMENT**

The Art Department offers Marian University students a broad-based education anchored in a strong liberal arts core. The department has three basic goals. First, it provides students with a quality foundation in understanding the integral role of the visual arts in society. Second, the programs within the department provide students with a comprehensive understanding of how artistic interpretation and production can contribute to a holistic view of one's life. Third, it grounds individuals in the necessary technical skills, principles, and theories of visual art experiences.

The Art Department seeks to heighten students' awareness of the visual world, both past and present. With this awareness and through the application of a creative process, students will integrate art and life into preparation for their art professions. Students will conclude their studies with a public exhibition of their work for Studio Art or Art Education majors, a human issues project for Art Therapy majors, and an internship for Graphic Arts majors.

Students are required to maintain a 3.25 grade point average in all art courses.

To achieve its mission, the Art Department helps students to:

- A. Be aware of and perceive the visual world.
- B. Understand and respect the contributions of artists and art forms.
- C. Value and use the creative process.
- D. Be proficient in artistic skills.
- E. Integrate art and life.
- F. Develop one's personal artistic and aesthetic philosophy.

Refer to the Art Department Handbook for further explanation of policies and requirements.

## ART EDUCATION PROGRAM (BS or BA)

The goal of the Art Education Program is to provide quality educators of visual art. These individuals will work closely with the School of Education and Art Department faculty to complete a comprehensive study of teacher preparation for PK–12 teacher certification in art. The program challenges majors by addressing human development in relation to creativity and technical skill, provides students with a variety of experiences in teaching theories and practices, and encourages individuals to develop their personal aesthetic via the creative process.

Majors are individually advised in their content area and benefit from four clinical experiences in schools with certified art educators before meeting the responsibilities of student teaching. Their University career concludes with student teaching, a written personal philosophy of art education, and a senior art exhibition to include personal work and a selection of work by their students. (BA requires proficiency in a foreign language.)

### ART EDUCATION MAJOR

**General Education Program:** 46-49 University requirements including: BIO 100 and BIO 150, or BIO 104 or BIO 114; PHS 102 or PHS 203 or PHS 211 or CHE 101 or CHE 103 or PHS 108 or PHS 110; HIS 101, PSY 105, and PHI 304. Major satisfies art elective core requirement.

#### Foreign Language requirement (for BA only)

##### **12 credits or equivalent:**

Language requirement for BA

#### Other requirements

##### **6 credits as follows:**

##### **3 credits from the following:**

COM 101 Fundamentals of Communication, 3 cr.  
COM 232 Public Speaking, 3 cr.

##### **3 credits:**

POS 205 American Government, 3 cr.

#### Professional Education and Art courses

##### **23 credits as follows:**

##### **21 credits:**

EDU 200 Introduction to Technology in Education, 3 cr.

EDU 202 Psychology of Learning, 3 cr.  
EDU 211 Foundations of Educational Systems, 3 cr.  
EDU 213 Introduction to Exceptional Education, 3 cr.  
EDU 401 Multicultural Education, 3 cr.  
EDU 412 Educational Measurements and Assessment, 3 cr.  
SEC 305 Adolescent Literacy, 3 cr.

##### **2 credits:**

(100 Clinical Hours)

EDU 010 Field Experience One, ½ cr.  
EDU 020 Field Experience Two, ½ cr.  
EDU 030 Field Experience Three, ½ cr.  
EDU 040 Field Experience Four, ½ cr.

##### **9 credits as follows:**

##### **6 credits:**

ART 230 Survey of Art History I, 3 cr.  
ART 240 Survey of Art History II, 3 cr.

##### **3 credits from the following:**

ART 235 Women Artists through History, 3 cr.  
ART 236 Contemporary Art History, 3 cr.  
ART 237 American Art History, 3 cr.

##### **36 credits as follows:**

##### **30 credits:**

ART 111 Basic Drawing, 3 cr.  
ART 201 Design, 3 cr.  
ART 202 Basic Painting, 3 cr.  
ART 203 Introduction to Graphic Arts, 3 cr.  
ART 211 Basic Sculpture, 3 cr.  
ART 212 Basic Ceramics, 3 cr.  
ART 250 Printmaking, 3 cr.  
ART 260 Basic Metals, 3 cr.  
ART 305 Introduction to Photography, 3 cr.  
ART 400 Senior Seminar in Art, 3 cr.

##### **3 credits from the following:**

ART 222 Intermediate Drawing I, 3 cr.  
ART 302 Intermediate Painting I, 3 cr.  
ART 303 Life Drawing, 3 cr.  
ART 311 Intermediate Sculpture I, 3 cr.  
ART 312 Intermediate Ceramics, 3 cr.  
ART 360 Advanced Metals, 3 cr.

##### **3 credits from the following:**

ART 370 Fiber Arts: Stitchery, 3 cr.  
ART 371 Fiber Arts: Weaving, 3 cr.  
ART 372 Fiber Arts: Puppetry, 3 cr.  
ART 373 Fiber Arts: Dye Applications, 3 cr.  
ART 374 Fiber Arts: Leather, 3 cr.

**0 credits:**

ART 010, 020, 030, 040 Art Exhibition Attendance, 0 cr.

**6 credits:**

ARE 311 Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools, 3 cr.

ARE 312 Curriculum and Instruction in Art Education: PK–12, 3 cr.

**12 credits:**

ARE 400 Clinical Practice and Seminar — Art Education: PK–5, 1–6 cr.

ARE 450 Clinical Practice and Seminar — Art Education: Middle–Secondary 5–12, 1–6 cr.

(See *School of Education* section for *Education and Secondary Education* courses.)

**ART THERAPY PROGRAM (BA)**

The Art Therapy Program is dedicated to the belief that the creative process involved in the making of art is healing and life-enhancing. The program mission is to serve students and the general public by providing standards of professional competence, and developing and promoting knowledge in and of the field of art therapy.

Students are individually advised and benefit from on-site experiences involving the field of art therapy. Their university experiences will culminate in a senior project involving human issues.

The Expressive and Therapeutic Arts major prepares students with an entry-level Bachelor's degree, encouraging majors to gain experience through career options at this level. To become a registered Art Therapist, one must earn a Master's degree and work toward national Board Certification.

Entry-level experiences have proven invaluable for students by indicating interest and aptitude in the field. Graduate work is encouraged once individuals have gained experience at entry levels.

**EXPRESSIVE AND THERAPEUTIC ARTS MAJOR**

**General Education Program:** 46-49 University requirements. Major satisfies the Art common core and elective core courses.

**Foreign Language requirement****12 credits or equivalent:**

Language requirement for BA

**Professional and Art courses****77 credits as follows:****18 credits:**

ART 111 Basic Drawing, 3 cr.

ART 201 Design, 3 cr.

ART 202 Basic Painting, 3 cr.

ART 203 Introduction to Graphic Arts, 3 cr.

ART 211 Basic Sculpture, 3 cr.

ART 212 Basic Ceramics, 3 cr.

**6 credits:**

ART 235 Women Artists through History, 3 cr.

ART Art History elective, 3 cr.

**3 credits from the following:**

ART 370 Fiber Arts: Stitchery, 3 cr.

ART 371 Fiber Arts: Weaving, 3 cr.

ART 372 Fiber Arts: Puppetry, 3 cr.

ART 373 Fiber Arts: Dye Applications, 3 cr.

ART 374 Fiber Arts: Leather, 3 cr.

**9 credits:**

Electives related to field – advisor approval recommended

**26 credits:**

ATH 201 Introduction to Expressive and Therapeutic Arts, 3 cr.

ATH 203 Basic Therapeutic Skills, 3 cr.

ATH 305 Techniques in Creative Process, 3 cr.

ATH 311 Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools, 2 cr.

ATH 315 Fieldwork I and Seminar, 3 cr.

ATH 400 Senior Seminar in Expressive and Therapeutic Arts, 3 cr.

ATH 410 Program Design and Grant Writing, 3 cr.

ATH 415 Fieldwork II and Seminar, 3 cr.

ATH 435 Fieldwork III and Seminar, 3 cr.

**3 credits from the following:**

COM 302 Intercultural Communication, 3 cr.

COM 324 Interpersonal Communication, 3 cr.

**9 credits:**

PSY 101 General Psychology, 3 cr.

PSY 105 Human Development, 3 cr.

PSY 211 Abnormal Psychology, 3 cr.

**3 credits from the following:**

PSY 202 Social Psychology, 3 cr.  
 PSY 308 Theories of Personality, 3 cr.

**0 credits:**

ART 010, 020, 030, 040 Art Exhibition Attendance,  
 0 cr.

**GRAPHIC ARTS PROGRAM (BA)**

The Graphic Arts Program actively combines knowledge in graphic design and traditional studio art methods. Students in the program will investigate current print and electronic design principles and their technical application to generate an array of design solutions. Studies reflect the trends in evolving graphic design technology, emerging media forms, and the tastes of a visually sophisticated modern society. The structure of the graphic design courses provide the student experiences in design theory, brainstorming techniques, conceptual development, digital imaging, illustration, layout, desktop publishing, typography, printing methods, web design, interactive interface design, and animation.

The goal of the Graphic Arts Program is to prepare students for the diverse opportunities in the field of graphic arts. Students will be encouraged to develop a consistent body of work and attempt to define a personal style for themselves. That development, in part, is elicited by frequent group discussions of a design work's aesthetic merits. Class projects will advance a student's presentation skills, in order to develop an attractive portfolio primed for their career objectives. Their University career will culminate with an internship experience.

**GRAPHIC ARTS MAJOR**

**General Education Program:** 46-49 University requirements. Major satisfies the Art common core and elective core courses.

**Foreign Language requirement****12 credits or equivalent:**

Language requirement for BA

**Other requirements****6 credits:**

University electives

**64–66 credits as follows:****Art History****6 credits:**

ART 230 Survey of Art History I, 3 cr.  
 ART 240 Survey of Art History II, 3 cr.

**3 credits from the following:**

ART 235 Women Artists through History, 3 cr.  
 ART 236 Contemporary Art History, 1–3 cr.  
 ART 237 American Art History, 3 cr.

**Studio Art****15 credits:**

ART 111 Basic Drawing, 3 cr.  
 ART 201 Design, 3 cr.  
 ART 202 Basic Painting, 3 cr.  
 ART 250 Printmaking, 3 cr.  
 ART 303 Life Drawing, 3 cr.

**3 credits from the following:**

ART 211 Basic Sculpture, 3 cr.  
 ART 212 Basic Ceramics, 3 cr.

**Graphic Arts****16–18 credits:**

ART 203 Introduction to Graphic Arts, 3 cr.  
 ART 205 Digital Imaging, 3 cr.  
 ART 207 Computer Illustration, 3 cr.  
 ART 305 Introduction to Photography, 3 cr.  
 ART 340 Web Design, 3 cr.  
 ART 397 Internship, 1–3 cr.

**3 credits from the following:**

ART 401 Advanced Design, 3 cr.  
 ART Graphic Arts elective, 3 cr.

**Other program requirements****18 credits:**

ART Art elective, 3 cr.  
 COM 202 Writing for Media, 3 cr.  
 COM 333 Computer Applications for Communication, 3 cr.  
 MKT 201 Principles of Marketing, 3 cr.  
 MKT 302 Principles of Advertising, 3 cr.  
 TEC 102 Computer Software Applications, 3 cr.

**0 credits:**

ART 010 Art Exhibition Attendance, 0 cr.  
 ART 020 Art Exhibition Attendance, 0 cr.  
 ART 030 Art Exhibition Attendance, 0 cr.  
 ART 040 Art Exhibition Attendance, 0 cr.

**GRAPHIC ARTS MINOR**

**24 credits as follows:**

**Studio Art**

**3 credits from the following:**

- ART 101 Art Fundamentals, 3 cr.  
ART 111 Basic Drawing, 3 cr.

**3 credits:**

- ART 201 Design, 3 cr.

**Art History**

**3 credits from the following:**

- ART 230 Survey of Art History I, 3 cr.  
ART 235 Women Artists Through History, 3 cr.  
ART 236 Contemporary Art History, 1–3 cr.  
ART 237 American Art History, 3 cr.  
ART 240 Survey of Art History II, 3 cr.

**Graphic Arts**

**3 credits:**

- ART 203 Introduction to Graphic Arts, 3 cr.

**12 credits from the following:**

- ART 205 Digital Imaging, 3 cr.  
ART 207 Computer Illustration, 3 cr.  
ART 340 Web Design, 3 cr.  
ART 401 Advanced Design, 3 cr.  
ART 404 Special Topics, 3 cr.  
COM 333 Computer Applications for Communication, 3 cr.  
MKT 201 Principles of Marketing, 3 cr.  
TEC 102 Computer Software Applications, 3 cr.

**0 credits:**

- ART 010, ART 020 Art Exhibition Attendance, 0 cr.

**STUDIO ART PROGRAM (BA)**

The Studio Art major is committed to the study and production of fine art. Students examine the nature of art, the history of art, and the methods of making art. They become familiar and skilled with traditional media and are encouraged to experiment with new media and non-traditional forms. During their junior year, majors will choose a focus area in either two-dimensional or three-dimensional media. They will conclude their studies with a senior thesis exhibition. Studio art majors seek careers as practicing artists, art administrators and curators, or prepare to enter graduate programs in fine art.

**STUDIO ART MAJOR**

**General Education Program:** 46-49 University requirements. Major satisfies the Art common core and elective core courses.

**Foreign Language requirement**

**12 credits or equivalent:**

Language requirement for BA

**Other requirements**

**16–17 credits:**

University electives

**Art courses**

**54 credits as follows:**

**12 credits from the following:**

- ART 230 Survey of Art History I, 3 cr.  
ART 236 Contemporary Art History, 1–3 cr.  
ART 240 Survey of Art History II, 3 cr.  
ART Art History elective, 3 cr.

**18 credits:**

- ART 111 Basic Drawing, 3 cr.  
ART 201 Design, 3 cr.  
ART 202 Basic Painting, 3 cr.  
ART 211 Basic Sculpture, 3 cr.  
ART 303 Life Drawing, 3 cr.  
ART 400 Senior Seminar in Art, 3 cr.

**12 credits:**

- ART Studio Art electives (any art courses other than area of concentration)

**12 credits:**

Two-Dimensional or Three-Dimensional Visual Arts Concentration

**Two-Dimensional Visual Arts Concentration****Graphic Arts**

**3 credits:**

- ART 203 Introduction to Graphic Arts, 3 cr.

**9 credits from the following:**

- ART 205 Digital Imaging, 3 cr.  
ART 207 Computer Illustration, 3 cr.  
ART 340 Web Design, 3 cr.  
COM 333 Computer Applications for Communication, 3 cr.  
ART 397 Internship, 1–3 cr.

**Drawing**

- ART 222 Intermediate Drawing I, 3 cr.  
ART 333 Intermediate Drawing II, 3 cr.

- ART 444 Advanced Drawing I, 3 cr.  
 ART 445 Advanced Drawing II, 3 cr.

- ART 236 Contemporary Art History, 1–3 cr.  
 ART 237 American Art History, 3 cr.  
 ART 240 Survey of Art History II, 3 cr.

### Painting

- ART 302 Intermediate Painting I, 3 cr.  
 ART 362 Intermediate Painting II, 3 cr.  
 ART 461 Advanced Painting I, 3 cr.  
 ART 462 Advanced Painting II, 3 cr.

### Basic Art

#### **3 credits from the following:**

- ART 101 Art Fundamentals, 3 cr.  
 ART 201 Design, 3 cr.  
 ART 203 Introduction to Graphic Arts, 3 cr.

### Printmaking

#### **9 credits from the following:**

- ART 250 Printmaking, 3 cr.  
 ART 350 Intermediate Printmaking, 3 cr.  
 ART 441 Advanced Printmaking I, 3 cr.

#### **9 credits:**

- ART 111 Basic Drawing, 3 cr.  
 ART 202 Basic Painting, 3 cr.  
 ART 250 Printmaking, 3 cr.

#### **3 credits from the following:**

- ART 351 Collagraph, 3 cr.  
 ART 352 Relief, 3 cr.  
 ART 353 Serigraph, 3 cr.

#### **3 credits from the following:**

- ART 205 Digital Imaging, 3 cr.  
 ART 207 Computer Illustration, 3 cr.  
 ART 305 Introduction to Photography, 3 cr.

### Three-Dimensional Visual Arts Concentration

#### **3 credits from the following:**

- ART 211 Basic Sculpture, 3 cr.  
 ART 212 Basic Ceramics, 3 cr.  
 ART 260 Basic Metals, 3 cr.  
 ART 371 Fiber Arts: Weaving, 3 cr.  
 ART 374 Fiber Arts: Leather, 3 cr.

### Ceramics

- ART 212 Basic Ceramics, 3 cr.  
 ART 312 Intermediate Ceramics, 3 cr.  
 ART 412 Advanced Ceramics I, 3 cr.  
 ART 413 Advanced Ceramics II, 3 cr.

#### **0 credits:**

- ART 010, 020 Art Exhibition Attendance, 0 cr.

### Sculpture

- ART 311 Intermediate Sculpture I, 3 cr.  
 ART 321 Intermediate Sculpture II, 3 cr.  
 ART 411 Advanced Sculpture I, 3 cr.  
 ART 421 Advanced Sculpture II, 3 cr.

### ART HISTORY MINOR

#### **22 credits:**

- ART 230 Survey of Art History I, 3 cr.  
 ART 236 Contemporary Art History, 1–3 cr.  
 ART 240 Survey of Art History II, 3 cr.  
 ART 330 Art History Practicum, 2 cr.  
 ART 430 Senior Seminar in Art History, 2 cr.  
 ART Art History electives, 3 cr.  
 HIS Electives, 6 cr. (*may not apply to liberal arts core*)

#### **0 credits:**

- ART 010, 020 Art Exhibition Attendance, 0 cr.

### Fibers

#### **9 credits from the following:**

- ART 370 Fiber Arts: Stitchery, 3 cr.  
 ART 371 Fiber Arts: Weaving, 3 cr.  
 ART 372 Fiber Arts: Puppetry, 3 cr.  
 ART 373 Fiber Arts: Dye Applications, 3 cr.  
 ART 374 Fiber Arts: Leather, 3 cr.

#### **3 credits:**

- ART 424 Advanced Fibers, 3 cr.

#### **0 credits:**

- ART 010, 020, 030, 040 Art Exhibition Attendance, 0 cr.

### STUDIO ART MINOR

#### **24 credits as follows:**

### Art History

#### **6 credits from the following:**

- ART 230 Survey of Art History I, 3 cr.  
 ART 235 Women Artists through History, 3 cr.

### COMMUNICATION DEPARTMENT (BA)

The Communication Department offers students a broad-based education anchored in a strong liberal arts core. First, a degree in communication provides students with quality foundational skills in written, spoken, and interpersonal communication. Second, the program grounds students in theories and principles of communication. Third, this base leads students to an integrated study of the intercultural,

ethical, and practical communication factors students face in the contemporary world. And fourth, students are further enriched by participation in internships and cooperative education experiences in various specialized areas of employment. These experiences give students opportunities to apply theories and practices learned in the classroom.

Students who major in communication earn a Bachelor of Arts degree. Minors in communication and public relations also are offered.

### Graduation requirement

Communication majors may not earn a grade lower than C– in any communication course. In instances where the student earns a grade of D+ or lower, the course must be repeated in order to graduate.

Refer to the Communication Department Handbook for further explanation of policies and requirements.

**General Education Program:** 46-49 University requirements including an Art common core course: ART 201 Design or ART 203 Introduction to Graphic Arts.

**Foreign Language requirement**  
*12 credits or equivalent*

### Other requirements

**42–43 credits:**  
University electives

## COMMUNICATION MAJOR

**42–56 credits:**  
Communication majors must complete the communication core and one of the four areas of emphasis.

### Communication core

**23 credits:**  
COM 100 Introduction to Communication, 3 cr.  
COM 202 Writing for Media, 3 cr.  
COM 232 Public Speaking, 3 cr.  
COM 302 Intercultural Communication, 3 cr.  
COM 400 Theories in Communication, 3 cr.  
COM 401 Legal Issues in Communication, 3 cr.  
COM 405 Senior Seminar, 2 cr.  
COM 397/497 Internship, 3 cr.

*(Students are strongly advised to take BUA 203 Career Preparation, 1 credit.)*

Note: Students are required to maintain a professional portfolio of samples of their work. The portfolio will be reviewed in COM 405 Senior Seminar, 2 credits.

### Organizational Communication emphasis

#### 21 credits as follows:

##### 12 credits:

COM 321 Organizational Communication and Behavior, 3 cr.  
COM 322 Argumentation and Persuasion, 3 cr.  
COM 324 Interpersonal Communication, 3 cr.  
COM 334 Discussion and Small Group Interaction, 3 cr.

##### 3 credits from the following:

COM 420 Professional Presentations, 3 cr. or  
COM 431 Training and Assessment in Communication, 3 cr.

##### 6 credits:

Electives with at least three credits at the 300–400 level, which may include:  
ART 201 Design, 3 cr.  
ENG 432 Rhetorical Theory and Application, 3 cr.  
MGT 213 Principles of Management, 3 cr.  
MKT 201 Principles of Marketing, 3 cr.

### Electronic Journalism emphasis

#### 19 credits as follows:

##### 13 credits:

COM 102 Electronic Student Newspaper, 1 cr.  
COM 212 Introduction to Web-based Communication, 3 cr.  
COM 305 News Reporting, Writing and Editing, 3 cr.  
COM 310 Production for the Web, 3 cr.  
COM 333 Computer Applications for Communication, 3 cr.

##### 3 credits from the following:

ART 203 Introduction to Graphic Arts, 3 cr.  
TEC 102 Computer Software Applications, 3 cr.  
TEC 214 Web Design and E-Commerce, 3 cr.

##### 3 credits:

Communication or otherwise approved elective.

### Public Relations emphasis

#### 21 credits as follows:

##### 12 credits:

COM 210 Introduction to Mass Communication, 3 cr.

- COM 215 Introduction to Public Relations, 3 cr.  
 COM 315 Public Relations Writing and Practice, 3 cr.  
 COM 333 Computer Applications for Communication, 3 cr.

**9 credits from the following:**

Electives, with at least six credits at the 300–400 level, which may include:

- ART 201 Design, 3 cr.  
 ENG 432 Rhetorical Theory and Application, 3 cr.  
 MGT 213 Principles of Management, 3 cr.  
 MKT 201 Principles of Marketing, 3 cr.  
 COM Elective writing course (300 level or above)  
 ENG Elective writing course (300 level or above)

**Public and Professional Communication emphasis****33 credits as follows:****18 credits:**

- COM 210 Introduction to Mass Communication, 3 cr.  
 COM 215 Introduction to Public Relations, 3 cr.  
 COM 305 News Reporting, Writing and Editing, 3 cr.  
 COM 315 Public Relations Writing and Practice, 3 cr.  
 COM 321 Organizational Communication and Behavior, 3 cr.  
 COM 333 Computer Applications for Communication, 3 cr.

**3 credits from the following:**

- COM 420 Professional Presentations, 3 cr.  
 COM 431 Training and Assessment in Communication, 3 cr.

**6 credits from the following:**

- COM 322 Argumentation and Persuasion, 3 cr.  
 COM 324 Interpersonal Communication, 3 cr.  
 COM 334 Discussion and Small Group Interaction, 3 cr.

**6 credits:**

University electives

**COMMUNICATION MINOR****24 credits as follows:****12 credits:**

- COM 100 Introduction to Communication, 3 cr.  
 COM 202 Writing for Media, 3 cr.

- COM 232 Public Speaking, 3 cr.  
 COM 302 Intercultural Communication, 3 cr.

**12 credits:**

- COM Electives (6 of these 12 credits must be at the 300–400 level)

**PUBLIC RELATIONS MINOR****24 credits as follows:****18 credits:**

- COM 100 Introduction to Communication, 3 cr.  
 COM 202 Writing for Media, 3 cr.  
 COM 215 Introduction to Public Relations, 3 cr.  
 COM 232 Public Speaking, 3 cr.  
 COM 302 Intercultural Communication, 3 cr.  
 COM 315 Public Relations Writing and Practice, 3 cr.

**6 credits:**

- COM Electives at the 300–400 level

**Accelerated Communication programs**

Also offered in the Marian Adult Accelerated Program is an Organizational Communication major and minor. See the MAAP section of this bulletin for more information.

**CULTURAL, MEDIA AND GENDER STUDIES DEPARTMENT**

This is an interdisciplinary program that critically examines the nature, function, and effects of culture. The fundamental focus of Cultural, Media and Gender Studies is the processes whereby values, beliefs, individual and collective identities, knowledge, and systems of power are constructed, communicated, and interpreted. All courses apply critical cultural inquiry—the integration of critical thinking, theory and socially responsible engagement—to the investigation of cultural products, social institutions and practices, and ideological perspectives. Particular attention is given to identifying, analyzing and responding to injustice. Students who minor in the program will concentrate their studies in one of three areas:

*Cultural Studies:* Primary attention is given to applying cultural theory and methodologies to aspects of popular culture and the arts. Cultural analysis is used to critically examine the construction and reception of meanings in areas such as fashion, entertainment, music, and literature.

*Media Studies:* This concentration focuses specific attention on media culture and the development of

media literacy through an analysis of the profound role that the media industries play in the representation and formation of identities, institutions, and ideologies. Primary attention is given to (1) the investigation of how the various media forms and genres – such as television, film, the Internet, advertising, news reporting, public relations – articulate and disseminate meaning; and (2) the analysis of audience reception and response.

*Gender Studies:* The central organizing identity category of gender is studied as it intersects with all other aspects of identity and analysis, including class, race, nationality, ethnicity, sexual orientation, and religion. Within gender studies, critical cultural inquiry is firmly rooted in feminist theory, scholarship, methodologies, and history in order to examine how gendered identities and meanings are constructed, institutionalized, and challenged.

The curriculum is specifically designed to cultivate a way of thinking capable of competently engaging a wide range of problems and issues that arise within the personal, professional, and social contexts indicative of the pluralistic environment of American culture and the global community. Students will develop their ability to question and examine their own deeper assumptions and biases; accept, appreciate, and explore diversity; value and advocate social justice; and become better global citizens.

### CULTURAL, MEDIA AND GENDER STUDIES MINOR

**18 credits as follows:**

**6 credits:**

- CMG 215 Contemporary Culture, 3 cr.
- CMG 404 Special Topics, 3 cr.

**12 credits from the following:**

- CMG 315 Gender and Sexuality in the 21<sup>st</sup> Century, 3 cr.
- COM 302 Intercultural Communication, 3 cr.
- COM 407 Gender and Communication, 3 cr.
- ENG 402 Literary Criticism, 3 cr.
- FLA 204 Special Topics: Translation Across Culture, 3 cr.
- FRE 210 The French African Novel
- FRE 320 French and Francophone Culture and Civilization, 3 cr.
- HIS 209 History of Sex and Abstinence, 3 cr.
- HIS 222 History Goes to the Movies, 3 cr.
- PHI 304 Art and Culture, 3 cr.
- PHI 306 Ethics of Gender, Race and Class, 3 cr.
- PHI 315 The Media and Identity, 3 cr.
- PHI 404 Special Topics: Philosophy Goes to the Movies, 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.
- THE 215 The Religious Imagination: Theology and the Arts, 3 cr.

### ENGLISH DEPARTMENT (BA or BS)

The English Department strives to ensure that all Marian University students develop their skills in composing and appreciating written discourse. The programs offer students opportunities to enhance their skills in expository and creative writing; increase their understanding and appreciation of literature representing a variety of cultures, genres, and perspectives; and explore the theory and practice of literary criticism.

**General Education Program:** 46-49 University requirements, including the following: English majors take ENG 112 Introduction to Literary Genres, 1–3 credits; English minors and Language Arts minors take ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century, 3 credits.

#### Foreign Language requirement (for BA only)

*12 credits or equivalent*

#### Other requirements

**35–41 credits:**

University electives

### ENGLISH MAJOR (BA)

**37 credits as follows:**

**28 credits:**

- ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century, 3 cr.
- ENG 201 British Literature to 1780, 3 cr.
- ENG 202 British Literature 1780-1970, 3 cr.
- ENG 211 American Literature to 1865, 3 cr.
- ENG 212 American Literature 1865 - 1970, 3 cr.
- ENG 302 Shakespeare, 3 cr.
- ENG 312 Advanced Composition, 3 cr.
- ENG 313 Advanced Study of Grammar, 1 cr.
- ENG 402 Literary Criticism and Advanced Genre Studies, 3 cr.
- ENG 412 Introduction to Language, 3 cr.

**3 credits from the following:**

- ENG 304 Modern and Contemporary American Literature, 3 cr.

- ENG 314 Modern and Contemporary British Literature, 3 cr.  
 ENG 324 Modern and Contemporary World Literature, 3 cr.

**6 credits:**

- ENG English electives

(ENG 112 Introduction to Literary Genres, 1–3 cr. does not apply toward the major.)

### ENGLISH MAJOR (BA) WITH LITERATURE CONCENTRATION

**43 credits as follows:****28 credits:**

- ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century, 3 cr.  
 ENG 201 British Literature to 1780, 3 cr.  
 ENG 202 British Literature 1780-1970, 3 cr.  
 ENG 211 American Literature to 1865, 3 cr.  
 ENG 212 American Literature 1865-1970, 3 cr.  
 ENG 302 Shakespeare, 3 cr.  
 ENG 312 Advanced Composition, 3 cr.  
 ENG 313 Advanced Study of Grammar, 1 cr.  
 ENG 402 Literary Criticism and Advanced Genre Studies, 3 cr.  
 ENG 412 Introduction to Language, 3 cr.

**3 credits from the following:**

- ENG 304 Modern and Contemporary American Literature, 3 cr.  
 ENG 314 Modern and Contemporary British Literature, 3 cr.  
 ENG 324 Modern and Contemporary World Literature, 3 cr.

Students must also take a three-credit course on a major author (other than Shakespeare), a three-credit course focusing on a specific genre, and six elective English credits. ENG 112 Introduction to Literary Genres, 1–3 cr., does not apply toward the major.

### ENGLISH MAJOR (BA) WITH WRITING CONCENTRATION

**43 credits as follows:****37 credits:**

- ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century, 3 cr.  
 ENG 201 British Literature to 1780, 3 cr.  
 ENG 202 British Literature 1780-1970, 3 cr.  
 ENG 211 American Literature to 1865, 3 cr.  
 ENG 212 American Literature 1865-1970, 3 cr.  
 ENG 301 Creative Writing, 3 cr.  
 ENG 302 Shakespeare, 3 cr.

- ENG 312 Advanced Composition, 3 cr.  
 ENG 313 Advanced Study of Grammar, 1 cr.  
 ENG 402 Literary Criticism and Advanced Genre Studies, 3 cr.  
 ENG 406 Seminar in Fiction Writing, 3 cr.  
 ENG 408 Seminar in Poetry Writing, 3 cr.  
 ENG 412 Introduction to Language, 3 cr.

**3 credits from the following:**

- ENG 304 Modern and Contemporary American Literature, 3 cr.  
 ENG 314 Modern and Contemporary British Literature, 3 cr.  
 ENG 324 Modern and Contemporary World Literature, 3 cr.

**3 credits from the following group of writing-focused courses:**

- COM 202 Writing for Media, 3 cr.  
 COM 305 News Reporting, Writing and Editing, 3 cr.  
 COM 322 Argumentation and Persuasion, 3 cr.  
 COM 330 Technical Writing, 3 cr.  
 COM 332 Magazine and Feature Writing, 3 cr.  
 ENG 432 Rhetorical Theory and Application, 3 cr.

### ENGLISH EDUCATION MAJOR (BS)

**40 credits:** Students desiring certification for teaching complete the requirements for the English major with the exception of the electives, and inclusion of the following:

- COM 232 Public Speaking, 3 cr.  
 ENG 112 Introduction to Literary Genres, 1–3 cr.  
 ENG 301 Creative Writing, 3 cr.

**38 credits:** Students also complete the Education requirements for Middle–Secondary Education majors.

Foreign Language not required.

### ENGLISH MINOR

(This minor is available to all majors.)

**21 credits as follows:****3 credits:**

- ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century, 3 cr.

**6 credits from the following:**

- ENG 201 British Literature to 1780, 3 cr.  
 ENG 202 British Literature 1780-1970, 3 cr.  
**OR**  
 ENG 211 American Literature to 1865, 3 cr.  
 ENG 212 American Literature 1865-1970, 3 cr.

**3 credits from the following:**

- ENG 301 Creative Writing, 3 cr.  
ENG 312 Advanced Composition, 3 cr.

**6 credits:**

Choose from upper-level courses (200 and above.)

**3 credits:**

- ENG 412 Introduction to Language, 3 cr.

**ENGLISH / LANGUAGE ARTS MINOR****22 credits as follows:****19 credits:**

- ENG 111 World Literature 17<sup>th</sup>– 20<sup>th</sup> Century, 3 cr.  
ENG 212 American Literature 1865-1970, 3 cr.  
ENG 301 Creative Writing, 3 cr.  
ENG 302 Shakespeare, 3 cr.  
ENG 312 Advanced Composition, 3 cr.  
ENG 313 Advanced Study of Grammar, 1 cr.  
ENG 412 Introduction to Language, 3 cr.

**3 credits from the following:**

- ENG 201 British Literature to 1780, 3 cr.  
ENG 202 British Literature from 1780-1970, 3 cr.  
ENG 211 American Literature to 1865, 3 cr.

**WRITING MINOR****21 credits as follows:****15 credits:**

- ENG 301 Creative Writing, 3 cr.  
ENG 312 Advanced Composition, 3 cr.  
ENG 406 Seminar in Fiction Writing, 3 cr.  
ENG 408 Seminar in Poetry Writing, 3 cr.  
ENG 412 Introduction to Language, 3 cr.

**6 credits from the following:**

- COM 202 Writing for Media, 3 cr.  
COM 305 News Reporting, Writing and Editing, 3 cr.  
COM 322 Argumentation and Persuasion, 3 cr.  
COM 332 Magazine and Feature Writing, 3 cr.  
ENG 414 Independent Study, 1-3 cr.  
ENG 432 Rhetorical Theory and Application, 3 cr.

**FOREIGN LANGUAGE DEPARTMENT (BA)**

The Foreign Language Department offers opportunities for the study of languages, literatures, history, and cultures. Through the study of a major, a minor, specialized classes for professionals, or classes

in less-commonly taught languages, students learn to communicate effectively, think critically, and interact compassionately with people throughout the world. Proficiency in a second language and enhanced cultural understanding are marketable skills in many careers and complement all other fields of study.

**Programs of study****Majors:**

- Spanish major  
Spanish Education major (to teach in grades PK–12)

**Minors:**

- Spanish minor  
Spanish Education minor (to teach in grades 1–8)\*  
\*Licensure varies based on Education major.

**SPANISH MAJOR (BA)**

The Spanish major consists of an advanced level of study of Spanish language and Hispanic literatures and cultures on the Marian campus and during a semester abroad. Combined with the study of an academic minor, this major provides a solid background for professional employment in diverse fields or for the continued study of language, literature, international relations, law, anthropology, history, etc., in graduate school.

**General Education Program:** 46-49 University requirements

**45 credits as follows:****24 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.  
SPA 301 Latin American Civilizations, 3 cr.  
SPA 401 Introduction to Literary Studies in Spanish, 3 cr.  
SPA 402 Hispanic Literature of Social Conscience, 3 cr.  
ENG 412 Introduction to Language, 3 cr.

**18 credits from the following courses taught in Spanish:**

- SPA 302 History and Culture of Spain, 3 cr.  
SPA 311 Advanced Spanish Grammar, 3 cr.  
SPA 312 Advanced Composition and Conversation in Spanish, 3 cr.  
SPA 404 Special Topics, 3 cr.  
SPA 411 Masterpieces of Spanish Literature, 3 cr.  
SPA 412 Masterpieces of Spanish-American Literature, 3 cr.

- SPA 413 Twentieth Century Hispanic Literature, 3 cr.  
 SPA 414 Independent Study, 1-3 cr.  
 SPA 497 Internship, 1-3 cr.

**3 credits from the following courses taught in English:**

- 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.

*18–24 minor credits in an academic minor to be selected for a variety of programs offered in all departments or a minor in another language.*

- Semester of study abroad during which the student will take three courses in Hispanic language and literatures that will count toward nine of the 42 credits.
- Successful completion of the Oral Proficiency Interview at the advanced level.

### SPANISH EDUCATION MAJOR (BA)

This major prepares the student to teach Spanish in grades PK–12 by combining advanced coursework in the Spanish major, a semester of study abroad, and the education requirements for middle–secondary education major.

**General Education Program:** 46-49 University requirements for education major

**48 credits as follows:**

**27 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.  
 SPA 301 Latin American Civilizations, 3 cr.  
 SPA 401 Introduction to Literary Studies in Spanish, 3 cr.  
 SPA 402 Hispanic Literature of Social Conscience, 3 cr.  
 ENG 412 Introduction to Language, 3 cr.  
 FLE 470 Foreign Language Curriculum and Methods (PK-12), 3 cr.

**18 credits from the following courses taught in Spanish:**

- SPA 302 History and Culture of Spain, 3 cr.  
 SPA 311 Advanced Spanish Grammar, 3 cr.  
 SPA 312 Advanced Composition and Conversation in Spanish, 3 cr.  
 SPA 404 Special Topics, 3 cr.

- SPA 411 Masterpieces of Spanish Literature, 3 cr.  
 SPA 412 Masterpieces of Spanish-American Literature, 3 cr.  
 SPA 413 Twentieth Century Hispanic Literature, 3 cr.  
 SPA 414 Independent Study, 1-3 cr.  
 SPA 497 Internship, 1-3 cr.

**3 credits from the following courses taught in English:**

- SPA 320 Hispanic Experience in the United States, 3 cr. or  
 SPA 322 To Be A Woman in Latin America, 3 cr. or  
 SPA 324 Truth and Memory in Latin America, 3 cr.

- Semester of study abroad.
- Successful completion of the Modified Oral Proficiency Interview at the level of Advanced Low.
- Satisfactory score on the Praxis II Exam in Spanish.

### 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 US and abroad and to communicate in Spanish at the level of intermediate level.

**27 credits as follows:**

**21 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.  
 SPA 301 Latin American Civilizations, 3 cr.  
 SPA 401 Introduction to Literary Studies in Spanish, 3 cr.  
 SPA 402 Hispanic Literature of Social Conscience, 3 cr.

**3 credits from the following courses taught in Spanish:**

- SPA 302 History and Culture of Spain, 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 411 Masterpieces of Spanish Literature, 3 cr.  
 SPA 412 Masterpieces of Spanish-American Literature, 3 cr.  
 SPA 413 Twentieth Century Hispanic Literature, 3 cr.

**3 credits from the following courses taught in English:**

- 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.
- Modified Oral Proficiency Exam at level of Intermediate High.

## SPANISH EDUCATION MINOR

The Spanish Education minor leads to licensure to teach the language in grades 1–8. It consists of a minor in Spanish, a major in Elementary–Middle Education and additional experiences required by the Wisconsin Department of Public Instruction.

**30 credits as follows:**

**24 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.
- SPA 301 Latin American Civilizations, 3 cr.
- SPA 401 Introduction to Literary Studies in Spanish, 3 cr.
- SPA 402 Hispanic Literature of Social Conscience, 3 cr.
- FLE 470 Foreign Language Curriculum and Methods (PK-12), 3 cr.

**3 credits from the following courses taught in Spanish:**

- SPA 302 History and Culture of Spain, 3 cr.
- SPA 311 Advanced Spanish Grammar, 3 cr.
- SPA 312 Advanced Composition and Conversation in Spanish, 3 cr.
- SPA 411 Masterpieces of Spanish Literature, 3 cr.
- SPA 412 Masterpieces of Spanish-American Literature, 3 cr.
- SPA 413 Twentieth Century Hispanic Literature, 3 cr.

**3 credits from the following courses taught in English:**

- SPA 320 Hispanic Experience in the United States, 3 cr. or
- SPA 322 To Be A Woman in Latin America, 3 cr. or
- SPA 324 Truth and Memory in Latin America, 3 cr.
- Modified Oral Proficiency Exam at level of Intermediate High.
- SPA 390 Spanish Language Immersion Seminar and Practicum, 1–3 cr. **OR** 4–6 week immersion program of study abroad.
- All requirements for Elementary–Middle Education major.

## HISTORY DEPARTMENT (BS)

### BROAD FIELD SOCIAL STUDIES MAJOR (BS)

The Broad Field Social Studies program is designed to create a broad and deep understanding of history in all three major areas (American, European, and World) to maximize career opportunities. The integrated style of the curriculum teaches students to:

- (1) Identify, analyze, and use primary, secondary, and tertiary sources.
- (2) Analyze issues and events from multiple perspectives.
- (3) Achieve content mastery in World, American, and European history.
- (4) Compare and contrast ideas, societies, events, individual actions, philosophies, beliefs and spiritual traditions across cultures and time.
- (5) Employ historical logic and historical evidence in written arguments.
- (6) Identify historical injustices and explore possible alternatives.
- (7) Analyze strengths and weaknesses of historiographical arguments.
- (8) Organize, plan, and conduct research.

**General Education Program:** 46-49 University requirements, including HIS 101 and HIS 102 and BIO 104, are included in the BFSS major program.

### Other Requirements

Middle-secondary education major for teaching certification. ECO 201 and BIO 104 meet legislative requirements in environmental science and consumer cooperatives. They are required courses in the BFSS major. POS 205 is also required.

**55 credits as follows:**

**18 credits:**

- HIS 101 World Civilizations I, 3 cr.
- HIS 102 World Civilizations II, 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.
- HIS 378 Historical Materials, 1 cr.
- HIS 379 Historiography, 1 cr.
- HIS 479 Senior Paper, 1 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 19<sup>th</sup> Century Europe, 3 cr.  
 HIS 422 20<sup>th</sup> Century Europe, 3 cr.

**6 credits from the following:**

- 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.

**Other credits required for teacher licensure****13 credits:**

- ECO 201 Macroeconomics, 3 cr.  
 ECO 202 Microeconomics, 3 cr.  
 BIO 104 Environmental Science & Lab, 4 cr.  
 GEO 201 World Regional Geography, 3 cr.

**6 credits**

- PSY 202 Social Psychology, 3 cr.  
 PSY 211 Abnormal Psychology, 3 cr.  
 PSY 341 Cognitive Psychology, 3 cr.  
 SOC 201 Social Problems, 3 cr.  
 SOC 202 Sociology of the Family, 3 cr.  
 SOC 301 Crime and Deviance, 3 cr.  
 SOC 302 Social Theory, 3 cr.

**39 credits**

Middle-secondary education major

**HISTORY MAJOR (BS)**

The History Program is designed to prepare students for careers in any field they choose. The integrated style of the curriculum teaches students to:

- (1) Identify, analyze, and use primary, secondary, and tertiary sources.
- (2) Analyze issues and events from multiple perspectives.
- (3) Achieve content mastery in World, American, and European history.
- (4) Compare and contrast ideas, societies, events, individual actions, philosophies, beliefs and spiritual traditions across cultures and time.

- (5) Employ historical logic and historical evidence in written arguments.
- (6) Identify historical injustices and explore possible alternatives.
- (7) Analyze strengths and weaknesses of historiographical arguments.
- (8) Organize, plan, and conduct research.

**General Education Program:** 46-49 University requirements. HIS 101 and HIS 102 are counted in the major/minor.

**50 credits:**

University electives

**36 credits as follows:****18 credits:**

- HIS 101 World Civilizations I, 3 cr.  
 HIS 102 World Civilizations II, 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.  
 HIS 378 Historical Materials, 1 cr.  
 HIS 379 Historiography, 1 cr.  
 HIS 479 Senior Paper, 1 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 19<sup>th</sup> Century Europe, 3 cr.  
 HIS 422 20<sup>th</sup> Century Europe, 3 cr.

**6 credits from the following:**

- HIS 314 American Constitutional Development, 3 cr.  
 HIS 408 History of American Foreign Policy, 3 cr.  
 HIS 415 Recent American History, 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.

**HISTORY MINOR****24 credits as follows:****12 credits:**

- HIS 101 World Civilizations I, 3 cr.  
 HIS 102 World Civilizations II, 3 cr.  
 HIS 111 History of the United States to 1877, 3 cr.  
 HIS 112 History of the United States from 1877, 3 cr.

**12 credits:**

- HIS Electives (choose from course numbers 200 level and above)

**SOCIAL STUDIES MINOR LEADING TO TEACHER CERTIFICATION**

The 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.\*\*

**24 credits as follows:****15 credits:**

- HIS 102 World Civilizations II, 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.  
 GEO 201 World Regional Geography, 3 cr.

**3 credits from the following:**

- HIS 205 History of Selected Minorities, 3 cr.  
 HIS 211 American Military History, 3 cr.  
 HIS 301 Church History to Reformation, 3 cr.  
 HIS 302 Church History Since the Reformation, 3 cr.  
 HIS 342 Topics in Ancient History, 3 cr.  
 HIS 405 History of the Modern Middle East, 3 cr.  
 HIS 408 History of American Foreign Policy, 3 cr.  
 HIS 416 History/culture of American Indians, 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.

**3 credits from the following:**

- HIS 436 Controversies in American History, 3 cr.  
 HIS 438 Controversies in World History, 3 cr.  
 HIS 490 Seminar in American History, 3 cr.  
 HIS 492 Seminar in World History, 3 cr.

**3 credits from the following:**

- ECO 201 Macroeconomics, 3 cr.  
 PSY 202 Social Psychology, 3 cr.  
 PSY 211 Abnormal Psychology, 3 cr.

- PSY 341 Cognitive Psychology, 3 cr.  
 SOC 201 Social Problems, 3 cr.  
 SOC 202 Sociology of the Family, 3 cr.  
 SOC 301 Crime Deviance, 3 cr.  
 SOC 302 Social Theory, 3 cr.

\*\*Students seeking 1–9 certification must also student-teach in their minor in the middle school.

**INTERDISCIPLINARY STUDIES DEPARTMENT (BSIS)**

The Interdisciplinary Studies degree program is designed specifically for students who have completed an Associate Degree in a technical or professional area at a community college or a technical college that has been approved by Marian University. Students will transfer in a majority of their associate degree program courses. Building on this professional/technical base, students choose courses that will complement their career path and help them achieve learning goals in the following areas: the spiritual dimension of persons and the construction of a personal philosophy and professional ethic; critical thinking; effective communication; quantitative reasoning; an understanding of the various methods of inquiry; an understanding of biological and physical systems; an appreciation of the diversity and commonality of both Eastern and Western cultures; the analysis of the interrelationships among human beings and their social environments; and an understanding of the elements and methods of the arts.

**INTERDISCIPLINARY STUDIES MAJOR**

**General Education Program:** 46–49 University requirements

**Language requirement:**

12 credits or equivalent required if BA degree

**Major requirements****6 credits:**

- IDS 201 Aesthetics, Values, and Culture I, 3 cr.  
**OR**  
 IDS 202 Aesthetics, Values, and Culture II, 3 cr.  
 IDS 400 Senior Seminar in Interdisciplinary Studies, 3 cr.

**30 credits:**

Must be chosen from at least three established program areas within Arts, Humanities and Letters, Social and Behavioral Science, and Mathematics and

Natural Science (exceptions may be made on an individual basis), with a minimum of 18 credits at the 300 and/or 400 level.

### Other requirements

**42–46 credits:** electives for a BSIS degree

**OR**

**30–34 credits:** electives for a BA degree

## LEADERSHIP DEPARTMENT

The Leadership Department provides an opportunity for learning servant leadership theories and practices, and reflecting on one's own core values, gifts and talents, personal mission, vocation, and call to service. First and foremost, effective and authentic leadership springs from one's identity and integrity. Second, leadership hinges on important skills and competencies that include deep listening, dialogue, personal reflection, visioning, written and oral communication, interpersonal skills, assessing and evaluating, systems thinking, teamwork and small group processes, and others.

The leadership minor program is interdisciplinary in nature and helps students recognize, appreciate, and practice the interrelatedness of a variety of ways of knowing and exploring. The goals of the leadership program are accomplished through a minor in leadership designed to complement the student's major program and to provide a coherent perspective on the various aspects of leadership. The minor is an excellent complement to many majors, such as: organizational communication, management, marketing, criminal justice, education, social work, human relations, nursing, and many others. Department goals are also accomplished through the offering of elective courses in leadership that enhance the academic experience for students and prepare them for leadership roles in their profession, community, and global society.

### LEADERSHIP MINOR

**24 credits:**

**9 credits:**

- THE/LDR 225 Theology of Leadership, 3 cr.
- LDR 300 Spirituality Integration Seminar, 1 cr.
- LDR 350 Leadership Integration Seminar, 1 cr.
- LDR 400 Values Development in Leadership, 3 cr.
- LDR 450 Leadership Capstone Seminar, 1 cr.

**6 credits from the following:**

- COM 322 Argumentation and Persuasion, 3 cr.
- COM 324 Interpersonal Communication, 3 cr.
- COM 334 Discussion & Small Group Interaction, 3 cr.

**3 credits from the following:**

- COM/MGT/SOC 321 Organizational Communication and Behavior, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.

**6 credits from the following:**

- COM 302 Intercultural Communication, 3 cr.
- COM 407 Gender and Communication, 3 cr.
- EDU 401 Multicultural Education, 3 cr.
- ENG 324 Modern and Contemporary World Literature, 3 cr.
- HIS 205 History of Selected Minorities, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
- MUS 205 World Musics, 2-3 cr.
- THE 332 Interreligious & Interfaith Dialogue, 3 cr.
- THE 380 Jewish-Christian Relations, 3 cr.

**OR**

6 credits in a foreign language

Other leadership courses from student's major programs may be substituted with approval from the Leadership Department Chair. The minor in Leadership is also available through the MAAP program.

## MUSIC DEPARTMENT (BA)

The Music Department develops students' understanding, perception, and appreciation of music through music performance and courses that develop listening skills, investigate the structure of music, and survey the historical/sociological setting of various styles of music.

Each student majoring in music and music administration will be required to pass a performance proficiency evaluation on his or her major performing medium (voice or instrument) after four semesters of lessons. The specific requirements for each performing medium may be obtained from the Music Department. Minors in music and jazz studies are also offered.

If a student does not pass the performance proficiency evaluation on the first attempt, he or she will be required to continue lessons at the fourth semester level (MUS 222, 232, 242, 252, 262, or 272) until ready to attempt the evaluation again. If a student does not pass the performance proficiency evaluation on the

second attempt, he or she will be asked to discontinue the music major. Refer to Music Department Handbook for further explanation of policies and requirements.

## MUSIC MAJOR (BA)

**General Education Program:** 46-49 University requirements

### Foreign Language requirement

#### 12 credits or equivalent:

Language requirement for BA

### Other requirements

#### 28 credits:

University electives

### Music courses

#### 42-43 credits as follows:

##### 0 credits:

MUS 010, 020, 030, 040, 050, 060, 070  
Concert attendance (7 semesters)

##### 12 credits:

MUS 211 Music Theory I, 3 cr.  
MUS 212 Music Theory II, 3 cr.  
MUS 311 Music Theory III, 3 cr.  
MUS 312 Music Theory IV, 3 cr.

##### 8 credits:

MUS 301 History and Literature of Music I, 3 cr.  
MUS 302 History and Literature of Music II, 3 cr.  
MUS 303 Music since 1900, 2 cr.

##### 8 credits from the following:

Major Instrument/Voice, including a senior recital  
MUS 104 Beginning Voice Class, 1 cr.  
MUS 121, 122, 221, 222, 321, 322, 421, 422  
Voice, ½-1 cr. per semester  
MUS 131, 132, 231, 232, 331, 332, 431, 432  
Keyboard: Piano and Organ,  
½-1 cr. per semester  
MUS 141, 142, 241, 242, 341, 342, 441, 442  
Strings, ½-1 cr. per semester  
MUS 151, 152, 251, 252, 351, 352, 451, 452  
Woodwinds, ½-1 cr. per semester  
MUS 161, 172, 271, 272, 371, 372, 471, 472  
Brass, ½-1 cr. per semester  
MUS 171, 172, 271, 272, 371, 372, 471, 472  
Percussion, ½-1 cr. per semester  
MUS 376 Junior Recital, ½ cr.  
MUS 476 Senior Recital, 1 cr.

#### 2 credits:

Piano (except piano majors)  
MUS 111 Beginning Keyboard Class, 1 cr.  
MUS 112 Keyboard Class II, 1 cr.  
MUS 131, 132, 231, 232, 331, 332, 431, 432  
Keyboard: Piano and Organ,  
½-1 cr. per semester

#### 7 credits:

MUS 107 Women's Chorale, 0-1 cr.  
MUS 130 Collegiate Wind Ensemble, 0-1 cr.  
per semester  
MUS 140 Chamber Ensemble, 0-1 cr.  
per semester  
MUS 150 Orchestra, 0-1 cr. per semester  
MUS 170 Jazz Ensemble, 0-1 cr. per semester  
MUS 209 Vocal Jazz Ensemble, 0-1 cr.  
MUS 220 Chamber Singers, 0-1 cr.

#### 5-6 credits from the following:

MUS 202 American Music, 3 cr.  
MUS 203 Jazz Survey, 3 cr.  
MUS 205 World Musics, 2-3 cr.  
MUS 224 Beginning Conducting, 2 cr.  
MUS 226 Choral Conducting, 2 cr.  
MUS 234 Instrumental Conducting, 2 cr.  
MUS 411 Arranging, 1 cr.

**Additional Requirements:** Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

All music majors must pass a keyboard proficiency examination. Consult the Music Department for more information.

## MUSIC MAJOR WITH LITURGICAL MUSIC EMPHASIS (BA)

The Liturgical Music emphasis affords the student an understanding of music used in worship and prepares the student for a career as a minister or director of church music by providing training in applied music, music theory, church music history, and current practices in worship music. The course of study culminates in an internship in a church music program.

**General Education Program:** 46-49 University requirements

### Language Requirement for BA:

12 credits or equivalent

#### 55 credits as follows:

##### 0 credits:

MUS 010, 020, 030, 040, 050, 060, 070  
Concert attendance (7 semesters)

**13 credits:** Music Theory

- MUS 211 Music Theory I, 3 cr.  
 MUS 212 Music Theory II, 3 cr.  
 MUS 311 Music Theory III, 3 cr.  
 MUS 312 Music Theory IV, 3 cr.  
 MUS 411 Arranging, 1 cr.

**8 credits:** Music History and Literature

- MUS 301 History and Literature of Music I, 3 cr.  
 MUS 302 History and Literature of Music II, 3 cr.  
 MUS 303 Music Since 1900, 2 cr.

**2 credits:** Piano

- MUS 111 Beginning Keyboard Class, 1 cr. (except piano majors):  
 MUS 112 Keyboard Class II, 1 cr. (except piano majors):  
 MUS 131, 132, 231, 232, 331, 332, 431, 432  
 Keyboard Lessons, ½–1 cr. per semester

**2 credits:** Voice

- MUS 104 Beginning Voice Class, 1 cr. (except voice majors)  
 MUS 121, 122, 221, 222, 321, 322, 421, 422  
 Voice Lessons, ½–1 cr. per semester

**2 credits:** Guitar

- MUS 141, 142, 241, 242, 341, 342, 441, 442  
 Guitar Lessons, ½–1 cr. per semester

**7 credits:** Ensemble

- MUS 107 Women's Chorale, 1cr.  
 MUS 220 Chamber Singers, 1cr.  
 MUS 180 Accompanying, 1 cr.

**17 credits:**

- MUS 292 History and Literature of Church Music, 2 cr.  
 MUS 293 Music in Liturgy, 2 cr.  
 MUS 294 Administration in Liturgical Music, 2 cr.  
 MUS 404 Special Topics in Music  
 MUS 224 Beginning Conducting, 2 cr.  
 MUS 226 Choral Conducting, 2 cr.  
 THE 230 Introduction to Pastoral Ministry, 3 cr.  
 THE 370 Worship and Service, 3 cr.

**4 credits:**

- MUS 497 Internship

**Additional Requirements:**

Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

All music majors with an emphasis in liturgical music must pass a keyboard proficiency examination. Consult the Music Department for more information.

**MUSIC ADMINISTRATION MAJOR (BS)**

The Music Administration major prepares the student for careers in music publishing, music and instrument merchandising, and arts management. A handbook is available from the Music Department Office which contains all the requirements for the major.

**General Education Program:** 46-49 University requirements

**55–58 credits as follows:****0 credits:**

- MUS 010, 020, 030, 040, 050, 060, 070  
 Concert attendance (7 semesters)

**12 credits:**

- MUS 211 Music Theory I, 3 cr.  
 MUS 212 Music Theory II, 3 cr.  
 MUS 311 Music Theory III, 3 cr.  
 MUS 312 Music Theory IV, 3 cr.

**8 credits:** Music History and Literature

- MUS 301 History and Literature of Music I, 3 cr.  
 MUS 302 History and Literature of Music II, 3 cr.  
 MUS 303 Music Since 1900, 2 cr.

**8 credits from the following:** Major Instrument/Voice, including a senior recital

- MUS 104 Beginning Voice Class, 1 cr.  
 MUS 121, 122, 221, 222, 321, 322, 421, 422  
 Voice, ½–1 cr. per semester  
 MUS 131, 132, 231, 232, 331, 332, 431, 432  
 Keyboard: Piano and Organ,  
 ½–1 cr. per semester  
 MUS 141, 142, 241, 242, 341, 342, 441, 442  
 Strings, ½–1 cr. per semester  
 MUS 151, 152, 251, 252, 351, 352, 451, 452  
 Woodwinds, ½–1 cr. per semester  
 MUS 161, 172, 271, 272, 371, 372, 471, 472  
 Brass, ½–1 cr. per semester  
 MUS 171, 172, 271, 272, 371, 372, 471, 472  
 Percussion, ½–1 cr. per semester  
 MUS 376 Junior Recital, ½ cr.  
 MUS 476 Senior Recital, 1 cr.

**2 credits:** Piano (except piano majors)

- MUS 111 Beginning Keyboard Class, 1 cr.  
 MUS 112 Keyboard Class II, 1 cr.  
 MUS 131, 132, 231, 232, 331, 332, 431, 432  
 Keyboard: Piano and Organ,  
 ½–1 cr. per semester

**7 credits:** Performance ensembles

- MUS 107 Women's Chorale, 0–1 cr.  
 MUS 130 Collegiate Wind Ensemble, 0–1 cr.  
 per semester

- MUS 140 Chamber Ensemble, 0–1 cr.  
per semester  
MUS 150 Orchestra, 0–1 cr. per semester  
MUS 170 Jazz Ensemble, 0–1 cr. per semester  
MUS 209 Vocal Jazz Ensemble, 0-1 cr.  
MUS 220 Chamber Singers, 0–1 cr.

**9 credits:** Music Administration  
MUS 281 Introduction to the Music Industry, 3 cr.  
MUS 282 Promotion & Marketing in Music, 3 cr.  
MUS 381 Legal Issues in Music, 3 cr.

**3 credits:**  
MUS 382 Practicum in Music Administration, 3 cr.

**3 credits:**  
MUS 497 Internship in Music Administration,  
1-3 cr.

**3–6 credits\* from the following:**

- MUS 202 American Music, 3 cr.  
MUS 203 Jazz Survey, 3 cr.  
MUS 224 Beginning Conducting, 2 cr.  
MUS 226 Choral Conducting, 2 cr.  
MUS 234 Instrumental Conducting, 2 cr.  
MUS 411 Arranging, 1 cr.

**OR**

Acceptable substitutes

**One of the following minors is required for the Music Administration major:**

**Business Administration minor**

**22–25 credits as follows:**

**19 credits:**

- ACC 201 Financial Accounting, 3 cr.  
BUA 203 Career Preparation, 1 cr.  
BUA 350 Business Law I, 3 cr.  
ECO 201 Macroeconomics, 3 cr.  
MGT 213 Principles of Management, 3 cr.  
MKT 201 Principles of Marketing, 3 cr.  
TEC 102 Computer Software Applications, 3 cr.

**3–6 credits from the following:**

- MGT 311 Human Resources Management, 3 cr.  
MKT 302 Principles of Advertising, 3 cr.  
MKT 311 Consumer Behavior, 3 cr.  
MKT 322 Sales Management, 3 cr.

**Public Relations minor**

**24 credits as follows:**

**18 credits:**

- COM 100 Introduction to Communications, 3 cr.

- COM 202 Writing for Media, 3 cr.  
COM 215 Introduction to Public Relations, 3 cr.  
COM 232 Public Speaking, 3 cr.  
COM 302 Intercultural Communication, 3 cr.  
COM 315 Public Relations Writing and Practice, 3 cr.

**6 credits:**

- COM Courses at the 300–400 level

\*Electives are determined by the academic advisor and the student and are selected in accordance with the particular areas of the music industry which the student intends to pursue. There should be a total of at least nine credits of electives from music and from business administration or public relations courses.

**Additional Requirements:** Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

All music majors must pass a keyboard proficiency examination. Consult the Music Department for more information.

**MUSIC MINOR**

**20 credits as follows:**

**0 credits:**

- MUS 010, 020, 030, 040, 050, 060, 070  
Concert attendance (3 semesters)

**6 credits:**

- MUS 211 Music Theory I, 3 cr.  
MUS 212 Music Theory II, 3 cr.

**5–6 credits from the following:**

- MUS 301 History and Literature of Music I, 3 cr.  
MUS 302 History and Literature of Music II, 3 cr.  
MUS 303 Music Since 1900, 2 cr.

**2–3 credits from the following:**

- MUS 202 American Music, 3 cr.  
MUS 203 Jazz Survey, 3 cr.  
MUS 205 World Musics, 2-3 cr.  
MUS 301 History and Literature of Music I, 3 cr.  
MUS 302 History and Literature of Music II, 3 cr.  
MUS 303 Music Since 1900, 2 cr.

**2 credits from the following:**

- MUS 121, 122, 221, 222, 321, 322, 421, 422  
Voice, ½–1 cr. per semester  
MUS 131, 132, 231, 232, 331, 332, 431, 432  
Keyboard: Piano and Organ,  
½–1 cr. per semester  
MUS 141, 142, 241, 242, 341, 342, 441, 442  
Strings, ½–1 cr. per semester

- MUS 151, 152, 251, 252, 351, 352, 451, 452  
Woodwinds, ½–1 cr. per semester
- MUS 161, 162, 261, 262, 361, 362, 461, 462  
Brass, ½–1 cr. per semester
- MUS 171, 172, 271, 272, 371, 372, 471, 472  
Percussion, ½–1 cr. per semester

**4 credits from the following:**

- MUS 107 Women's Chorale, 0–1 cr.
- MUS 130 Collegiate Wind Ensemble, 0–1 cr. per semester
- MUS 140 Chamber Ensemble, 0–1 cr. per semester
- MUS 150 Orchestra, 0–1 cr. per semester
- MUS 170 Jazz Ensemble, 0–1 cr. per semester
- MUS 209 Vocal Jazz Ensemble, 0–1 cr.
- MUS 220 Chamber Singers, 0–1 cr.

Music minors are required to participate in a music ensemble each of seven semesters (*but need to take only four for credit*).

**Additional Requirements:** Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

**JAZZ STUDIES MINOR / EMPHASIS****21 credits as follows:**

- MUS 111 Beginning Keyboard, 1 cr.
- MUS 170 Jazz Ensemble, 2 cr. (2 semesters)
- MUS 203 Jazz Survey, 3 cr.
- MUS 208 Fundamentals of Jazz Improvisation, 2 cr.
- MUS 210 Jazz Theory and Keyboard Harmony, 3 cr.
- MUS 211 Music Theory I, 3 cr.
- MUS 308 Jazz Arranging, 2 cr.
- MUS 310 Advanced Jazz Improvisation, 2 cr.
- MUS 408 Jazz Techniques for the Music Educator, 3 cr.

Jazz Studies minors are required to participate in Jazz Ensemble for two semesters, although continued participation is encouraged.

**Additional Requirements:** Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

**LITURGICAL MUSIC MINOR**

The liturgical music minor affords the student an understanding of music used in worship and prepares the student for avocational activity in church music by providing training in applied music, music theory, church music history, and current practices in worship music.

**25 credits as follows:****13 credits:**

- MUS 111 Beginning Keyboard
- OR**
- MUS 104 Beginning Voice, 1 cr.
- MUS 211 Music Theory I, 3 cr.
- MUS 212 Music Theory II, 3 cr.
- MUS 292 History and Literature of Church Music, 2 cr.
- MUS 293 Music in Liturgy, 2 cr.
- MUS 294 Administration in Liturgical Music, 2 cr.

**4 credits from the following:**

- MUS 121, 122, 221, 222, 321, 322, 421, 422  
Voice Lessons

**AND/OR**

- MUS 131, 132, 231, 232, 331, 332, 431, 432  
Keyboard Lessons, ½–1 cr. each

**8 credits:**

- MUS 224 Beginning Conducting, 2 cr.
- THE 230 Introduction to Pastoral Ministry, 3 cr.
- THE 370 Worship and Service, 3 cr.

**Additional Requirements:** Students without background in music theory may be required to take MUS 101 Music Fundamentals before taking MUS 211.

**PHILOSOPHY DEPARTMENT**

Philosophy asks and answers questions like: *What is a meaningful life? What is truth? What is a good life? What does it mean to be me? Is there a God? What is morally right?*

Philosophy asks questions that get beyond the surface. Philosophy stretches students by asking them to think deeply about the ethical and intellectual foundations of Eastern and Western society.

Philosophy emphasizes 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.

Philosophy students score among the best of all students taking the GRE, LSAT, and GMAT. For example, philosophy students had higher GMAT scores than any major outside of the hard sciences. Thus, students who plan on graduate study in most fields will benefit from studying philosophy.

**PHILOSOPHY MINOR****18 credits as follows:****3 credits:**

PHI 132 The Examined Life, 3 cr.

**15 credits from the following:**

PHI 204 Special Topics, 3 cr.  
 PHI 212 Contemporary Ethical Issues, 3 cr.  
 PHI 220 Bioethics, 3 cr.  
 PHI 231 Business Ethics, 3 cr.  
 PHI 232 Philosophy of Education, 3 cr.  
 PHI 304 Art and Culture, 3 cr.  
 PHI 305 Philosophy of Love and Friendship, 3 cr.  
 PHI 306 Ethics of Gender, Race and Class, 3 cr.  
 PHI 308 Philosophy of Religion, 3 cr.  
 PHI 311 Philosophy of Science, 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 397 Internship, 1-3 cr.  
 PHI 404 Special Topics, 1-3 cr.  
 PHI 414 Independent Study, 1-3 cr.  
 PHI 425 Seminar in Philosophy, 3 cr.  
 PHI 497 Internship, 1-3 cr.

**PRE-LAW MINOR**

Law schools throughout the country accept students from a variety of academic majors. Typically, students who wish to enter a law school need a strong academic background, an above-average grade point average, and must meet LSAT standards of the school to which they are applying. Marian students who are interested in a career in law are encouraged to major in their own field of interest and take a specially-designed minor program, which provides a stronger generalist background.

**18 credits as follows:****3 credits 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.

**6 credits:**

POS 205 American Government, 3 cr.  
 PHI 320 Philosophy of Law, 3 cr.

**9 credits from the following:**

BUA 350 Business Law I, 3 cr.  
 COM 401 Legal Issues in Communication, 3 cr.  
 CRJ 102 Constitutional Law, 3 cr.  
 CRJ 201 Criminal Law, 3 cr.

CRJ 203 Juvenile Law, 3 cr.  
 (Also SOC 203)  
 HCA 411 Legal Issues in Health Care Administration, 3 cr.  
 HIS 207 History of Crime, 3 cr.  
 HSL 350 Administrative Law, 3 cr.  
 MUS 381 Legal Issues in Music, 3 cr.  
 NUR 303 Legal Issues in Nursing Practice, 3 cr.  
 PHI 316 Social and Political Philosophy, 3 cr.  
 SOC 301 Crime and Deviance, 3 cr.  
 SRM 301 Legal Issues in Sport and Recreation Management, 3 cr.  
 SWK 422 Law and the Helping Professions, 3 cr. (Also PSY 422)

**THEOLOGY DEPARTMENT (BA)**

Through the heritage of the Catholic tradition and by being open to diverse religious viewpoints, the Theology Department engages the whole person in developing a personal faith perspective regarding ultimate reality.

Program offerings aim to: (1) explore diverse religious traditions, theological stances, and forms of prayer and worship; (2) encourage each student to develop a personal spirituality that includes reflection and living out beliefs, compassionate service, and religious practice; (3) study key issues from interdisciplinary perspectives; and (4) provide area religious educators and other adults with continuing education programs.

**General Education Program:** 46-49 University requirements including THE 101 as a prerequisite for all theology courses at the 200 level and above; some courses have additional prerequisites.

**Foreign Language requirement**

*12 credits or equivalent*

**THEOLOGY MAJOR (BA)****51 credits:**

All theology majors must complete the core courses, as well as fulfill one of the four tracks, namely 1) double-major track, 2) ministry track, 3) religious education track, and 4) pre-graduate studies track. All theology majors will receive a Bachelor of Arts. The program of courses for each theology major will be discussed and approved by the Theology Department. Theology majors must have a minimum GPA of 3.0 in all theology courses.

**Theology core****33 credits:**

- THE 210 Understanding the Scriptures, 3 cr.
- THE 216 History in Theology, 3 cr.
- THE 327 Vatican II, 3 cr.
- THE 333 Theological Investigations I, 3 cr.
- THE 334 Theological Investigations II, 3 cr.
- THE Courses in ethics/social justice, 6 cr.
- THE Electives (200 level and above), 9 cr.
- THE 495 Senior Seminar, 3 cr.

**THEOLOGY TRACKS****Double major track**

(number of credits dependent upon second major)

This track allows students to major in theology alongside another program of study.

**Ministry track****18 credits:**

- THE 230 Introduction to Pastoral Ministry, 3 cr.
- THE 360 Faith Development, 3 cr.
- THE 365 Child and Youth Ministry, 3 cr.
- THE 366 Adult and Family Ministry, 3 cr.
- THE 370 Worship and Service, 3 cr.
- THE 497 Pastoral Leadership/Ministry Internship, 3 cr.

**Religious Education track****18 credits:**

- THE 231 Introduction to Religious Education, 3 cr.
- THE 332 Interreligious and Interfaith Dialogue, 3 cr.
- THE 360 Faith Development, 3 cr.
- THE 380 Jewish-Christian Relations, 3 cr.
- THE 385 Curriculum, Methods, and Theories of Religious Education, 3 cr.
- THE 497 Religious Education Internship, 3 cr.

**Pre-graduate Studies track****18 credits:**

- THE 303 Topics in Biblical Theology, 3 cr.
- THE 307 Topics in the History of Theology, 3 cr.
- PHI 308 Philosophy of Religion, 3 cr.
- THE 426 Theology of the Human Person, 3 cr.
- THE 450 Theological Research, 3 cr.
- THE Elective (200 level and above), 3 cr.

**THEOLOGY MINOR**

The program of courses for each theology minor will be discussed and approved by the Theology Department. Theology minors must have a minimum GPA of 3.0 in all theology courses.

**21 credits as follows:****6 credits:**

- THE 210 Understanding the Scriptures, 3 cr.
- THE 216 History in Theology, 3 cr.

**3 credits from the following:**

- THE 333 Theological Investigations I, 3 cr.
- THE 334 Theological Investigations II, 3 cr.

**9 credits:**

- THE Electives (200 level and above)

**3 credits:**

- THE 495 Senior Seminar, 3 cr.

**RELIGIOUS EDUCATION MINOR**

Religious education minors complete the religious education track (see theology major), as well as THE 495 Senior Seminar.

**21 credits:**

- THE 231 Introduction to Religious Education, 3 cr.
- THE 332 Interreligious and Interfaith Dialogue, 3 cr.
- THE 360 Faith Development, 3 cr.
- THE 380 Jewish-Christian Relations, 3 cr.
- THE 385 Curriculum, Methods, and Theories of Religious Education, 3 cr.
- THE 495 Senior Seminar, 3 cr.
- THE 497 Religious Education Internship, 3 cr.

**MINISTRY MINOR**

Ministry minors complete the ministry track (see theology major) as well as THE 495 Senior Seminar.

**21 credits:**

- THE 230 Introduction to Pastoral Ministry, 3 cr.
- THE 360 Faith Development, 3 cr.
- THE 365 Child and Youth Ministry, 3 cr.
- THE 366 Adult and Family Ministry, 3 cr.
- THE 370 Worship and Service, 3 cr.
- THE 495 Senior Seminar, 3 cr.
- THE 497 Pastoral Leadership/Ministry Internship, 3 cr.

## **SCHOOL OF BUSINESS**

**Jeffrey G. Reed, Ph.D., Dean**

Regina Hall, Room 228  
(920) 923-8139

Undergraduate traditional programs offered in the School of Business lead to a Bachelor of Science (BS) degree or a Bachelor of Science in Business Administration degree (BSBA). Business programs are committed to the education of the whole person for careers in business leadership. The objective of these programs is to prepare men and women 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 School of Business program consists of the General Education Program, a general business core, and a major concentration core. Majors are offered in accounting, business administration, finance, health care administration, human resources, information technology, management, marketing, and sport and recreation management.

The choice of a business minor provides students with the opportunity to do structured, in-depth 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 accounting, business administration, finance, information technology, management, marketing, and sport and recreation management. Students normally will choose their minor concentration when they are near the completion of the sophomore year, including those courses that may be prerequisite to the chosen minor.

A business field work experience is required of all students in the School of Business. Required field work experience courses are listed within each business major program.

For the continuing student already in the business world, the School of Business offers degree-completion programs through the Professional, Adult, and Continuing Education (PACE) Office in the Marian Adult Accelerated Program (MAAP). Majors include general management, human resources management,

marketing and operations management, which lead to a Bachelor of Business Administration degree (BBA). Minors are also offered in business administration and information technology management. For students not majoring in a School of Business field, a minor is available in business administration.

### **School of Business Purpose Statement**

The purpose of the School of Business is to educate and prepare students for leadership roles in diverse organizations. The curriculum offers a variety of programs that are values-based, enabling the student to succeed in a rapidly changing global environment.

### **Academic standards**

#### *General admission criteria*

The institution shall obtain and maintain information relative to candidates applying for admission to the School of Business. The information maintained shall include high school transcript, rank in high school graduating class, high school grade point average, scores on standardized tests such as the ACT and the SAT, any previous transcripts, and the grade point average and class rank at admission to the School of Business.

Students receiving a degree from the School of Business must earn at least 50% of their required business credits (refers to any course offered by a business school program that is a requirement for the degree) at Marian.

#### **Re-admission criteria**

If a student has not maintained continuous enrollment at Marian University, formal application to the University must be made. The program requirements and academic standards that were effective upon initial enrollment in the School of Business will be applicable only if the student is readmitted after an absence of only one semester. For non-enrollment of two or more continuous semesters, program requirements and academic standards that are currently effective will be applicable. Probationary status and academic standards continue upon re-admission.

### **School of Business criteria for undergraduate students**

A student who meets Marian University admission standards and who declares an interest in a business major will comply with the following standards at each class level:

**Freshmen Criteria** (for students with at least 32 credits completed)

Students should have completed the following with a minimum grade of C:

- ENG 101 or ENG 105

Students must maintain a cumulative GPA of at least 2.00

**Sophomore Criteria** (for students with at least 64 credits completed)

Students should have completed the following with a minimum grade of C:

- ENG 151 or ENG 106
- MAT 111 or MAT 130 or MAT 132
- BUA 210 or MAT 122
- Science Lab(s)

Students must maintain a cumulative GPA of at least 2.00

**Junior/Senior Criterion** (for students with at least 80 credits completed)

Students must maintain a cumulative GPA of at least 2.00

**Graduation requirements**

A cumulative overall average of 2.00 must be earned for a student to receive a Bachelor of Science in Business Administration degree from Marian University. A School of Business student will not be allowed to graduate with a “D+” or lower grade in any School of Business course. If such a grade is recorded, the course must be retaken and a grade of “C–” or above must be achieved. All students are required to successfully complete a comprehensive exit examination during the semester prior to graduation. This requirement applies to students entering Marian University beginning with the fall semester of 2001. Students who entered Marian University prior to the fall semester of 2001 are subject to the requirements that applied at the time they entered Marian University.

**Business internship**

An internship is a 0–3-credit requirement for all undergraduate School of Business majors. It provides a practical work experience related to the student’s career objective. While there is an option as to the number of credits taken, the minimum amount of time actually spent in the internship is the same for all business students.

All types of internships involve planned and supervised on-the-job training with active interaction among the student, a faculty advisor, and a supervisor from the place of employment. The student may complete the

internship on a part- or full-time basis. The internship coordinator will, whenever possible, assist students in arranging for interviews, but it is the student’s responsibility to find his or her internship employer.

A learning contract is used to focus on learning expectations, applied activities and a time frame for the internship. The students are evaluated on their work performance and objectives by the supervisor at the place of employment and on an academic paper by the internship faculty advisor.

Students are eligible to enter the internship program upon achieving junior class standing. BUA 203 Career Preparation is a prerequisite for the program.

**Failure to meet School of Business criteria**

Any student failing to meet these criteria will be put on probation. The first semester a student is on probation, the student can continue taking business courses. If the student has failed to meet the criteria after one semester on probation, that student may only retake deficient classes and general education requirements.

**Accelerated business programs**

For students interested in a graduate business program with an accelerated format, see the Master of Science in Leadership (MS) in the Graduate Studies section or contact the PACE Office at (920) 923-7632.

**SCHOOL OF BUSINESS REQUIREMENTS**

**General Education Program:** 46-49 University requirements, including PHI 231; MAT 130 or MAT 201. TEC 102 is highly recommended.

**School of Business Core\*****40–41 credits as follows:****31 credits:**

ACC 201	Financial Accounting, 3 cr.
ACC 202	Managerial Accounting, 3 cr.
BUA 203	Career Preparation, 1 cr.
BUA 310	International Business, 3 cr.
BUA 350	Business Law, 3 cr.
BUA 402	Strategy and Policy, 3 cr.
ECO 201	Macroeconomics, 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.

**3 credits from the following:**

- ENG 222 Business Communications, 3 cr.  
 COM 101 Fundamentals of Communication, 3 cr.  
 COM 232 Public Speaking, 3 cr.  
 COM 324 Interpersonal Communication, 3 cr.  
*(recommended for students majoring in Health Care Administration)*

**3 credits:**

- TEC 200 Fundamentals of Information Technology, 3 cr.

**3–4 credits from the following:**

- BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.  
 MAT 122 Introduction to Probability and Statistics, 4 cr.

\*For all School of Business majors except information technology.

**Major requirements**

See requirements for majors in accounting, business administration, finance, health care administration, human resources, information technology, management, marketing, and sport and recreation management.

**Minor requirements**

See requirements for minors in accounting, business administration, finance, information technology, management, marketing, and sport and recreation management.

**Total credits required for graduation: 128 cr.**

**ACCOUNTING PROGRAM (BSBA)**

Almost everyone knows that accountants are the people in charge of getting correct and timely information for making business decisions. They are also the ones you would ask for advice about taxes, auditing, or other financial matters. Accountants do not just crunch numbers anymore. They ensure the reliability of the results of state lotteries; help organize competitions by designing reliable selection processes; and help rock stars get royalties for the use of their music.

The accounting program is designed to educate students to become successful accountants, both in the traditional sense as well as for their expanded roles. The program is characterized by small classes with ample opportunity to interact with the faculty —

faculty who have substantial experience of the corporate world.

Success and advancement in the accounting profession requires a well-rounded education. Today's accountant must have an understanding of all parts 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, the Marian University accounting major will 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 will complete a field work experience. With the assistance of the work site coordinator and a faculty advisor, students will 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 CMA exams in all 50 states.\* Our recent graduates, many of them now CPAs, work in governmental jobs; for national, regional, and local CPA firms; and in the corporate sector for insurance companies, manufacturing companies, and retail businesses.

Today, there is an increased responsibility on the accounting profession. The content of accounting courses takes into account this new dimension in the profession and incorporates cases from real life situations. Additionally, accountants' ethical and legal responsibilities are given utmost importance in every course of Marian University's accounting curriculum.

**ACCOUNTING MAJOR**

**40–41 credits:** School of Business Core

**21 credits:**

- ACC 212 Intermediate Financial Accounting I, 3 cr.  
 ACC 311 Intermediate Financial Accounting II, 3 cr.  
 ACC 312 Advanced Accounting, 3 cr.  
 ACC 331 Income Tax I, 3 cr.  
 ACC 332 Income Tax II, 3 cr.  
 ACC 422 Auditing, 3 cr.  
 ACC 431 Advanced Cost Accounting, 3 cr.

**0–3 credits:**

- ACC 397/497 Accounting — Internship, 0–3 cr.

**14-21 credits:**

University electives

**\*IMPORTANT:** Accounting majors need to be aware that as of Jan. 1, 2001, a total of 150 credit hours are needed to qualify to take the CPA examination.

**ACCOUNTING MINOR (available for business majors only)****16–18 credits:**

- ACC 212 Intermediate Financial Accounting I, 3 cr.
- ACC 311 Intermediate Financial Accounting II, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 404 Special Topics, 1–3 cr.
- ACC 422 Auditing, 3 cr.
- ACC 431 Advanced Cost Accounting, 3 cr.

**BUSINESS ADMINISTRATION PROGRAM (BSBA)**

The business administration program is designed to provide a broad-based business education. It is designed for students who seek careers with business organizations where there is a need for learning in a number of areas of business study, such as the small business where the individual may have responsibility in several functional areas, or for students who have prior learning in a particular field of business study. The program allows the student flexibility in selecting courses of interest to that student. The business administration major requirements are in addition to the General Education Program and the School of Business Core.

**BUSINESS ADMINISTRATION MAJOR**

**40–41 credits:** School of Business Core

**18 credits as follows:****9 credits:**

- FIN 400 Investments, 3 cr.
- MGT 311 Human Resource Management, 3 cr.
- MGT 420 Entrepreneurship and Small Business Management, 3 cr.

**3 credits from the following:**

- MKT 302 Principles of Advertising, 3 cr.
- MKT 318 Personal Selling Skills, 3 cr.
- MKT 322 Sales Management, 3 cr.

**0-3 credits:**

- BUA 397 Internship, 0-3 cr.
- BUA 497 Internship, 0-3 cr.

**6 credits from the following:**

- ACC 308 Accounting Software, 3 cr.
- MGT 301 Operations Management, 3 cr.
- TEC 403 Advanced Computer Applications and Systems, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- MGT 421 Project Management, 3 cr.
- MKT 322 Sales Management, 3 cr.

**17-24 credits:**

University electives

**BUSINESS ADMINISTRATION MINOR (non-business majors only)**

Non-business majors completing the following courses will earn a minor in business administration. Furthermore, students completing the requirements for a minor and two additional upper-level courses in a particular business program area will be granted a minor in business administration with the appropriate emphasis. The additional courses will be dictated by the directors within that program.

**18 credits:**

- ACC 201 Financial Accounting, 3 cr.
- TEC 102 Computer Software Applications, 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.

**FINANCE PROGRAM (BSBA)**

The finance program is designed to provide business students with a solid analytical grounding and quantitative skills to frame in clear terms the complex financial and economic factors at work in the increasingly global environment for business. 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. Real-world applications and the intuitive interpretation and communication of results are emphasized.

For the business student majoring in finance, the program opens up career opportunities in such fields as banking, insurance, brokerage, and credit, both in private and government financial institutions. The

major also prepares the student who aspires to succeed in law school, an MBA program, or the graduate school of management.

## FINANCE MAJOR

**40-41 Credits:** School of Business Core

**18-21 credits as follows:**

**6 credits:**

- FIN 303 Financial Management of Financial Institutions, 3 cr.
- FIN 400 Investments, 3 cr.

**0-3 credits:**

- FIN 397 Internship, 0-3 cr.
- FIN 497 Internship, 0-3 cr.

**12 credits from the following:**

*(at least 2 courses in Finance must be taken)*

- ACC 212 Intermediate Financial Accounting I, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 332 Income Tax II, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 304 Financial Planning, Forecasting and Decision-Making, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 402 Advanced Investments and Risk Management, 3 cr.
- FIN 404 Special Topics in Finance, 3 cr.
- FIN 405 Real Estate Finance and Economics, 3 cr.
- TEC 403 Advanced Computer Applications and Systems, 3 cr.

**20-24 credits:**

University electives

## FINANCE MINOR (available for business majors only)

**15 credits as follows:**

**6 credits:**

- FIN 303 Financial Management of Financial Institutions, 3 cr.
- FIN 400 Investments, 3 cr.

**9 credits from the following:**

*(at least one course from Finance must be taken)*

- ACC 212 Intermediate Financial Accounting I, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 332 Income Tax II, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 304 Financial Planning, Forecasting and Decision-Making, 3 cr.
- FIN 397 Internship, 0-3 cr.

- FIN 401 Global Finance, 3 cr.
- FIN 402 Advanced Investments and Risk Management, 3 cr.
- FIN 404 Special Topics in Finance, 3 cr.
- FIN 405 Real Estate Finance and Economics, 3 cr.
- FIN 497 Internship, 0-3 cr.
- TEC 403 Advanced Computer Applications and Systems, 3 cr.

## HEALTH CARE ADMINISTRATION PROGRAM (BSBA)

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 the graduate 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 (e.g. accounting, human resources, marketing) with the specialized education of health care administration.

## HEALTH CARE ADMINISTRATION MAJOR

**40-41 credits:** School of Business Core including course COM 324 Interpersonal Communication, recommended alternative to COM 232 Public Speaking, or ENG 222 Business Communication in the Business Core.

**18-24 credits:**

Major in a functional area of business, one of: accounting, business administration, finance, human resources, information technology, management, marketing, or sport and recreation management.

**17 credits:**

- HCA 201 Introduction to Health Care Administration, 3 cr.
- HCA 411 Legal Issues in 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.
MGT 408	Leadership in Ethical Organization, 3 cr.
NUR 220	Introduction to Medical Terminology, 2 cr.

**0-3 credits:**

HCA 397	Health Care Internship (in Functional Major), 0-3 cr.
HCA 497	Health Care Internship (in Functional Major), 0-3 cr.

**1-7 credits:**

University electives

## INFORMATION TECHNOLOGY PROGRAM (BS)

The information technology program is a unique cross-disciplinary curriculum addressing the information skills, business core concepts, and interpersonal abilities needed to meet the increasing demand for information systems professionals. Marian University's program integrates information technology courses into the carefully planned General Education Program, and an interleaved core of business and communication courses to produce information professionals balanced in technical, people, and business skills.

A graduate of the information technology program is characterized as a professional who can analyze and solve the multitude of information problems facing today's businesses and organizations. This unique program provides a technical foundation in a wide range of computer and communications technologies and software that emphasize database management and web-based solutions. Students are enabled to find careers in a number of areas, including the design of computerized information systems, database management and administration, project team leadership, and information system management, to name only a few of the ever-evolving occupations in computer and information technology.

## INFORMATION TECHNOLOGY MAJOR

**General Education Program:** 46-49 University requirements including: PHI 231 and MAT 122.

**23 credits:** Technology Core

TEC 102	Computer Software Applications, 3 cr.
TEC 200	Fundamentals of Information Technology, 3 cr.

TEC 210	Data Concepts, 3 cr.
TEC 300	Systems Development, 3 cr.
TEC 305	Enterprise Computing Applications, 3 cr.
TEC 310	Database Management, 3 cr.
TEC 400	Information Technology and Society, 3 cr.
TEC 450	Senior Technology Seminar, 1 cr.
BUA 203	Career Preparation, 1 cr.

**0-3 credits:**

TEC 397	Internship, 0-3 cr.
TEC 497	Internship, 0-3 cr.

**Interleaved core****18 credits:**

ACC 201	Financial Accounting, 3 cr.
COM 232	Public Speaking, 3 cr.
<b>OR</b>	
COM 101	Fundamentals of Communication, 3 cr.
COM 330	Technical Writing, 3 cr.
<b>OR</b>	
ENG 222	Business Communications, 3 cr.
ECO 201	Macroeconomics, 3 cr.
MGT 213	Principles of Management, 3 cr.
MKT 201	Principles of Marketing, 3 cr.

**Complete one of the areas of emphases below:**

### Information Technology – Applied Technology Emphasis

**18 credits:**

TEC 205	Information Technology Resources, 3 cr.
TEC 212	Computer Science Basics I, 3 cr.
TEC 223	Visual Programming I, 3 cr.
TEC 304	Data Communication and Networking, 3 cr.
TEC 405	Systems Design and Implementation, 3 cr.
MGT 421	Project Management, 3 cr.

**OR**

### Information Technology – Applied Business Emphasis

**6 credits:**

TEC 214	Web Design & E-Commerce, 3 cr.
TEC 403	Advanced Computer Applications and Systems, 3 cr.

### 12 credits from one of the following business focus groups:

**Group 1 – General Business Focus**

BUA 310	International Business, 3 cr.
BUA 350	Business Law, 3 cr.

- MGT 420 Entrepreneurial and Small Business Management, 3 cr.  
 MGT 421 Project Management, 3 cr.

### **Group 2 – Human Resource Focus**

- MGT 311 Human Resource Management, 3 cr.  
 MGT 321 Organizational Behavior and Communication, 3 cr.  
 MGT 408 Leadership in Ethical Organizations, 3 cr.  
 MGT 411 Organizational Training and Development, 3 cr.

### **Group 3 – Business Operations Focus**

- ACC 308 Accounting Software Applications, 3 cr.  
 MGT 301 Operations Management, 3 cr.  
 MGT 405 Customer Centered Organization, 3 cr.  
 MGT 422 Process and Quality, 3 cr.

### **Group 4 – Marketing Focus**

- MKT 302 Principles of Advertising, 3 cr.  
 MKT 318 Personal Selling Skills, 3 cr.  
 MKT 400 Marketing Management, 3 cr.  
 MKT 401 Marketing Research, 3 cr.

### **Group 5 – Health Care Administration Focus**

- BUA 350 Business Law, 3 cr.  
 HCA 201 Intro to Health Care Admin., 3 cr.  
 HCA 411 Legal Issues in Health Care Admin., 3 cr.  
 HCA 431 Health Care Management & Policy, 3 cr.

\*Students in the health care administration focus are urged to take NUR 220 Introduction to Medical Terminology as an elective and are required to perform their internship at a healthcare facility.

### **13-20 credits:**

University electives

## **INFORMATION TECHNOLOGY MINOR**

### **21 credits Information as follows:**

#### **12 credits:**

- TEC 102 Computer Software Applications, 3 cr.  
 TEC 200 Fundamentals of Information Technology, 3 cr.  
 TEC 205 Information Technology Resources, 3 cr.  
 TEC 210 Data Concepts, 3 cr.

**9 credits:** Technology Specialist Track **or** Business Technology Track

### **Technology Specialist Track Requirements:**

#### **9 credits from the following:**

- ART 203 Introduction to Graphic Arts, 3 cr.  
 COM 333 Computer Applications for Communication, 3 cr.

- TEC 403 Advanced Computer Applications and Systems, 3 cr.  
 TEC 204 Special Topics in Information Technology, 3 cr.  
 TEC 214 Web Design & E-Commerce, 3 cr.  
 TEC 304 Data Communications and Networking, 3 cr.  
 TEC 310 Database Management, 3 cr.

### **Business Technology Track requirements:**

#### **9 credits from the following:**

- MGT 213 Principles of Management, 3 cr.  
 TEC 403 Advanced Computer Applications and Systems, 3 cr.  
 MGT 421 Project Management, 3 cr.  
 TEC 204 Special Topics in Information Technology, 3 cr.  
 TEC 214 Web Design & E-Commerce, 3 cr.  
 TEC 300 Systems Design, 3 cr.  
 TEC 310 Database Management, 3 cr.

## **COMPUTER FORENSICS MINOR**

### **18 credits as follows:**

#### **12 credits:**

- CRJ 101 Introduction to the Criminal Justice System, 3 cr.  
 TEC 102 Computer Software Applications, 3 cr.  
 TEC 205 Information Technology Resources, 3 cr.  
 TEC 315 Computer Forensics, 3 cr.

#### **3 credits from the following:**

- CRJ 201 Criminal Law, 3 cr.  
 CRJ 302 Criminal Procedures, 3 cr.

#### **3 credits from the following:**

- TEC 304 Data Communications and Networking, 3 cr.  
 TEC 400 Information Technology and Society, 3 cr.

## **MANAGEMENT PROGRAM (BSBA)**

The management program prepares students to become competent, ethical, socially responsible, quality-focused, entry level managers. Strength of the program lies in its applied focus, integrating theory/process and practice to develop competencies required for work in for-profit and not-for-profit organizations. Students become familiar with the practice of management, leadership, decision-making, teamwork, communication, and human resources. Students elect one of two majors:

**Management Major:** The management major focuses on the management of people, projects, and tasks. Managers are business generalists who are competent both technically and socioculturally. They have good skills in communication, teamwork, leadership, operations, problem solving, planning, and negotiating the organization. Managers work effectively with other people to get the task or project completed.

**Human Resources Major:** The human resources major focuses on effective use of an organization's human capital resources. The contemporary human resource manager is engaged in recruiting and selecting the best people, training and developing those people, fairly compensating people, ensuring a safe and healthy work place, and maintaining good employee relations. This major provides the basic understanding of principles essential for organizational entry as a human resource professional.

## MANAGEMENT MAJOR

**40 – 41 credits:** School of Business Core

**21 – 24 credits as follows:**

**9 credits:**

- MGT 301 Operations Management, 3 cr.
- MGT 311 Human Resources Management, 3 cr.
- MGT 408 Leadership in Ethical Organization, 3 cr.

**3 credits from the following:**

- MGT 304 International Organizational Behavior, 3 cr.
- MGT 321 Organizational Behavior and Communication, 3 cr.

**0-3 credits:**

- MGT 397 Internship, 0-3 cr.
- MGT 497 Internship, 0-3 cr.

**9 credits from the following:**

- MGT 404 Special Topics in Management, 3 cr.
- MGT 414 Independent Study, 3 cr.
- MGT 415 Employee and Labor Relations, 3 cr.
- MGT 420 Entrepreneurial & Small Business Management, 3 cr.
- MGT 421 Project Management, 3 cr.
- MGT 422 Process & Quality, 3 cr.
- MGT 428 Senior Seminar in Management and Human Resources, 1 cr.
- MKT 322 Sales Management, 3 cr.
- LDR 225 Spirituality & Leadership, 3 cr.
- TEC 403 Advanced Computer Applications and Systems, 3 cr.

**14-21 credits:**

University electives

## HUMAN RESOURCES MAJOR

**40 – 41 credits:** School of Business Core

**21 – 24 credits as follows:**

**6 credits:**

- MGT 311 Human Resources Management, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.

**3 credits from the following:**

- MGT 304 International Organizational Behavior, 3 cr.
- MGT 321 Organizational Behavior and Communication, 3 cr.

**0-3 credits:**

- MGT 397 Internship, 0-3 cr.
- MGT 497 Internship, 0-3 cr.

**12 credits from HR Content Courses:**

- MGT 404 Special Topics, 3 cr.
- MGT 411 HR Training & Development, 3 cr.
- MGT 412 HR Planning Recruitment & Selection, 3 cr.
- MGT 413 Compensation & Benefits, 3 cr.
- MGT 414 Independent Study, 3 cr.
- MGT 415 Employee & Labor Relations, 3 cr.
- MGT 426 Safety & Health, 3 cr.
- MGT 428 Senior Seminar in Management & Human Resources, 1 cr.

**17-21 credits:**

University electives

## MANAGEMENT MINOR

**15 credits as follows:**

**9 credits:**

- MGT 301 Operations Management, 3 cr.
- MGT 311 Human Resources Management, 3 cr.
- MGT 408 Leadership in Ethical Organization, 3 cr.

**3 credits from the following:**

- MGT 304 International Organizational Behavior, 3 cr.
- MGT 321 Organizational Behavior and Communication, 3 cr.

**3 credits from the following:**

- TEC 403 Advanced Computer Applications and Systems, 3 cr.  
 MGT 404 Special Topics in Management, 3 cr.  
 MGT 414 Independent Study, 3 cr.  
 MGT 420 Entrepreneurial & Small Business Management, 3 cr.  
 MGT 421 Project Management, 3 cr.  
 MGT 422 Process & Quality, 3 cr.  
 MGT 428 Senior Seminar in Management and Human Resources, 1 cr.  
 MKT 322 Sales Management, 3 cr.

**6 credits from the following:**

(3 credits must be 300 level or higher)

- 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.  
 BUA 303 Population and Demography, 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 & Practice, 3 cr.  
 COM 322 Argumentation and Persuasion, 3 cr.  
 COM 333 Computer 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 214 Web Design and E-Commerce, 3 cr.

**MARKETING PROGRAM (BSBA)**

Marketing is a creative, dynamic, and exciting segment of business administration. It is full of change and discovery. In the business environment, marketing is the interaction between producer and consumer. Marketing is charged not only with making a firm response to environmental and social needs, but also with 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 is designed to offer the student a broad business education with emphasis on professional training for the development of marketing strategies and managing marketing operations. Numerous kinds of specializations are afforded by the field, such as advertising, sales management, product management, international marketing, marketing research, public relations, and public and not-for-profit sector marketing.

**MARKETING MAJOR**

**40–41 credits:** School of Business Core

**18 credits as follows:****12 credits:**

- MKT 302 Principles of Advertising, 3 cr.  
 MKT 311 Consumer Behavior, 3 cr.  
 MKT 322 Sales Management, 3 cr.  
 MKT 400 Marketing Management, 3 cr.

**0–3 credits:**

- MKT 397 Internship, 0–3 cr.  
 MKT 497 Internship, 0–3 cr.

**20–24 credits:**

University electives

**MARKETING MINOR (available for business majors only)****15 credits as follows:****12 credits:**

- MKT 302 Principles of Advertising, 3 cr.  
 MKT 311 Consumer Behavior, 3 cr.  
 MKT 322 Sales Management, 3 cr.  
 MKT 400 Marketing Management, 3 cr.

**3 credits from the following:**

- MGT 397 Internship, 0–3 cr.  
 MGT 497 Internship, 0–3 cr.  
 Electives from the marketing major requirements

**SPORT AND RECREATION MANAGEMENT PROGRAM (BSBA)**

The sport and recreation management program is designed to prepare undergraduate students with a background in sports and recreation services management. Moreover, the sports manager must be able to interact effectively with various clients to insure that fundamental business principles are successfully adapted to the specialized settings of sport and recreation centered enterprises. Emphasis is placed upon career orientation within the context of a liberal arts background. 128 credits are required for graduation.

## SPORT AND RECREATION MANAGEMENT MAJOR

**40–41 credits:** School of Business Core

**18 credits as follows:**

**15 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 422 Sport and Recreation Marketing, 3 cr.

**3 credits from the following:**

- SRM 401 Economics of Sport and Recreation Management, 3 cr.
- SRM 402 Leadership in Sport and Recreation Management, 3 cr.

**0-3 credits:**

- SRM 397 Internship, 0-3 cr.
- SRM 497 Internship, 0-3 cr.

**20-24 credits:**

University electives

## SPORT AND RECREATION MANAGEMENT MINOR

**15 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 422 Sport and Recreation Marketing, 3 cr.

## GRADUATE PROGRAMS

For students interested in a graduate business program with an accelerated format, see the Master of Science in Leadership (MS) in the Graduate Studies section of this bulletin or contact the PACE Office at (920) 923-7632.

## SCHOOL OF CRIMINAL JUSTICE

**Michelle Majewski, Psy.D., Dean**

Regina Hall, Room 215  
(920) 923-8132

### CRIMINAL JUSTICE PROGRAM (BS)

The Criminal Justice Program at Marian University focuses on academics that stress five core areas in the American criminal justice system: (1) law enforcement; (2) correctional institutions (3) probation and parole; (4) juvenile justice and (5) general CJ study. The program thereby grants a Bachelor of Science (BS) degree to traditional students and provides an excellent base of learning and practical preparation for positions in law enforcement, probation and parole, corrections, pre-law, and an assortment of human services in both the public and private sector.

Students majoring or minoring in criminal justice experience individualized mentoring and advising by highly competent faculty with educational backgrounds and proven track records within the field of Criminal Justice.

Students are strongly encouraged to complete a criminal justice field experience/internship as part of their coursework. Students have completed such in a variety of settings to include police and sheriff's department in many Midwestern states, as well as with the Wisconsin Department of Corrections, the State of Wisconsin DNR, Fond du Lac County Circuit Court, DuPage County State Attorney's Office, and the Drug Enforcement Administration (DEA).

Marian University also participates in the Centralized Student Career Experience Program (CSCEP) as a partner with the United States Marshal's Service. Marian is the only college or university in Wisconsin to partner with the Marshals. As such, successful candidates for the Marshal's CSCEP "internship" pave the way for eventual employment as deputy marshals, the only way the US Marshals now recruit new sworn members for their service.

Many students majoring in criminal justice are returning law enforcement, public safety, private security, and first responder professionals. As such, credits may be awarded for prior certified training, especially in law enforcement and corrections. In addition, 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. A degree from Marian University prepares students for a career in any of these fields.

For non-traditional students, the Marian Adult Accelerated Program (MAAP) offers students the opportunity to obtain a bachelor's degree by completing an accelerated program especially designed for the returning adult with a busy lifestyle. Refer to the MAAP section of this bulletin and the MAAP Handbook for more information.

### CRIMINAL JUSTICE MAJOR

The criminal justice major includes 4 areas of concentration: law enforcement, social justice, juvenile justice, and generalist. All criminal justice majors are required to complete the following:

**General Education Program:** 46-49 University requirements

#### 41 credits:

- CRJ 100 Orientation to Criminal Justice, 1 cr.
- CRJ 101 Introduction to the Criminal Justice System, 3 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 201 Criminal Law, 3 cr.
- CRJ 203 Juvenile Law, 3 cr.
- CRJ 212 Correctional Institutions, 3 cr.
- CRJ 214 Statistical Techniques for Research Data Analysis, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- CRJ 305 Community-Based Corrections (Probation/Parole), 3 cr.
- CRJ 310 Criminology, 3 cr.
- CRJ 400 Criminal Justice Seminar, 3 cr.
- CRJ 420 Race, Gender and Ethnicity, 3 cr.
- CRJ 495 Capstone Project in Criminal Justice, 1 cr.
- PHI 320 Philosophy of Law, 3 cr.
- SWK 342 Research Methods, 3 cr.

**Complete one of the concentrations below:**

#### Law Enforcement Concentration

**18 credits:** In addition to the 41 criminal justice core requirement credits, students will need to complete all of the following:

- CRJ 206 Report Writing in Criminal Justice, 3 cr.
- CRJ 301 Criminal Investigations, 3 cr.
- CRJ 302 Criminal Procedures, 3 cr.
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.

#### OR

- CRJ 307 Crimes Against Children, 3 cr.
- CRJ 308 Professional and Crisis Communication, 3 cr.
- CRJ 401 Police Community Relations, 3 cr.

**Social Justice Concentration**

**18 credits:** In addition to the 41 criminal justice core requirement credits, students will need to complete all of the following:

- CRJ 320 Restorative Justice, 3 cr.
- CRJ 330 Crime Prevention/Community Safety, 3 cr.
- SOC 401 Social Change and Change Agents, 3 cr.
- THE 205 Peacemaking: Multicultural, Interfaith and Dimensions, 3 cr.
- ENG 312 Advanced Composition, 3 cr.
- SOC 321 Organizational Behavior and Communication, 3 cr.

**Juvenile Justice Concentration**

**18 credits:** In addition to the 41 criminal justice core requirement credits, students will need to complete all of the following:

- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes Against Children, 3 cr.
- PSY 322 Childhood Psychopathology, 3 cr.
- SOC 202 Sociology of the Family, 3 cr.
- ENG 312 Advanced Composition, 3 cr.
- SOC 321 Organizational Behavior and Communication, 3 cr.

**Generalist Concentration**

**15 credits:** In addition to the 41 criminal justice core requirement credits, students will need to complete 15 credits of criminal justice electives from the following:

- CRJ 204 Special Topics, 3 cr.
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes Against Children, 3 cr.
- CRJ 360 Practicum in Research I, 1-3 cr.
- CRJ 362 Practicum in Research II, 1-3 cr.
- CRJ 394 Criminal Justice Field Experience, 1-3 cr.
- CRJ 404 Special Topics, 1-3 cr.
- CRJ 414 Independent Study, 3 cr.
- CRJ 494 Criminal Justice Field Experience, 3 cr.
- HIS 206 History of Terrorism, 3 cr.
- HIS 207 History of Crime, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 301 Drugs and Behavior, 3 cr.
- SOC 202 Sociology and the Family, 3 cr.
- SOC 301 Crime and Deviance, 3 cr.
- SPA 107 Spanish Speaking for Law Enforcement I, 3 cr.
- SPA 108 Spanish Speaking for Law Enforcement II, 3 cr.
- SWK 101 Introduction to Social Work and Human Services, 3 cr.

**20-29 credits:**

University electives

**CRIMINAL JUSTICE MINOR****22 credits as follows:****10 credits:**

- CRJ 100 Orientation to Criminal Justice, 1 cr.
- 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 206 Report Writing in Criminal Justice, 3 cr.
- CRJ 212 Correctional Institutions, 3 cr.
- CRJ 214 Statistical Techniques for Research Data Analysis, 3 cr.
- CRJ 301 Criminal Investigations, 3 cr.
- CRJ 302 Criminal Procedures, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- CRJ 305 Community-Based Corrections (Probation/Parole), 3 cr.
- CRJ 308 Professional and Crisis Communications, 3 cr.
- CRJ 400 Criminal Justice Seminar, 3 cr.
- CRJ 401 Police Community Relations, 3 cr.

**FORENSIC SCIENCE PROGRAM (BS)**

In collaboration with the School of Mathematics and Natural Science, the forensic science program combines knowledge of criminal justice in its broadest sense with thorough training in the approaches, knowledge, and analytical techniques of the laboratory scientist. Forensic science technicians may be called on to analyze a wide variety of evidence and events, such as blood spatter and blood chemistry; physical forces produced by auto impacts and other human body traumas; microscopic matching of hairs, tools, and weapons with their sources and trace evidence at a crime scene; genetic and enzymatic comparisons of fluids and tissues; and time of death determinations based on biological and chemical processes, to name a few. Consequently, forensic science technicians require thorough preparation in a broad array of science disciplines and mathematics, including statistics, physics, biology, and chemistry. This intense and broad program of study includes all courses required for application to most health professions programs, including medicine, dentistry, optometry, and veterinary schools. In addition, this program includes the array of chemistry, physics, math, and biology expected of candidates seeking

employment in industrial quality control, many basic science laboratories, and industrial product development research laboratories.

## FORENSIC SCIENCE MAJOR

**General Education Program:** 46-49 credits of University requirements. Major satisfies natural sciences and mathematics common and elective core requirements, and the laboratory common core requirement.

**Other requirements:** The forensic science major requires completion of a concurrent minor in chemistry, including CHE 302: Biochemistry.

### 50-53 credits as follows:

#### 47-49 credits:

- BIO 101 Biological Principles I, 4 cr.
- BIO 102 Biological Principles II, 4 cr.
- BIO 301 Genetics & Lab, 4 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 302 Criminal Procedures, 3 cr.
- CRJ 340 Principles of Judicial Practice, 3 cr.
- CRJ 350 Principles of Professional Practice, 3 cr.
- FOS 105 Survey of Forensic Sciences, 1 cr.
- FOS 304 Forensic Science I - Rules of Evidence, 3 cr.
- FOS 305 Forensic Science II – Analytical Methods, 4 cr.
- FOS 405 Forensic Science III – Advanced Methods, 4 cr.
- FOS 497 Internship, 1-3 cr.
- PHS 203 University Physics I, 5 cr.
- PHS 205 University Physics II, 5 cr.

#### 3-4 credits:

- CRJ 214 Stat Techniques Research Data Analysis 3 cr.
- MAT 122 Introduction to Probability and Statistics, 4 cr.
- MAT 304 Introduction to Mathematical Statistics I, 3 cr.

### Chemistry minor required

#### 24 credits:

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 201 Organic Chemistry I, 3 cr.
- CHE 202 Organic Chemistry II, 3 cr.
- CHE 251 Organic Chemistry I Lab, 1 cr.
- CHE 300 Analytical Chemistry, 4 cr.
- CHE 302 Biochemistry, 5 cr.

#### 3-6 credits:

University electives

## HOMELAND SECURITY DEPARTMENT (BS)

The field of Homeland Security is one of the fastest growing disciplines in the United States; it is highly diverse and allows for either specialization or generalization with employment opportunities available nationwide and worldwide. Homeland security careers include: public safety (police, fire, emergency services, management), Secret Service/CIA/FBI, Customs and Border Protection, Immigration and Customs Enforcement, Federal Emergency Management Agency, Transportation Security Administration, Department of Homeland Security, and other federal and state agencies, higher education, non-government organizations, such as the Red Cross and United Way, and private company security and protection.

Marian's homeland security program offers four options: a major and a minor in homeland security for students enrolled in the traditional day program, an 18-credit undergraduate certificate program for students interested in homeland security leadership, and a degree completion program in homeland security for students who have completed an associate's degree from a technical college. See the MAAP section of this bulletin for more information.

## HOMELAND SECURITY MAJOR

### Traditional Day Program

**General Education Program:** 46-49 of University requirements

### 36 credits as follows:

- HSL 201 Introduction to Homeland Security, 3 cr.
- HSL 212 Homeland Security Resource Management, 3 cr.
- COM 215 Introduction to Public Relations, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- HSL 305 Leadership and Organizational Management, 3 cr.
- CRJ 308 Professional & Crisis Communications, 3 cr.
- HSL 313 Emergency Planning, 3 cr.
- HSL 350 Administrative Law, 3 cr.
- HOS 350 Principles of Professional Practice, 3 cr.
- HOS 405 Sociology of Disaster, 3 cr.
- HOS 407 Sociology of Terrorism, 3 cr.
- HSL 495 Capstone Project in Homeland Security, 3 cr.

**18 credits:** University electives with at least 9 credits earned from upper level (300-400) courses from the following (at least 6 credits must be from courses other than military science):

MSC 110	Leadership & Military Science I, 2 cr.
MSC 120	Leadership & Military Science II, 2 cr.
MSC 210	Basic Leadership & Management I, 2 cr.
MSC 220	Basic Leadership & Management II, 2 cr.
MSC 301	Advanced Leadership & Management I, 4 cr.
MSC 302	Advanced Leadership & Management II, 4 cr.
MSC 401	Applied Leadership & Management I, 4 cr.
MSC 402	Applied Leadership & Management II, 4 cr.
HOS 204	Special Topics, 1-3 cr.
HOS 214	Statistical Techniques for Research Data Analysis, 3 cr.
HOS 310	Criminology, 3 cr.
HOS 342	Research Methods, 3 cr.
HOS 404	Special Topics, 1-3 cr.
HOS 414	Independent Study, 1-3 cr.
HOS 420	Race, Gender and Ethnicity, 3 cr.
CRJ 101	Intro to the Criminal Justice System, 3 cr.
CRJ 330	Crime Prevention/Community Safety, 3 cr.
CRJ 401	Police Community Relations, 3 cr.
HIS 206	History of Terrorism, 3 cr.
HIS 207	History of Crime, 3 cr.
PHI 320	Philosophy of Law, 3 cr.
SOC 401	Social Change and Change Agents, 3 cr.

**25-28 credits:**

University electives

**HOMELAND SECURITY MINOR**

*Traditional Day Program*

**21 credits as follows:**

**9 credits:**

HSL 201	Intro to Homeland Security, 3 cr.
HSL 313	Emergency Planning, 3 cr.
HOS 405	Sociology of Disaster, 3 cr.

**12 credits from the following:**

COM 215	Introduction to Public Relations, 3 cr.
HSL 212	Homeland Security Resource Management, 3 cr.

HSL 350	Administrative Law, 3 cr.
HOS 214	Statistical Techniques for Research Data Analysis, 3 cr.
HOS 310	Criminology, 3 cr.
HOS 342	Research Methods, 3 cr.
HOS 350	Principles of Professional Practice, 3 cr.
HOS 404	Special Topics, 1-3 cr.
HOS 407	Sociology of Terrorism, 3 cr.
HOS 414	Independent Study, 1-3 cr.
HOS 420	Race, Gender, and Ethnicity, 3 cr.

**HOMELAND SECURITY LEADERSHIP**

*Undergraduate Certificate Program*

**18 credits:**

HSL 201	Introduction to Homeland Security, 3 cr.
HSL 212	Homeland Security Resource Management, 3 cr.
HSL 305	Leadership and Org. Management, 3 cr.
HSL 313	Emergency Planning, 3 cr.
HSL 350	Administrative Law, 3 cr.
HSL 495	Capstone Project in Homeland Security, 3 cr.

**HOMELAND SECURITY MAJOR (BS)**

*Degree Completion Program*

**General Education Program:** 46 credits of University requirements

**General Electives:** 46 credits

**36 credits:**

COM 215	Introduction to Public Relations, 3 cr.
CRJ 303	Law Enforcement Administration, 3 cr.
HSL 201	Intro to Homeland Security, 3 cr.
HSL 212	Homeland Security Resource Management, 3 cr.
HSL 350	Principles of Professional Practice, 3 cr.
HOS 407	Sociology of Terrorism, 3 cr.
HOS 405	Sociology of Disasters, 3 cr.
HSL 313	Emergency Planning, 3 cr.
HSL 305	Leadership and Organizational Management, 3 cr.
HSL 350	Administrative Law, 3 cr.
HSL	Elective course, 3 cr.
HSL 495	Capstone Project in Homeland Security, 3 cr.

## **SCHOOL OF EDUCATION**

### **Sue Stoddart, Ph.D., Dean**

Stayer Center for Technology & Executive Learning,  
Room 302  
(920) 923-8100

The School of Education primarily emphasizes the preparation of educators for classroom and leadership roles. The following mission statement illustrates the school's commitment to the preparation of educational personnel:

#### **Mission Statement**

Within the spirit and institutional framework of Marian University, we are committed to the development of caring, competent, reflective individuals for present and future professional roles by providing learning-centered, collaborative, accountable, and theoretically sound undergraduate and graduate programs that reflect values and ethics within an increasingly diverse and global society.

#### **Learning-Centered Educator**

All programs in the School of Education at Marian University are based on essential knowledge, established and current research, and best professional practice. The professional education programs at both the undergraduate and graduate levels have adopted a learning-centered education base that permeates its programs in the School of Education. Based on this philosophy and its mission, the School of Education has characterized its unique approach to the preparation of educational professionals as the Learning-Centered Educator Model, which is based on five central themes:

1. Values and Ethics.
2. Knowledge.
3. Reflection.
4. Collaboration.
5. Accountability.

Professional standards derived from the Wisconsin Standards for Teacher Development and Licensure and Interstate New Teacher Assessment and Support Consortium (INTASC) constitute the guidelines upon which all professional education programs are designed and evaluated. As part of continuous assessment, all education students pass through a gate system that assesses their progress toward proficiency in knowledge, skills and dispositions.

The School of Education is accredited by the National Council for Accreditation of Teacher Education

(NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the initial and advanced programs at the main campus and all outreach sites. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

## **DEPARTMENT OF TEACHER EDUCATION**

Committed to the mission of the School of Education and Marian University, the undergraduate teacher education program is dedicated to the holistic development of each individual. Students are perceived as active participants in their development as they are guided by the faculty to achieve academic and professional excellence as future teachers. Undergraduate teacher education programs develop teaching competency in accordance with performance standards inherent in the School of Education's Learning-Centered Education Model and the Wisconsin Standards for Teacher Development and Licensure.

Students' performance related to the Wisconsin Standards for Teacher Development and Licensure is assessed through a professional portfolio process reflecting development as they progress through the exemplary field experience program, which is comprised of four distinct developmental levels that take place before Clinical Practice. Beginning with Field Experience One during sophomore year, students begin to develop their teaching potential in a variety of school settings under the guidance of a cooperating teacher. Upon completion of their education program, Marian students enter the teaching profession with a keen understanding of ways to use their knowledge and skills to achieve success in teaching. It should be noted that all students applying for Field Experience and Clinical Practice must complete a Background Verification Form and undergo a Criminal Records Check by the Wisconsin Department of Justice Crime Information Bureau.

The Department of Teacher Education is responsible for all education programs leading to initial state licensure. It provides majors in early childhood–elementary education, elementary–middle education, middle–secondary education, art education, and foreign language – Spanish. Content majors and minors are offered in conjunction with other academic divisions. The middle-secondary education licensure is also available at the graduate level. Please see the teacher education certification program in the Graduate Studies section of this bulletin.

The following is a list of approved licensure programs offered at Marian University:

### Wisconsin licensure programs

#### Major: Early Childhood–Elementary Education

*License:* Early Childhood–Middle Childhood Education (#71-777)  
Birth through age 11 (0–Grade 6)

#### Major: Elementary–Middle Education

*License:* Middle Childhood–Early Adolescence Education (#72-777)  
Ages 6 (Grade 1) through 12 or 13 (Grade 8)

#### Academic minors leading to Wisconsin licensure:

- English/Language Arts (#72-300)
- Environmental Studies (#72-615)
- World Language
- Spanish (#72-365)
- Mathematics (#72-400)
- Science (#72-634)
- Social Studies (#72-734)

#### Minor leading to Wisconsin licensure

- Athletic Coaching (#74-540)
- License:* Early Childhood through Adolescence (Grades PK–12)

#### Major: Middle–Secondary Education

*License:* Early Adolescence–Adolescence  
Ages 10–21 (Grade 5–12)  
(#73-subject specific)

#### Academic majors

- Biology (#73-605)
- Broad Field Science Education (#73-601)
- Broad Field Social Studies Education with History concentration (#73-701 and #73-725)
- Chemistry (#73-610)
- English Education (#73-300)
- Mathematics (#73-400)

#### Academic minors

- Biology (#73-605)
- Chemistry (#73-610)
- Environmental Studies (#73-615)
- Mathematics (#73-400)

#### Major: Early Childhood/Adolescence

*License:* Early Childhood–Adolescence Education (Grades PK–12) (#74-subject specific)

- Art Education (#74-550)
- World Language — Spanish (#74-365)

### Admission into the Department of Teacher Education Professional Education Programs

All students must meet the School of Education Department of Teacher Education requirements to begin progression in the professional education programs. At the end of Field Experience One, EDU 010, students apply for admission to the program and may be granted admission with full status in the School of Education when meeting the following criteria:

1. A minimum cumulative grade point average of:
  - 2.60 GPA on a minimum of 40 credits.
  - 2.75 GPA on a minimum of 60 credits.
  - 2.85 GPA on a minimum of 75 credits.
  - 3.00 GPA on a minimum of 90 credits.
2. Reported scores on all components of the Praxis I Test (PPST) and have passed a minimum of one segment.
3. Proficiency in speaking and listening (grade of C (2.00) or higher in COM 101 or COM 232).
4. Completion of EDU 200 Introduction to Technology in Education (grade of C or better).
5. Successful completion of Field Experience One.

#### For Admission to Clinical Practice, a student must meet the following criteria:

1. Full status in the School of Education, Department of Teacher Education.
2. A minimum cumulative GPA of 3.00.
3. Completion of all 100, 200, 300, and 400 level major, minor, and professional education courses.
4. A grade of “C” (2.0) or better in all major, minor, and professional education courses.
5. Minimum passing scores or waiver on the Praxis I Test (PPST).
6. Proficiency in speaking and listening (grade of C or better in COM 101 or COM 232).
7. Completion of required EDU 200 Introduction to Technology in Education with grade of “C” or better.
8. Successful completion of all field experiences.
9. Successful completion of the Admission to Clinical Practice portfolio.
10. Completion of the human relations hours.
11. Successful background check.

12. Content knowledge determined by passing score(s) on the Praxis II test related to the declared major that will result in licensure.
13. Review of program requirements by the School of Education, Department of Teacher Education.

Specific information on admission procedures and program requirements are included in the Department of Teacher Education Student Handbook.

## EARLY CHILDHOOD–ELEMENTARY EDUCATION (BSED)

The major in early childhood–elementary education prepares students to teach children from birth through age 11 (Grade 6) and leads to a Bachelor of Science degree in Education. 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. Its emphasis on child study is enhanced by use of Marian's laboratory Early Childhood Center. 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*)

### General Education Program

**46-49 credits:** University requirements, including ART 103; MAT 150; BIO 100 and BIO 150, or BIO 104 or BIO 114; PHS 102 or PHS 203 or PHS 211 or CHE 101 or CHE 103 or PHS 108 or PHS 110; MUS 101 or MUS 200, or MUS 202, or MUS 203, or MUS 205; HIS 101; PSY 105; EDU 202; COM 101 or COM 232

### Other requirements

#### 9 credits:

POS 205, 3 cr.  
MAT 151, 3 cr.  
HIS 102 or HIS 111 or HIS 112, 3 cr.

## Early Childhood, Elementary and Education courses

### 78 credits as follows:

#### 46 credits:

- ECE 101 Child Development, 4 cr.
- ECE 102 Child Care: Programs and Practice, 2 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, 4 cr.
- ECE 312 Organization and Administration of Early Childhood Programs, 3 cr.
- EME 206 Health and Physical Education Curriculum and Methods, 2 cr.
- EME 303 Primary Reading: Teaching and Assessment, 3 cr.
- EME 304 Intermediate Reading: Teaching and Assessment, 3 cr.
- EME 306 Music Curriculum and Methods, 2 cr.
- OR**
- EME 311 Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools, 2 cr.
- EME 312 Teaching Language Arts, 3 cr.
- EME 316 Mathematics Curriculum and Methods, 3 cr.
- EME 321 Children's Literature, 3 cr.
- EME 322 Social Studies Curriculum and Methods, 3 cr.
- EME 332 Science Curriculum and Methods, 3 cr.

#### 12 credits:

- ECE 400 Clinical Practice and Seminar — Pre-Kindergarten, 1–3 cr.
- ECE 410 Clinical Practice and Seminar — Kindergarten, 1–3 cr.
- EME 420 Clinical Practice and Seminar — Elementary–Grades 1–6, 6 cr.

#### 20 credits:

- EDU 010 Field Experience One, ½ cr.
- EDU 020 Field Experience Two, ½ cr.
- EDU 030 Field Experience Three, ½ cr.
- EDU 040 Field Experience Four, ½ cr.
- EDU 200 Introduction to Technology in Education, 3 cr.
- EDU 202 Psychology of Learning, 3 cr.
- EDU 211 Foundations of Educational Systems, 3 cr.
- EDU 213 Introduction to Exceptional Education, 3 cr.
- EDU 401 Multicultural Education, 3 cr.
- EDU 412 Educational Measurement and Assessment, 3 cr.

## ELEMENTARY–MIDDLE EDUCATION PROGRAM (BSED)

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 in Education. 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. (Academic minor leading to Wisconsin Licensure is required.)

### ELEMENTARY–MIDDLE EDUCATION MAJOR

**Licensure:** Middle Childhood–Early Adolescence Education, Ages 6 (Grade 1) through 12 or 13 (Grade 8)

#### General Education Program

**46-49 credits:** University requirements, including ART 103; BIO 100 and BIO 150, or BIO 104 or BIO 114; PHS 102 or PHS 203 or PHS 211 or CHE 101 or CHE 103 or PHS 108 or PHS 110; MUS 101 or MUS 200, or MUS 202 or MUS 203 or MUS 205; COM 101 or COM 232; HIS 101; PSY 105; EDU 202; MAT 150

#### Other requirements

##### 9 credits:

POS 205, 3 cr.  
MAT 151, 3 cr.  
HIS 102 or HIS 111 or HIS 112, 3 cr.

#### Minor

##### 22–28 credits:

As required by specific minor programs

#### Elementary–Middle and Education courses

##### 57 credits as follows:

##### 25 credits:

EME 206 Health and Physical Education Curriculum and Methods, 2 cr.  
EME 303 Primary Reading: Teaching and Assessment, 3 cr.  
EME 304 Intermediate Reading: Teaching and Assessment, 3 cr.

EME 306 Music Curriculum and Methods, 2 cr.  
**OR**  
EME 311 Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools, 2 cr.  
EME 312 Teaching Language Arts, 3 cr.  
EME 316 Mathematics Curriculum and Methods, 3 cr.  
EME 321 Children’s Literature, 3 cr.  
EME 322 Social Studies Curriculum and Methods, 3 cr.  
EME 332 Science Curriculum and Methods, 3 cr.

##### 12 credits:

EME 430 Clinical Practice and Seminar — Elementary–Grades 1–8, 1–12 cr.  
EME 450 Clinical Practice and Seminar — Minor, 3 cr.

##### 20 credits:

EDU 010 Field Experience One, ½ cr.  
EDU 020 Field Experience Two, ½ cr.  
EDU 030 Field Experience Three, ½ cr.  
EDU 040 Field Experience Four, ½ cr.  
EDU 200 Introduction to Technology in Education, 3 cr.  
EDU 202 Psychology of Learning, 3 cr.  
EDU 211 Foundations of Educational Systems, 3 cr.  
EDU 213 Introduction to Exceptional Education, 3 cr.  
EDU 401 Multicultural Education, 3 cr.  
EDU 412 Educational Measurement and Assessment, 3 cr.

## MIDDLE–SECONDARY EDUCATION PROGRAM (BS)

The middle–secondary education program is designed for students interested in teaching youth ages 10–21 (Grade 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 (Grade 5–12)

## General Education Program

### 46-49 credits:

University requirements, including:  
 ART elective; BIO 100 and BIO 150, or BIO 104 or BIO 114; PHS 102 or PHS 203 or PHS 211 or CHE 101, or CHE 103 or PHS 108, or PHS 110; HIS 101; PSY 105; EDU 202; COM 101 or COM232; Music Elective, 3 cr. (see selections in General Education)

See content area major for content requirements.

### Other requirements

#### 6 credits:

POS 205, 3 cr.  
 HIS 102 or HIS 111 or HIS 112, 3 cr.

### Middle–Secondary Education courses

#### 41 credits as follows:

##### 6 credits:

SEC 305 Adolescent Literacy, 3 cr.  
 SEC 322 Curriculum and Instruction in the Middle and Secondary School, 3 cr.

##### 12 credits:

SEC 450 Clinical Practice and Seminar — Secondary–Grades 9–12, 1–12 cr.  
 SEC 455 Clinical Practice and Seminar — Middle Level Grades 5–8, 1–6 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.  
 FLE 470 Foreign Language Curriculum and Methods: Elementary, Middle and Secondary School Levels, 3 cr.

##### 20 credits:

EDU 010 Field Experience One, ½ cr.  
 EDU 020 Field Experience Two, ½ cr.  
 EDU 030 Field Experience Three, ½ cr.  
 EDU 040 Field Experience Four, ½ cr.  
 EDU 200 Introduction to Technology in Education, 3 cr.

EDU 202 Psychology of Learning, 3 cr.  
 EDU 211 Foundations of Educational Systems, 3 cr.  
 EDU 213 Introduction to Exceptional Education, 3 cr.  
 EDU 401 Multicultural Education, 3 cr.  
 EDU 412 Educational Measurement and Assessment, 3 cr.

### Majors leading to licensure

Biology, Broad Field Science, Broad Field Social Studies, Chemistry, English, History, and Mathematics.

## ART EDUCATION PROGRAM (BS)

### ART EDUCATION MAJOR

**Licensure:** Early Childhood–Adolescence Education (Grades PK–12)

The art education program challenges students pursuing PK–12 certification to develop their own artistic and perceptual potential, to grow in understanding of the stages of human development regarding creativity, and to better prepare experiences for the various levels of learning adapted from art, culture and the environment. Students follow the general requirements listed under middle-secondary education. (See School of Arts, Humanities and Letters section for Art Education program requirements and course descriptions.)

## WORLD LANGUAGE EDUCATION PROGRAM — SPANISH

**Licensure:** Early Childhood–Adolescence Education (Grades PK–12)

This major prepares students to teach Spanish in grades PK–12 by combining advanced coursework in the Spanish major, a semester of study abroad, and the education requirements for the middle–secondary education major. Students follow the general requirements listed under middle-secondary education. (See School of Arts, Humanities and Letters section for Spanish Education requirements and course descriptions.)

## ATHLETIC COACHING PROGRAM

**Licensure:** Early Childhood–Adolescence Education (Grades PK–12)

Also available for non-education majors without leading to licensure.

## ATHLETIC COACHING MINOR

**22 credits:**

- ATC 101 Health and Wellness, 1 cr.
- ATC 111 First Aid and Safety, 1 cr.
- ATC 201 Organization and Administration of Athletic Programs, 3 cr.
- ATC 202 Psycho-Social Foundations of Sport, 3 cr.
- ATC 301 Sport Biomechanics, 3 cr.
- ATC 302 Sports Medicine and Care and Treatment of Athletic Injuries, 3 cr.
- ATC 311 Physiology of Exercise and Sport, 3 cr.
- ATC 400 Coaching Practicum (Field Experience), 1 cr.
- ATC 402 Sport Psychology, 2 cr.
- ATC 412 Theories of Coaching, 2 cr.

## GRADUATE PROGRAMS

The School of Education offers graduate education degrees and licensure programs designed to meet the needs of educators with established careers. Students in the Master of Arts in Education (MAE) degree program are encouraged to apply course materials consistently to their own experience. As part of the Master of Arts in Education 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 for additional information regarding all graduate programs in the School of Education.

## **SCHOOL OF MATHEMATICS AND NATURAL SCIENCE**

**Lance Urven, Ph.D., Dean**

Ben Sadoff Science Hall, Room 207  
(920) 923-7175

The School of Mathematics and Natural Science offers undergraduate courses and programs in biology, chemistry, physics, physical science, radiologic technology, mathematics, environmental science, and forensic science. Through effective teaching, advising, and scholarly activity, the School of Mathematics and Natural Science prepares students to engage in scientific inquiry and thought, select and pursue appropriate career options, become productive members of our scientific and technological society, and develop an appreciation of their own capabilities and accomplishments.

The School of Mathematics and Natural Science is comprised of three departments. The Biology Department offers courses in biology, radiologic technology in affiliation with a number of clinical sites, and environmental science, with degree programs in biology, biology education, radiologic technology, cytotechnology, and environmental science. The Chemistry and Physics Department offers courses in chemistry and physical science, with programs in chemistry, chemistry education, broad field science education, and natural science. Mathematics offers courses and programs in mathematics and mathematics education. In addition, forensic science is offered as an interdepartmental program across the School of Mathematics and Natural Science in partnership with the School of Criminal Justice. The School sponsors three outstanding student education and service organizations: the Science and Math Association (SMA), the Environmental Science Club, and the Pre-Health Professional Club.

Courses and programs emphasize a mastery of fundamental concepts and the scientific evidence or mathematical proofs on which they are based, in combination with critical thinking skills, effective communication, and research techniques. In its role of supporting the Liberal Arts Programs, Mathematics and Natural Science helps students understand the nature of scientific thought, the value and approaches of mathematics, and the roles of science and mathematics in society. Mathematics and Natural Science supports professional training of students in other schools, including business, education, and nursing, by providing training in specific mathematical

applications and basic sciences essential to those careers. Students majoring or minoring in the School of Mathematics and Natural Science are prepared for careers in teaching, research, government, and industry, and for advanced study in mathematics, natural science, and health professions.

### **PRE-HEALTH PROFESSIONS**

Students desiring a pre-professional degree in one of the health sciences in preparation for applying to dental, medical, veterinary, physician assistant, pharmacy, optometry, occupational therapy, and physical therapy programs are advised to pursue a biology major/chemistry minor or a chemistry major/biology minor.

### **BIOLOGY DEPARTMENT (BS)**

The Biology Department offers the following degree programs: majors in biology (BS), biology—cytotechnology (BS) and radiologic technology (BSRT), with minors in biology, biology education, and environmental science.

The biology program provides its students with broad training in many aspects of the biological sciences. Through lecture, laboratory, and field work, students gain valuable experience that prepares them for careers in allied health programs, industrial and biological research, environmental careers, and teaching. Students desiring certification for teaching biology in grades 5–12 take an additional major in middle–secondary education. The program also conducts several courses required for students entering nursing, thus serving the School of Nursing as well as biology majors.

Biology majors must achieve an average GPA of 2.50 their biology coursework before graduation. Transfer students must complete one-half of their major and one-third of their minor credits at Marian University.

**General Education Program:** 46-49 credits of University requirements. Major satisfies lab science common core and natural sciences elective core requirements.

#### **Other requirements**

##### **16 credits:**

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 201 Organic Chemistry I — Lecture, 3 cr.
- CHE 202 Organic Chemistry II — Lecture, 3 cr.
- CHE 251 Organic Chemistry I — Laboratory, 1 cr.
- CHE 252 Organic Chemistry II — Laboratory, 1 cr.

**BIOLOGY MAJOR**

**38 credits as follows:**

**28 credits:**

- BIO 010 Biology Seminar I, 0 cr.
- BIO 020 Biology Seminar II, 0 cr.
- BIO 101 Biological Principles I & Lab, 4 cr.
- BIO 102 Biological Principles II & Lab, 4 cr.
- BIO 231 Botany & Lab, 4 cr.
- BIO 300 Biology Literature and Seminar, 2 cr.
- BIO 301 Genetics & Lab, 4 cr.
- BIO 302 Cell and Molecular Biology, 4 cr.
- BIO 311 Bacteriology & Lab, 4 cr.
- BIO 424 Senior Research in Biology, 2 cr.

**4-8 credits from the following:**

- BIO 201 Anatomy & Physiology I, 4 cr.
- BIO 202 Anatomy & Physiology II, 4 cr.
- BIO 310 Invertebrate Zoology & Lab, 4 cr.
- BIO 312 Developmental Biology & Lab, 4 cr.
- BIO 322 Vertebrate Zoology & Lab, 4 cr.

**2-6 credits:** Biology electives

Biology/middle-secondary education double majors must take the following courses, which may apply toward their biology electives:

- BIO 310 Invertebrate Zoology & Lab, 4 cr.
- BIO 322 Vertebrate Zoology & Lab, 4 cr.
- BIO 104 Environmental Science & Lab, 4 cr.

**OR**

- BIO 315 Ecology, 3 cr.

**Other math and science courses outside of biology required for teaching certification in biology/middle-secondary education are:**

- MAT 112 Pre-Calculus Mathematics, 5 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 I & Lab, 5 cr.
- PHS 205 University Physics II & Lab, 5 cr.

**BIOLOGY MINOR**

**23 credits:**

- BIO 101 Biological Principles I & Lab, 4 cr.
- BIO 102 Biological Principles II & Lab, 4 cr.
- BIO 231 Botany, 4 cr.
- BIO 301 Genetics, 4 cr.
- BIO 302 Cell and Molecular Biology, 4 cr.
- BIO Biology electives, 3 cr.

**BIOLOGY EDUCATION MINOR**

**31 credits:**

- BIO 100 Life Systems, 3 cr.
- BIO 150 Life Systems Lab, 1 cr.
- BIO 231 Botany, 4 cr.
- BIO 301 Genetics, 4 cr.
- BIO 302 Cell and Molecular Biology, 4 cr.
- BIO 310 Invertebrate Zoology, 4 cr.
- BIO 322 Vertebrate Zoology, 4 cr.
- BIO 104 Environmental Science, 4 cr.
- BIO 315 Ecology, 3 cr.

**BIOLOGY-CYTOTECHNOLOGY PROGRAM (BS)**

The biology-cytotechnology program is a BS degree in biology with a sub specialization in cytotechnology, the study of cells exfoliated or removed from the body for determination of the cancerous vs. normal state. Following completion of their science, mathematics, and liberal arts requirements at Marian, cytotechnology majors apply for admission to one year of professional training at the accredited School of Cytotechnology, State Laboratory of Hygiene, Madison, Wis.

Students must meet all of the requirements for the biology major (see biology program). The courses below must be taken as part of the sub specialization.

**BIOLOGY-CYTOTECHNOLOGY MAJOR**

**Biology Major Requirements to include the cytotechnology sub specialization requirements:**

**11-12 credits as follows:**

**8 credits:**

- BIO 201 Anatomy and Physiology I, 4 cr.
- BIO 202 Anatomy and Physiology II, 4 cr.

**3-4 credits from the following:**

- BIO 402 Virology & Lab, 4 cr.
- BIO 422 Immunology, 3 cr.

**4 credits:**

- MAT 122 Introduction to Probability and Statistics, 4 cr.

**32 credits:**

- School of Cytotechnology

## ENVIRONMENTAL SCIENCE MINOR

The Environmental Science minor is an optional minor for elementary–middle education majors or a support minor for science majors.

### 24 credits as follows:

#### 7 credits:

- BIO 104 Environmental Science & Lab, 4 cr.  
BIO 315 Ecology, 3 cr.

#### 1-2 credits from the following:

- BIO 304 Field Study, 1–2 cr.  
BIO 424 Senior Research in Biology, 2 cr.

#### 4–8 credits from the following:

- BIO 100 Life Systems, 3 cr.  
BIO 150 Life Systems Laboratory, 1 cr.  
OR  
BIO 101 Biological Principles I & Lab, 4 cr.  
BIO 102 Biological Principles II & Lab, 4 cr.

#### 7–12 credits from the following:

- BIO 114 Environmental Stewardship, 4 cr.  
BIO 221 Fall Flora, 1 cr.  
BIO 222 Spring Flora, 1 cr.  
BIO 231 Botany and Lab, 4 cr.  
BIO 301 Genetics and Lab, 4 cr.  
BIO 310 Invertebrate Zoology and Lab, 4 cr.  
BIO 311 Bacteriology and Lab, 4 cr.  
BIO 312 Developmental Biology and Lab, 4 cr.  
BIO 322 Vertebrate Zoology and Lab, 4 cr.  
BIO 342 Ornithology and Lab, 4 cr.  
BIO 365 Ecology Laboratory, 1 cr.  
PHS 108 Earth Science & Lab, 4 cr.  
PHS 110 Introduction to Meteorology & Lab, 4 cr.

## RADIOLOGIC TECHNOLOGY PROGRAM (BSRT)

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

Upon completion of the required Marian University courses and admission to and completion of an independent accredited clinical program, the traditional program in Radiologic Technology leads to a BSRT degree. Those who are already certified may take accelerated classes in the MAAP program to fulfill the requirements for the BSRT degree.

## RADIOLOGIC TECHNOLOGY MAJOR

**General Education Program:** 46-49 credits of University requirements. Major satisfies natural

sciences lab science and elective core requirements, and the applied liberal arts elective core requirement.

### Other requirements

#### 87 credits as follows:

#### 27 credits:

- BIO 100 Life Systems, 3 cr.  
BIO 150 Life Systems Laboratory, 1 cr.  
CHE 103 General, Organic and Biochemistry, 5 cr.  
BIO 201 Anatomy and Physiology I, 4 cr.  
BIO 202 Anatomy and Physiology II, 4 cr.  
BIO 220 Introduction to Medical Terminology, 2 cr.  
PHS 211 Elementary Physics, 5 cr.  
TEC 102 Computer Software Applications, 3 cr.  
General Elective, 2 cr. (ATC 101 and ATC 111 recommended)

#### 60 credits:

Two years in a Radiologic Technology program from an accredited School of Radiologic Technology. It is the student's responsibility to seek acceptance at an accredited School of Radiologic Technology.

Students will register for four 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 Radiologic Technology as follows:

- RAD 380 Radiologic Technology Clinical I, 15 cr.  
RAD 390 Radiologic Technology Clinical II, 15 cr.  
RAD 400 Radiologic Technology Clinical III, 15 cr.  
RAD 410 Radiologic Technology Clinical IV, 15 cr.

A BSRT completion program is offered through MAAP as well. See the Marian Adult Accelerated Program section of this bulletin for more information.

## CHEMISTRY AND PHYSICS DEPARTMENT (BS)

The Chemistry and Physics Department offers majors in chemistry and broad field science education, and minors in chemistry, chemistry education, and natural science.

The Chemistry and Physics Department provides its students with courses and experiences in a wide variety of areas in the discipline of chemistry. It prepares students for entrance into the chemical industry, graduate school, health profession schools, and teaching science in elementary and secondary schools. Students desiring certification for teaching

science in grades 5–12 take an additional major in middle–secondary education. The program also serves students in the School of Nursing, and offers courses in physics and physical science to support a variety of disciplines. 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 eight or more of their chemistry credits at Marian University for the chemistry minor.

**General Education Program:** 46-49 credits of University requirements

Major satisfies the lab sciences, mathematics, and the natural science elective in the Liberal Arts Core Curriculum.

**CHEMISTRY MAJOR**

**34–36 credits:**

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 201 Organic Chemistry I, 3 cr.
- CHE 202 Organic Chemistry II, 3 cr.
- CHE 251 Organic Chemistry I Lab, 1 cr.
- CHE 252 Organic Chemistry II Lab, 1 cr.
- CHE 300 Analytical Chemistry, 4 cr.
- CHE 301 Instrumental Analysis, 4 cr.
- CHE 401 Physical Chemistry I, 3 cr.
- CHE 402 Physical Chemistry II, 3 cr.
- CHE 412 Chemistry Literature and Seminar, 1 cr.
- CHE 420 Senior Research, 1–3 cr.
- CHE 451 Physical Chemistry I Lab, 1 cr.
- CHE 452 Physical Chemistry II Lab, 1 cr.

**2 credits:**

- CHE 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 I and Lab, 4 cr.
- BIO 102 Biological Principles II and Lab, 4 cr.
- BIO 104 Environmental Science and Lab, 4 cr.

**Other requirements**

**20 credits as follows:**

**10 credits:**

- MAT 201 Calculus I, 5 cr.
- MAT 202 Calculus II, 5 cr.

**10 credits:**

- PHS 203 University Physics I, 5 cr.
- PHS 205 University Physics II, 5 cr.

**CHEMISTRY MINOR**

**24 credits as follows:**

**12 credits:**

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 300 Analytical Chemistry, 4 cr.

**12 credits:**

- CHE Chemistry electives, 12 cr. (choose from course numbers 200 level and above)

**CHEMISTRY EDUCATION MINOR**

**24–25 credits as follows:**

**20 credits:**

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 201 Organic Chemistry I, 3 cr.
- CHE 202 Organic Chemistry II, 3 cr.
- CHE 251 Organic Chemistry I Lab, 1 cr.
- CHE 252 Organic Chemistry II Lab, 1 cr.
- CHE 300 Analytical Chemistry, 4 cr.

**4–5 credits from the following:**

- CHE 301 Instrumental Analysis, 4 cr.
- CHE 302 Biochemistry, 5 cr.

**22 credits as follows:**

**12 credits:**

- BIO 101 Biological Principles I, 4 cr.
- BIO 102 Biological Principles II, 4 cr.
- BIO 104 Environmental Science, 4 cr.

**10 credits:**

- PHS 203 University Physics I, 5 cr.
- PHS 205 University Physics II, 5 cr.

**Additional requirements**

All other courses normally applicable to the middle–secondary education major in sciences.

## BROAD FIELD SCIENCE EDUCATION MAJOR

### 28 credits as follows:

#### 14 credits in each of the following:

Biology including BIO 104 Environmental Science and Lab  
Chemistry

### 16 credits as follows:

#### 8 credits in each of the following:

Earth and Space Science  
Physics

### 10 additional credits from:

Biology, chemistry and/or philosophy of science

### 6 credits: Mathematics

## NATURAL SCIENCE MINOR

This minor is available to all students, but will be of greater interest to students majoring in Elementary–Middle Education. The minor is made up of a series of courses designed to satisfy the requirements of the Wisconsin Department of Public Instruction for a science minor, for certification in grades 1–6 and/or grades 1–9.

### 29 credits as follows:

#### 13 credits:

PHS 108 Earth Science & Lab, 4 cr.  
PHS 110 Introduction to Meteorology & Lab, 4 cr.  
PHS 211 Elementary Physics, 5 cr.

#### 4 credits from the following:

BIO 102 Biological Principles II & Lab, 4 cr.  
BIO 100 Life Systems, 3 cr.  
BIO 150 Life Systems Laboratory, 1 cr.

#### 8 credits:

CHE 101 Principles of Chemistry I, 4 cr.  
CHE 102 Principles of Chemistry II, 4 cr.

#### 4 credits:

BIO 104 Environmental Science & Lab, 4 cr.

### Mathematics and Natural Science Prerequisites:

MAT 112 Pre-Calculus Mathematics, 5 cr.  
BIO 101 Biological Principles I and Lab, 4 cr. (if taking BIO 102)

Students seeking certification for grades 1–9 must also student-teach in their minor in the middle school.

## FORENSIC SCIENCE PROGRAM (BS)

In collaboration with the School of Criminal Justice, the Forensic Science Program combines knowledge of criminal justice in its broadest sense with thorough training in the approaches, knowledge, and analytical techniques of the laboratory scientist. Forensic science technicians may be called on to analyze a wide variety of evidence and events, such as blood spatter and blood chemistry; physical forces produced by auto impacts and other human body traumas; microscopic matching of hairs, tools, and weapons with their sources and trace evidence at a crime scene; genetic and enzymatic comparisons of fluids and tissues; and time of death determinations based on biological and chemical processes. Consequently, forensic science technicians require thorough preparation in a broad array of science disciplines and mathematics, including physics, biology, chemistry, and statistics. This intense and broad program of study includes all courses required for application to most health professions programs, including medicine, dentistry, optometry, and veterinary schools. In addition, this program includes the array of chemistry, physics, math, and biology expected of candidates seeking employment in industrial quality control, many basic science laboratories, and industrial product development laboratories.

## FORENSIC SCIENCE MAJOR

**General Education Program:** 46-49 credits of University requirements. Major satisfies natural sciences and mathematics common and elective core requirements, and the laboratory common core requirement.

**Other requirements:** The forensic science major requires completion of a concurrent minor in chemistry, including CHE 302: Biochemistry.

### 50-53 credits as follows:

#### 47-49 credits:

BIO 101 Biological Principles I, 4 cr.  
BIO 102 Biological Principles II, 4 cr.  
BIO 301 Genetics & Lab, 4 cr.  
CRJ 102 Constitutional Law, 3 cr.  
CRJ 302 Criminal Procedures, 3 cr.  
CRJ 340 Principles of Judicial Practice, 3 cr.  
CRJ 350 Principles of Professional Practice, 3 cr.  
FOS 105 Survey of Forensic Sciences, 1 cr.  
FOS 304 Forensic Science I - Rules of Evidence, 3 cr.  
FOS 305 Forensic Science II – Analytical Methods, 4 cr.  
FOS 405 Forensic Science III – Advanced Methods, 4 cr.

- FOS 497 Internship, 1-3 cr.
- PHS 203 University Physics I, 5 cr.
- PHS 205 University Physics II, 5 cr.

**3-4 credits:**

- CRJ 214 Stat Techniques Research Data Analysis, 3 cr.
- MAT 122 Introduction to Probability and Statistics, 4 cr.
- MAT 304 Introduction to Mathematical Statistics I, 3 cr.

**Chemistry minor required**

**24 credits:**

- CHE 101 Principles of Chemistry I, 4 cr.
- CHE 102 Principles of Chemistry II, 4 cr.
- CHE 201 Organic Chemistry I, 3 cr.
- CHE 202 Organic Chemistry II, 3 cr.
- CHE 251 Organic Chemistry I Lab, 1 cr.
- CHE 300 Analytical Chemistry, 4 cr.
- CHE 302 Biochemistry, 5 cr.

**3-6 credits:**

University electives

**MATHEMATICS DEPARTMENT (BS)**

The Mathematics Department offers a BS degree with a major in mathematics and minors in mathematics and mathematics education.

The Mathematics Department presents the student with an aesthetic view of mathematics as well as the role of mathematics in science, technology, business and other fields. The variety of courses in introductory mathematics, calculus, geometry, algebra, probability, and statistics offers the student a wide range of choices to meet their interests. The program provides the student with the necessary mathematical knowledge and skills to pursue further study in mathematics and careers in education, business, science, and government. The Mathematics Department's recommendation for students taking their first course in mathematics is made on the basis of the student's ACT score, high school record, University objectives, and/or an Accuplacer assessment. Students desiring state certification to teach mathematics in grades 5–12 take an additional major in middle–secondary education. All mathematics majors must achieve an average GPA of 2.50 in their mathematics courses applicable to the degree (e.g., MAT 201 and above) before graduation. Transfer students must complete one-half of their major credits and one-third of their minor credits at Marian University.

**General Education Program:** 46-49 credits of University requirements. Major and minor satisfy the Mathematics core.

**MATHEMATICS MAJOR**

**41 credits as follows:**

**26 credits:**

- MAT 201 Calculus I, 5 cr.
- MAT 202 Calculus II, 5 cr.
- MAT 212 Introduction to Abstract Mathematics, 3 cr.
- MAT 301 Calculus III, 4 cr.
- MAT 304 Introduction to Mathematical Statistics I, 3 cr.
- MAT 334 Linear Algebra, 3 cr.
- MAT 344 Abstract Algebra, 3 cr.

**3 credits from the following:**

- MAT Math elective (must be numbered 204 or above)
- MTE 200 Mathematics Educ. and Technology, 3 cr.
- TEC 212 Computer Programming I, 3 cr.
- TEC 223 Visual Programming I, 3 cr.

Mathematics/Middle-Secondary Education double majors should use MTE 200 for this requirement.

**12 credits:**

- MAT Electives (must be numbered above 300)

Mathematics/middle-secondary education double majors must include MAT 314 Modern Geometry, 4 cr., in these electives. They must also take MTE 375 Historical Topics in Mathematics, 2 cr., and may petition their advisor for it to apply toward their 12 credits of math electives numbered above 300.

**MATHEMATICS MINOR**

**25 credits as follows:**

**19 credits:**

- MAT 201 Calculus I, 5 cr.
- MAT 202 Calculus II, 5 cr.
- MAT 212 Introduction to Abstract Mathematics, 3 cr.
- MAT 304 Introduction to Mathematic Statistics I, 3 cr.
- MAT 334 Linear Algebra, 3 cr.

**3 credits from the following:**

- MTE 200 Mathematics Educ. and Technology, 3 cr.
- TEC 212 Computer Programming I, 3 cr.
- TEC 223 Visual Programming I, 3 cr.

**3 credits:**

MAT Math elective, 3 cr.  
(must be numbered above 300)

**MATHEMATICS EDUCATION MINOR****25 credits:**

MAT 150 Mathematics for Elementary School  
Teachers I, 3 cr.  
MAT 151 Mathematics for Elementary School  
Teachers II, 3 cr.  
MTE 288 Mathematics for Middle School  
Teachers I, 3 cr.  
MTE 289 Mathematics for Middle School  
Teachers II, 3 cr.  
MTE 375 Historical Topics in Mathematics, 2 cr.  
MAT 201 Calculus I, 5 cr.  
MAT 212 Introduction to Abstract Mathematics,  
3 cr.  
MTE 200 Mathematics Education and Technology,  
3 cr.

## SCHOOL OF NURSING

**Julie Luetschwager, Ph.D., Dean**

Regina Hall, Room 118  
(920) 923-8094

Excellence in education is at the forefront of Marian's commitment to students. Graduates of our programs in nursing are prepared for the ever-changing, complex, and challenging discipline of nursing in a health care environment that is also ever-changing, complex, and challenging.

Advancing our legacy of more than 40 years of quality nursing education, the School of Nursing integrates founding principles and Marian's core values--- community, learning, service, social justice, and spiritual traditions--- into a nursing education that fosters professional growth, professional development, and commitment to life-long learning.

The School 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 society and health care issues. Students achieve success in the classroom and in clinical experiences through their partnership with experienced faculty, clinical agency preceptors, and fellow students.

At the graduate level, nurses are prepared to assume advanced practice and leadership roles in the health care system and in nursing education.

Our distinguished legacy of excellence in nursing education continues as evidenced in our graduates who are highly regarded by their employers for their clinical competence and leadership abilities.

The School of Nursing offers these programs of study:

- Undergraduate major in nursing culminating in a Bachelor of Science in Nursing (BSN) degree. BSN graduates complete all requirements set forth by the University and the baccalaureate program of study for the major.

- Degree programs for Registered Nurses (RNs) RN-MSN and MSN: This program is structured to give RNs who have previously earned an associate degree in nursing or a nursing diploma the opportunity to meet undergraduate requirements without completing a BSN degree. The RN-MSN student fulfills undergraduate requirements in progress to admission for graduate in nursing studies (MSN). This curriculum, combining undergraduate and graduate nursing courses, gives RNs the option to earn a BSN degree (BSN exit option) and a MSN degree.

The American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE) provide general information regarding length of program tracks, courses, and accreditation status. Anyone may contact AACN/CCNE for verification of accreditation.

### **CCNE address:**

American Association of Colleges of Nursing  
Accreditation

Commission of Collegiate Nursing Education  
One Duport Circle, NW, Suite 530

Washington, DC 20036

Telephone number: (202) 463-6930

Fax: (202) 785-8320

[www.aacn.nche.edu](http://www.aacn.nche.edu)

### **Background check policy**

To comply with federal and state laws and regulations, background checks of nursing students are implemented through the School of Nursing of Marian University. Although Marian University and the School of Nursing 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 checks. Agency refusal to accept a student will result in the student not being able to complete the requirements necessary for progression in the School of Nursing.

## **BACCALAUREATE IN NURSING DEGREE (BSN)**

Students gain applied knowledge for competent nursing care and develop a profound appreciation for the importance of nursing research as the stronghold of evidenced-based practice.

## Pre-licensure Undergraduate

The pre-licensure undergraduate track prepares beginning students for professional nursing while completing coursework in liberal arts, biopsychosocial sciences, and nursing. This track is designed so that a student may complete the curriculum in eight semesters (four years). Graduates are eligible to write the licensure examination for registered nurses. Degree completion may take longer if admission requirements are not met in a timely fashion. Sophomore nursing classes only begin in the fall semester and takes three years, full time, to complete the program once a student begins the sophomore nursing classes.

## ADMISSION TO AND LEVEL PROGRESSION POLICY FOR PRE-LICENSURE NURSING MAJORS

### Traditional Freshman (Pre-Nursing Designation)

#### Admission Requirements:

1. Admission to university per university standards
2. All students are admitted as pre-nursing majors if the student demonstrates completion of a college preparatory curriculum in High School that includes a minimum of:
  - 4 units of English
  - 2 units of Mathematics (includes Algebra II)
  - 1 unit of Laboratory science,
  - 1 unit of History,
  - 1 unit of Biology,
  - 1 unit of Chemistry.

#### Transfer Student Admission:

1. Admission to university per university standards
2. Transfer students may be admitted as pre-nursing or nursing majors depending on prerequisite completion and must follow progression policies as indicated below
3. For transfer students going directly into sophomore nursing classes the cumulative GPA is calculated based on all credits allowable for transfer to Marian University by June 1

#### Progression to Second Semester Freshman Level:

1. Comply with the criminal background check Policy prior to registration for second semester

#### Admission to Nursing Major (First semester sophomore level):

*Application Deadline is June 1 for continuing and transfer students. Students with outstanding*

*requirements may be conditionally admitted provided they have outlined a plan for completion.*

1. Minimum cumulative GPA of 3.0 calculated using credits from all schools attended. Once 12 credits have been earned at Marian University, only the Marian University credits will be used for cumulative GPA calculation.
2. Completed PSY 105 Human Development with grade of "C" (2.0) or better
3. Completed three (3) of the six (6) required math and science courses with grades of "C" (2.0) or better.
  - a. BIO 100 Life Systems
  - b. BIO 201 Human Anatomy I
  - c. BIO 202 Human Anatomy II
  - d. BIO 210 Microbiology
  - e. CHE 103 General, Organic & Biochemistry
  - f. MAT xxx: any college level math meets requirement. MAT 122 Probability & Statistics is recommended.
  - g. **Note:** Only one required math or one required science course with a grade less than "C" (2.0) will be allowed to be repeated once to obtain a grade of "C" (2.0) or better for that course. This requirement applies to all required math and science courses taken at Marian University as well as those taken at other institutions. A second grade of less than "C" (2.0) in the repeated course or any other required math or science course will result in dismissal from the nursing program.
4. 30 college-level credits completed

*Upon admission to the Nursing major and continuing to the second semester senior level, all students must complete the following by June 1 and January 1:*

1. Maintain a Cumulative 3.0 GPA (on a 4.0 scale) based on all credits earned at Marian University and achieve a minimum "C" (2.0) in all required nursing courses
2. Participate in periodic competency testing, evaluation, and standardized assessment
3. Attend an annual nursing student in-service in preparation for clinical
4. Maintain up-to-date and accurate health and safety records as outlined in the Health and Safety Policy in the *Nursing Student Handbook*.

***\*Failure to meet any requirement by the deadline will impact progression.***

**Progression to second semester sophomore level:**To be completed by January 1

1. Earned minimum 80% on Math Entrance Examination

**Progression to first semester junior level:**To be completed by June 1 or January 1

1. Earned minimum 90% on Math Competency Examination
2. Completed six (6) of six (6) required math and science courses with grades of "C" (2.0) or better as indicated above
3. Completed ENG 105 Expository Writing with grade of "C" (2.0) or better
4. Completed ENG 106 Argumentative & Research Writing with grade of "C" (2.0) or better
5. Completed all nursing courses with grades of "C" (2.0) or better
6. Completed all but 12 credits of General Education courses

**Graduation Requirements:**

1. Completed all required nursing courses with grades of "C" (2.0) or better
2. Satisfied all university graduation requirements per university policy

**NURSING MAJOR (BSN) REQUIRED COURSEWORK**

**General Education Program:** 46-49 credits of University requirements including School of Nursing course requirements (56-59 credits):

BIO 100	Life Systems, 3 cr.
BIO 210	Microbiology, 3 cr.
CHE 103	General, Organic and Biochemistry, 5 cr.
MAT 122	Introduction to Probability and Statistics, 4 cr. (recommended)
PSY 105	Human Development, 3 cr.
PHI 220	Bioethics, 3 cr.

**Other requirements****8 credits:**

BIO 201	Anatomy and Physiology I, 4 cr.
BIO 202	Anatomy and Physiology II, 4 cr.

**NURSING MAJOR**

NUR 002 Math for Meds is a pre-college level course and does not count toward the core math, nursing, or graduation requirements and does not count toward the GPA.

**69 credits:**

NUR 201	Introduction to Professional Nursing I, 4 cr.
NUR 202	Introduction to Professional Nursing II, 5 cr.
NUR 225	Nutritional Concepts, 2 cr.
NUR 230	Health Assessment, 4 cr.
NUR 304	Pathophysiology, 3 cr.
NUR 305	Transcultural Nursing and Health, 2 cr.
NUR 310	Introduction to Nursing Research, 2 cr.
NUR 330	Psychosocial Nursing I, 3 cr.
NUR 335	Psychosocial Nursing II, 2 cr.
NUR 340	Nursing of Adults I, 6 cr.
NUR 341	Pharmacology I, 2 cr.
NUR 350	Nursing of Adults II, 6 cr.
NUR 351	Pharmacology II, 2 cr.
NUR 403	Nursing Perspectives and Legal Issues, 3 cr.
NUR 415	Maternal–Newborn Nursing, 4 cr.
NUR 420	Nursing of the Child and Family, 4 cr.
NUR 435	Public Health Nursing, 4 cr.
NUR 455	Nursing Leadership and Management, 3 cr.
NUR 463	Advanced Nursing of Adults I, 4 cr.
NUR 464	Advanced Nursing of Adults II, 4 cr.

**0-3 credits (recommended electives):**

NUR 100	Concepts of Health and Wellness, 2 cr.
NUR 220	Introduction to Medical Terminology, 2 cr.
NUR 221	Nursing Diagnosis: Theory and Application, 2 cr.
NUR 223	Biological Changes with Aging, 2 cr.
NUR 315	Intraoperative Nursing, 2 cr.

**UNDERGRADUATE PROGRAM FOR REGISTERED NURSES**

Registered Nurses prepared with an associate degree in nursing or a nursing diploma may complete an undergraduate and a graduate program of study with the following options:

- ADN (or diploma) to BSN exit
- ADN (or diploma) to BSN and MSN
- ADN to MSN (meet undergraduate requirements without earning a BSN degree)

Pre-set group schedules are structured to include the following options: a culmination of studies ending in a BSN degree, a culmination of studies ending in a MSN degree, or fulfillment of both degrees.

Graduates with a BSN degree may return to continue graduate (MSN) studies at a later date, having fulfilled

10 credits of graduate nursing studies. BSN graduates who wish to return to graduate studies at a later date should contact the admissions office to determine re-admission requirements and program locations.

### Admission and Progression

The RN-MSN program is characterized by three tiers of admission and progression. Tier one and two include fulfillment of undergraduate requirements and tier three includes fulfillment of graduate requirements.

At tier one, students are admitted to Marian University for completion of liberal arts/science requirements. For progression to the second tier of studies, students apply for admission to Upper Division Nursing Major during NUR 211 Introduction to Baccalaureate and Higher Degree. NUR 211 is the first baccalaureate nursing course in the RN-MSN program. Only one required math or one required science course with a grade less than C (2.00) will be allowed to be repeated once to obtain a grade of C (2.00) or better for that course. This requirement applies to all courses taken at Marian University as well as those taken off campus. A second grade of less than C (2.00) in a required math or science course disqualifies the student from progression in the nursing program.

All required nursing courses must be passed with a grade of C (2.00) or better. Only one required nursing course with a grade of less than C (2.00) may be repeated one time to earn a grade of at least a C (2.00). A second grade of less than C (2.00) in a required nursing course disqualifies the student from progression in the nursing program.

To be granted admission to tier three, students apply for admission to graduate nursing studies as they near the end of baccalaureate nursing studies. Admission criteria for tier three combine Marian University graduate admission criteria and the admission criteria for the School of Nursing. Progression criteria are set by policy of Graduate Council and the School of Nursing. For more information regarding graduate admission, progression, and graduation requirements, refer to the Graduate School -MSN section of this bulletin.

### Transferred and Articulated Nursing Credit

A minimum of 32 nursing credits transfers for demonstrated higher level knowledge (RN licensure). Additional nursing credit earned previously may transfer according to Marian University articulation agreements and/or transfer policy.

### General Education Program

The RN-MSN program includes the liberal arts core curriculum established by the University.

### Upper Division Nursing Major

During the first class for NUR 211, students receive a provisional letter of admission to upper division nursing major. Upon successful completion of NUR 211 and the fulfillment of all requirements for upper division nursing major, students receive a letter to confirm official admission that will then grant progression to NUR 309, 400-level, NUR 511, NUR 540, NUR 545.

Minimum requirements for official admission include:

1. Cumulative Marian University Grade Point Average of 3.0 or higher.
2. All but 12 credits of Liberal Arts core requirements met.
3. Prior credit earned must include ENG 105, ENG 106 and the MAT common core course with a grade of C (2.0) or higher.
4. Successful completion of all prerequisite and natural science courses with grade of C (2.0) or better: CHE 101, CHE 104, BIO 201, 202, BIO 210.
5. Completion of NUR 211 with a grade of C (2.0) or better.
6. Health and safety requirements completed.

## RN-MSN NURSING MAJOR

The RN student who seeks a program of study in fulfillment of a BSN degree or a MSN degree, or both, must complete the following RN-MSN nursing credits:

### 28 credits:

NUR 211	Introduction to Baccalaureate and Higher Degree, 3 cr.
NUR 303	Legal Issues in Nursing Practice, 2 cr.
NUR 309	Pharmacological Intervention of Disease Process, 4 cr.
NUR 310	Introduction to Nursing Research, 2 cr.
NUR 435	Public Health Nursing, 4 cr.
NUR 455	Nursing Leadership and Management, 3 cr.
NUR 511	Theories in Nursing (Graduate Course), 4 cr.*
NUR 540	Advanced Pathophysiology (Graduate Course), 3 cr.*
NUR 545	Advanced Health & Physical Assessment (Graduate Course), 3 cr.*

\*10 credits in graduate nursing studies

### BACHELOR OF SCIENCE IN NURSING DEGREE

The RN student who chooses to earn a BSN degree only or a BSN degree en route to a MSN degree

completes the 28 core RN to BSN/MSN nursing credits plus the following nursing courses:

**6 credits:**

- NUR 305 Transcultural Nursing & Health, 2 cr.
- NUR 462 Critical Care Nursing, 4 cr.

Having fulfilled 10 credits of graduate nursing studies, graduates with a BSN degree may return to continue graduate (MSN) studies at a later date.

## SR. MARY AGREDA PALLIATIVE CARE CERTIFICATE PROGRAM

The Sr. Mary Agreda Palliative Care Certificate Program is for registered nurses working in acute, chronic, home care, or clinic settings. The focus of this program is to promote optimal care for the serious, chronic, and/or terminally-ill within the patient setting. The program examines the multidimensional effects of aggressive disease treatment, as well as the end-of-life journey.

The program consists of three, 3-credit courses, with each course being five weeks in length. The courses include in-class sessions and online instruction. Courses provide information, exploration, and discussions of evidence-based palliative care that an RN can utilize. This information can assist the RN to enhance present practice, advocate for best practice, teach others, and improve patient care.

Continuing Education Units (CEU) from the Wisconsin Nurses Association or College Credits are awarded upon successful completion of each course. A certificate is awarded to the RN who successfully completes all three courses.

**9 credits:**

- NUR 475 Structure and Philosophy of Palliative Care, 3 cr.
- NUR 480 Psychosocial and Cultural Aspects of Palliative Care, 2 cr.
- NUR 485 Physical Care of the Imminently Dying, 4 cr.

## GRADUATE PROGRAMS (MSN)

The School of Nursing offers a Master of Science in Nursing degree in professional nursing built upon a baccalaureate nursing foundation. The program offers two areas of specialties:

- (1) Adult Nurse Practitioner
- (2) Nurse Educator

Both specialties prepare graduates for advanced graduate study and promote continuing education and professional growth.

### Post-graduate Certificate in Nursing Education

This certificate provides the nurse who has already attained the Master of Science in Nursing degree the knowledge and experience necessary for providing educational experiences in academic or non-academic settings. Course work consists of foundations of education, curriculum planning, instructional design, assessment, and evaluation, as well as practicum experiences and opportunities for role development.

Refer to the Graduate Studies section of this academic bulletin for specific information about the graduate nursing program.

## **PROFESSIONAL, ADULT AND CONTINUING EDUCATION (PACE)**

**Donna Innes, CSA, Ph.D., Dean**

PACE Office  
60 S. National Ave.  
(920) 923-7632

### **Marian Adult Accelerated Programs (MAAP)**

The Marian Adult Accelerated Program (MAAP) is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. MAAP offers an education pertinent to the changing concerns of employers from diverse organizations while maintaining the highest educational standards. MAAP offers the following degree completion programs and continuing education courses for adults.

### **Degree programs offered through the PACE Office:**

#### **Bachelor's Degrees**

- Bachelor of Business Administration (BBA):  
Majors available in general management, human resource management, marketing and operations management
- Bachelor of Criminal Justice (BCJ)
- Bachelor of Interdisciplinary Studies (BIS)
- Bachelor of Organizational Communication (BOC)
- Bachelor of Science (BS)  
Major available in Homeland Security
- Bachelor of Science in Nursing (BSN)
- Bachelor of Science in Radiologic Technology (BSRT)

#### **Master's Degrees**

- Master of Science in Leadership (MS)  
Concentrations include Organizational Leadership and Quality, Criminal Justice Leadership, or Grief and Bereavement

### **Certificate programs offered through the PACE Office:**

- Grief and Bereavement
- Health Care Administration
- Homeland Security Leadership

#### **Admission Procedures**

The student will:

1. Complete the application form and return to: PACE Office, 45 S. National Ave., Fond du Lac.
2. Request official transcripts from every college/university attended and have them forwarded to the PACE Office. Official high school transcripts are also required if fewer than 32 credits have been earned at a post-secondary institution. The transcripts will be evaluated, and the student will be advised of his/her status.
3. Complete and submit financial aid forms as early as possible to ensure timely receipt of aid. A copy of the financial aid transcript from every college/university attended, even if financial assistance was not received at that institution, must be filed in order to receive aid. Submit any additional materials required based on program specifications.
4. Receive an official copy of his/her transcript evaluation after s/he has been accepted.
5. Verify RN license in Wisconsin, if an applicant to the (RN) BSN Completion Program.
6. Verify 60 credits from an accredited Radiologic Technology Program, if an applicant to the BSRT program, via transcript and a copy of the certification card from the American Registry of Radiologic Technologists (ARRT).
7. Have an approved associate degree from an accredited college as an applicant to the interdisciplinary studies program.

### **BUSINESS ADMINISTRATION PROGRAM**

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 37 credit common business core of courses that all students are required to complete. Students may then choose one of four undergraduate majors, including general management, human resource management, operations management, and marketing. Each major is comprised of 15 credit hours in the discipline. If students wish to complete two majors, additional credits will be required. Students should refer to their MAAP handbook for more information.

### GENERAL MANAGEMENT MAJOR

The general management major examines differing theories of 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.

### HUMAN RESOURCE MANAGEMENT MAJOR

The major in human resource management focuses on how organizations attract, motivate, develop, and retain employees. Topics covered include: recruiting, staffing, compensation theory, training and development, labor relations, and equal employment opportunity. The major is appropriate for those seeking positions in both public and private sector organizations, and provides entry into jobs in human resources departments, team leader positions, and management training programs.

### MARKETING MAJOR

Marketing is the creative and dynamic interaction between producer and consumer and is a critical and comprehensive business function. Marketing is charged with making a firm response to environmental and social needs, as well as stimulating business growth in both domestic and international markets. 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 manager must be able to translate knowledge of consumer behavior into marketing strategy.

### OPERATIONS MANAGEMENT MAJOR

The operations management major focuses on industry's ability to create goods and services. Operations 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.

#### Liberal Arts Core

#### 30 credits as follows:

##### 12 credits:

HIS 114	World History since 1900, 3 cr.
HIS 2xx	Elective, 3 cr.
MAT xxx	Elective, 3 cr.
THE xxx	Elective, 3 cr.

##### 9 credits:

(Must be from at least two areas)

ART xxx	Elective, 3 cr.
ENG xxx	Literature elective, 3 cr.
MUS xxx	Elective, 3 cr.

##### 3 credits from the following:

PHI 2xx	Elective, 3 cr.
THE 2xx	Elective, 3 cr.

##### 3 credits from the following:

BIO xxx	Ecological or Environmental Science elective, 3 cr.
PHS xxx	Physical Science, Chemistry, Meteorology, or Physics elective, 3 cr.

##### 3 credits from the following:

SOC xxx	Elective, 3 cr.
PSY xxx	Elective, 3 cr.

### Bachelor of Business Administration Core

#### 37 credits:

ENG 230	Professional Composition and Research Writing, 3 cr.
PHI 231	Business Ethics, 3 cr.
ECO 202	Microeconomics, 3 cr.
ACC 201	Financial Accounting, 3 cr.
TEC 200	Fundamentals of Information Technology, 3 cr.
MGT 213	Principles of Management, 3 cr.
BUA 350	Business Law, 3 cr.
MKT 201	Principles of Marketing, 3 cr.
FIN 300	Finance: Theory and Applications, 3 cr.
BUA 310	International Business, 3 cr.

- BUA 402 Strategy and Policy, 3 cr.  
 BUS 495 Synthesis Portfolio, 1 cr.  
 MAT 123 Intro. Statistics & Probability, 3 cr.

## GENERAL MANAGEMENT MAJOR

### 15 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.

#### 3 credits from the following:

- MKT 322 Sales Management, 3 cr.  
 MGT 301 Operations Management, 3 cr.  
 MGT 411 Organizational Training and Development, 3 cr.  
 MGT 412 HR Planning, Recruitment and Selection, 3 cr.  
 MGT 422 Process and Quality, 3 cr.

## HUMAN RESOURCE MANAGEMENT MAJOR

### 15 credits:

- MGT 304 International Organizational Behavior, 3 cr.  
 MGT 311 Human Resource Management, 3 cr.  
 MGT 411 Organizational Training, Development, 3 cr.  
 MGT 412 HR Planning, Recruitment and Selection, 3 cr.  
 MGT 413 Compensation and Benefits, 3 cr.

## MARKETING MAJOR

### 18 credits as follows:

#### 12 credits:

- MKT 302 Principles of Advertising, 3 cr.  
 MKT 311 Consumer Behavior, 3 cr.  
 MKT 322 Sales Management, 3 cr.  
 MKT 400 Marketing Management, 3 cr.

#### 6 credits from the following:

- ART 201 Design, 3 cr.  
 COM 202 Writing for Media, 3 cr.  
 COM 215 Introduction to Public Relations, 3 cr.  
 COM 232 Public Speaking, 3 cr.  
 COM 302 Intercultural Communication, 3 cr.  
 COM 322 Argumentation and Persuasion, 3 cr.  
 COM 420 Professional Presentations, 3 cr.  
 SOC 303 Population and Demography, 3 cr.

## OPERATIONS MANAGEMENT MAJOR

### 15 credits:

- MGT 301 Operations Management, 3 cr.  
 MGT 304 International Organizational Behavior, 3 cr.  
 MGT 422 Process and Quality, 3 cr.  
 BUS 435 Statistical Applications, 3 cr.  
 BUS 440 Supply Chain Management, 3 cr.

## HEALTH CARE ADMINISTRATION MAJOR

### 18 credits:

- HCA 201 Introduction to Health Care Administration, 3 cr.  
 NUR 220 Introduction to Medical Terminology, 2 cr.  
 MGT 408 Leadership in Ethical Organizations, 3 cr.  
 HCA 411 Legal Issues in Health Care Administration, 3 cr.  
 HCA 421 Financial and Economic Aspects of Health Care, 3 cr.  
 HCA 431 Health Care Management & Policy, 3 cr.  
 HCA 450 Seminar in Health Care Administration, 1 cr.

### 46 credits:

University electives

## CRIMINAL JUSTICE PROGRAM

The criminal justice program prepares students in law enforcement, probation and parole, corrections, pre-law, and an assortment of human services in both the public and private sector. This program is also suitable for incumbent practitioners in criminal justice fields who seek to professionalize themselves with a bachelor's degree for career advancement purposes.

Credit may be awarded for prior certified training, especially in law enforcement and corrections. In addition, through agreements with Wisconsin state technical colleges, Marian allows transfer students to apply their associate degrees in police science, corrections, and probation and parole toward a bachelor's degree.

## CRIMINAL JUSTICE MAJOR

### Liberal Arts Core

### 46 credits as follows:

#### 43 credits:

- ENG 230 Professional Composition and Research Writing, 3 cr.

- ART xxx Art Elective, 3 cr.
- MUS xxx Music Elective, 3 cr.
- ENG xxx Literature Elective, 3 cr.
- BIO xxx Biological, Ecological or Environmental Science Elective, 3 cr.
- PHS xxx Physical Science, Chemistry, Meteorology, or Physics Elective, 3 cr.
- MAT xxx Math Elective, 4 cr.
- SOC xxx Sociology Elective, 3 cr.
- PSY xxx General Psychology or Human Development, 3 cr.
- HIS 114 World History since 1900, 3 cr.
- HIS 2xx History Elective, 3 cr.
- THE 101 Introduction to Christian Theology, 3 cr.
- THE 2xx Theology Elective, 3 cr.
- PHI 130 Philosophy and Values, 3 cr.

**3 credits:**

- PHI 2xx Philosophy Elective, 3 cr.

- PSY 301 Drugs and Behavior, 3 cr.
- SOC 301 Crime and Deviance, 3 cr.
- SPA 107 Spanish for Law Enforcement I, 3 cr.

15 credits for Wisconsin Department of Justice (DOJ) police officer certification. Only for MAAP students who are currently certified law enforcement officers.

- CRJ 403 Traffic/Patrol Procedures, 3 cr.
- CRJ 406 Defense and Arrest Tactics, 3 cr.
- CRJ 407 EVOG (Emergency Vehicle Operation & Contact), 2-4 cr.
- CRJ 408 Firearms and Deadly Force Decision Making, 3 cr.
- CRJ 409 HAZMAT/EMS for Police Officers, 3 cr.

**34 credits:**

University electives

**Criminal Justice Core**

**36 credits:**

- CRJ 101 Introduction to the Criminal Justice System, 3 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 201 Criminal Law, 3 cr.
- CRJ 203 Juvenile Law, 3 cr. (Also SOC 203)
- CRJ 206 Report Writing in Criminal Justice, 3 cr.
- CRJ 212 Correctional Institutions, 3 cr.
- CRJ 301 Criminal Investigation, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- CRJ 305 Community-Based Corrections (Probation/Parole), 3 cr.
- CRJ 308 Professional and Crisis Communications, 3 cr.
- CRJ 310 Criminology, 3 cr. (Also HOS 310)
- CRJ 400 Criminal Justice Seminar, 3 cr.

12 credits of electives are required if the student is not currently a DOJ certified law enforcement officer. A listing of CRJ elective options is available in this academic bulletin under the criminal justice program. Transfer credits may be accepted.

- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes Against Children, 3 cr.
- CRJ 404 Criminal Justice – Special Topics, 1-3 cr.
- HIS 206 History of Terrorism, 3 cr.
- HIS 207 History of Crime, 3 cr.
- HSL 201 Introduction to Homeland Security, 3 cr.
- HSL 305 Leadership and Organizational Management, 3 cr.
- HSL 313 Emergency Planning, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.

**INTERDISCIPLINARY STUDIES PROGRAM**

The interdisciplinary Studies degree programs are designed specifically for students who have completed an approved associate degree in a technical or professional area at a community college or technical college that holds institutional accreditation by one of the major regional accrediting agencies and whose primary career focus is related to their associate degree area.

**INTERDISCIPLINARY STUDIES MAJOR**

**Liberal Arts Core**

**39 credits as follows:**

**33 credits:**

- ENG 230 Professional Composition and Research Writing, 3 cr.
- ART xxx Elective, 3 cr.
- MUS xxx Elective, 3 cr.
- ENG xxx Literature elective, 3 cr.
- BIO xxx Biological, Ecological, or Environmental Science elective, 3 cr.
- PHS xxx Physical Science, Chemistry, Meteorology, or Physics elective, 3 cr.
- MAT xxx Elective, 3 cr.
- HIS 114 World History since 1900, 3 cr.
- HIS 2xx Elective, 3 cr.
- THE xxx Elective, 3 cr.
- PHI xxx Elective, 3 cr.

**3 credits from the following:**

- SOC xxx Sociology Elective, 3 cr.
- PSY xxx Psychology Elective, 3 cr.

**3 credits from the following:**

THE 2xx Elective, 3 cr.  
PHI 2xx Elective, 3 cr.

**60–68 credits:**

Associate degree from an approved accredited institution

**Interdisciplinary Studies Core****6 credits:**

IDS 201 Aesthetics, Values, and Culture I, 3 cr.  
Or  
IDS 202 Aesthetics, Values, and Culture II, 3 cr.  
IDS 400 Senior Seminar in Interdisciplinary Studies, 3 cr.

**30 credits:**

Must be chosen from at least three established program areas within art, music, literature, natural science, math, psychology, sociology, history, theology, philosophy, or specified minors of business administration, organizational communication, or information technology management (exceptions may be made on an individual basis), with a minimum of 18 credits at the 300 and/or 400 level.

**BUSINESS ADMINISTRATION MINOR (Optional)****21 credits:**

ECO 202 Microeconomics, 3 cr.  
ACC 201 Financial Accounting, 3 cr.  
TEC 200 Fundamentals of Information Technology, 3 cr.  
MGT 213 Principles of Management, 3 cr.  
BUA 350 Business Law, 3 cr.  
MKT 201 Principles of Marketing, 3 cr.  
FIN 300 Finance: Theory and Applications, 3 cr.

**ORGANIZATIONAL COMMUNICATION MINOR (Optional)****24 credits as follows:****12 credits:**

COM 100 Introduction to Communications, 3 cr.  
COM 202 Writing for Media, 3 cr.  
COM 232 Public Speaking, 3 cr.  
COM 302 Intercultural Communication, 3 cr.

**12 credits:**

Communication electives (at least 6 credits at 300 level or above)

**INFORMATION TECHNOLOGY MANAGEMENT MINOR (Optional)**

BUS 263 Business Application Software, 3 cr.  
TEC 200 Fundamentals of Information Technology, 3 cr.  
MGT 213 Principles of Management, 3 cr.  
BUS 343 Technology of Information Systems, 3 cr.  
BUS 348 Principles of Data Management, 3 cr.  
BUS 438 Business Data Communications and Networks, 3 cr.  
BUS 458 Systems Analysis and Design, 3 cr.  
MGT 421 Project Management, 3 cr.

**ORGANIZATIONAL COMMUNICATION PROGRAM**

The organizational communication program prepares students for the creation, support, and restoration of communication structures, networks, and the flow of communication in organizations. The program provides a solid foundation in effective communication skills, combined with communication theories and principles. Students also explore intercultural communication and ethical issues in communication as key elements of the major.

**ORGANIZATIONAL COMMUNICATION MAJOR****Liberal Arts Core****45 credits as follows:****39 credits:**

ENG 230 Professional Composition and Research Writing, 3 cr.  
MUS xxx Elective, 3 cr.  
ENG xxx Literature elective, 3 cr.  
BIO xxx Ecological or Environmental Science elective, 3 cr.  
PHS xxx Physical Science, Chemistry, Meteorology, or Physics elective, 3 cr.  
MAT xxx Elective, 3 cr.  
SOC xxx Sociology elective, 3 cr.  
PSY xxx Psychology elective, 3 cr.  
HIS 114 World History since 1900, 3 cr.  
HIS 2xx Elective, 3 cr.  
THE 101 Introduction to Christian Theology, 3 cr.  
THE 2xx Elective, 3 cr.  
PHI 130 Philosophy and Values, 3 cr.

**3 credits from the following:**

- PHI 2xx Philosophy Elective, 3 cr.  
 BUS 245 Managerial and Professional Ethics, 3 cr.

**3 credits from the following:**

- ART 205 Digital Imaging, 3 cr.  
 ART 201 Design, 3 cr.  
 ART 122 Photography, 3 cr.

**Required courses****18 credits:**

- COM 100 Introduction to Communication, 3 cr.  
 COM 202 Writing for Media, 3 cr.  
 COM 232 Public Speaking, 3 cr.  
 COM 302 Intercultural Communication, 3 cr.  
 COM 401 Legal Issues in Communication, 3 cr.  
 COM 406 Organizational Communication Senior Project, 3 cr.

**12 credits:**

- COM 400 Theories in Communication, 3 cr.  
 COM 420 Professional Presentations, 3 cr.  
 COM 431 Training and Assessment in Communication, 3 cr.  
 MGT 304 International Organizational Behavior, 3 cr.

**6 credits from the following:**

- COM 322 Argumentation and Persuasion, 3 cr.  
 COM 324 Interpersonal Communication, 3 cr.  
 COM 334 Discussion and Small Group Interaction, 3 cr.

**41 credits:**

University electives

## RADIOLOGIC TECHNOLOGY PROGRAM (BSRT)

*(Requirement: To be taken with a business administration, information technology management, leadership, or organizational communication minor)*

The BSRT 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 BSRT degree for having successfully completed the two-year Radiology Program including certification. Coursework includes the liberal arts courses required to complete the baccalaureate degree and a choice among three minors. Students may also opt to earn a business administration double major. This program provides a BSRT degree to certified radiologic technicians.

## RADIOLOGIC TECHNOLOGY MAJOR

**Liberal Arts Core****46 credits:**

- ENG 230 Professional Composition and Research Writing, 3 cr.  
 ART xxx Elective, 3 cr.  
 MUS xxx Elective, 3 cr.  
 ENG xxx Literature elective, 3 cr.  
 BIO xxx Biological, Ecological or Environmental Science elective, 3 cr.  
 PHS xxx Physical Science, Chemistry or Physics elective, 3 cr.  
 MAT xxx Elective, 4 cr.  
 SOC 100 Introduction to Sociology, 3 cr.  
 PSY xxx General Psychology or Human Development, 3 cr.  
 HIS 114 World History Since 1900, 3 cr.  
 HIS 2xx History elective, 3 cr.  
 THE 101 Introduction to Christian Theology, 3 cr.  
 THE 2xx Elective, 3 cr.  
 PHI 130 Philosophy and Values, 3 cr.  
 PHI 2xx Philosophy elective, 3 cr. (*PHI 220 Bioethics recommended*)

**60 credits:**

Two-year Radiologic Technology program from an accredited School of Radiologic Technology transferred as RAD 380, 390, 400, and 410. (It is the student's responsibility to seek acceptance at an accredited School of Radiologic Technology.)

**Choice of one of the following minors:****Business Administration minor****21 credits:**

- ECO 202 Microeconomics, 3 cr.  
 ACC 201 Financial Accounting, 3 cr.  
 TEC 200 Fundamentals of Information Technology, 3 cr.  
 MGT 213 Principles of Management, 3 cr.  
 BUA 350 Business Law, 3 cr.  
 MKT 201 Principles of Marketing, 3 cr.  
 FIN 300 Finance: Theory and Applications, 3 cr.

**Organizational Communication minor****24 credits as follows:****12 credits:**

- COM 100 Introduction to Communication, 3 cr.

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

**12 credits:**

Communication electives (6 credits must be in 300 and/or 400 level)

**Information Technology Management minor****24 credits:**

- BUS 263 Business Application Software, 3 cr.  
 BUS 330 Management of Information Technology, 3 cr.  
 MGT 213 Principles of Management, 3 cr.  
 BUS 343 Technology of Information Systems, 3 cr.  
 BUS 348 Principles of Data Management, 3 cr.  
 BUS 438 Business Data Communications and Networks, 3 cr.  
 BUS 458 Systems Analysis and Design I, 3 cr.  
 MGT 421 Project Management, 3 cr.

**Leadership minor****24 credits**

(For Leadership minor program requirements, please reference the Leadership Minor section of the School of Arts, Humanities and Letters section of this bulletin).

**Elective credits**

Credits needed to bring student to minimum 128 credits for graduation.

**CERTIFICATE PROGRAMS****HOMELAND SECURITY LEADERSHIP**

*Undergraduate Certificate Program*

**18 credits:**

- HSL 201 Introduction to Homeland Security, 3 cr.  
 HSL 212 Homeland Security Resource Management, 3 cr.  
 HSL 305 Leadership and Organizational Management, 3 cr.  
 HSL 313 Emergency Planning, 3 cr.  
 HSL 350 Administrative Law  
 HSL 495 Capstone in Homeland Security, 3 cr.

**HEALTH CARE ADMINISTRATION**

*Undergraduate Certificate Program for non-business graduates*

**39 credits as follows:****21 credits:**

- ECO 202 Microeconomics, 3 cr.  
 ACC 201 Financial Accounting, 3 cr.  
 TEC 200 Fundamentals of Information Technology, 3 cr.  
 MGT 213 Principles of Management, 3 cr.  
 BUA 350 Business Law, 3 cr.  
 MKT 201 Principles of Marketing, 3 cr.  
 FIN 300 Finance: Theory and Applications, 3 cr.

**18 credits:**

- HCA 201 Introduction to Health Care Administration, 3 cr.  
 NUR 220 Introduction to Medical Terminology, 2 cr.  
 MGT 408 Leadership in Ethical Organizations, 3 cr.  
 HCA 411 Legal Issues in Health Care Administration, 3 cr.  
 HCA 421 Financial and Economic Aspects of Health Care, 3 cr.  
 HCA 431 Health Care Management & Policy, 3 cr.  
 HCA 450 Seminar in Health Care Administration, 1 cr.

**HEALTH CARE ADMINISTRATION**

*Undergraduate Certificate Program for business graduates*

**18 credits:**

- HCA 201 Introduction to Health Care Administration, 3 cr.  
 NUR 220 Introduction to Medical Terminology, 2 cr.  
 MGT 408 Leadership in Ethical Organizations, 3 cr.  
 HCA 411 Legal Issues in Health Care Administration, 3 cr.  
 HCA 421 Financial and Economic Aspects of Health Care, 3 cr.  
 HCA 431 Health Care Management & Policy, 3 cr.  
 HCA 450 Seminar in Health Care Administration, 1 cr.

**BACHELOR OF SCIENCE (BS)**

*Major available in Homeland Security*

(For the homeland security program, see the criminal justice section of this bulletin.)

## **BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM (BSN)**

For the BSN Program, see the Nursing section of this bulletin.

## **GRADUATE PROGRAMS**

For students interested in a graduate business program with an accelerated format, see the Master of Science in Leadership (MS) in the Graduate Studies section or contact the PACE Office at (920) 923-7632.

## **SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCE**

**Larry R. Reynolds, Ph.D., Dean**

Regina Hall, Room 212  
(920) 923-8733

The faculty of the School of Social and Behavioral Science help students develop an understanding of the complexity of human behavior by undertaking a critical analysis of interpersonal, social, political, and economic forces. Students are motivated to develop their skills for critical and independent thought. Students and faculty are involved in efforts that will lead to greater social justice and the realization of humankind's full potential.

The school offers majors in psychology and social work. The school also offers minors in psychology and sociology.

Students are also encouraged to participate in various social research opportunities that are coordinated by the Social Science Research Institute (SSRI), which is a vehicle for promoting applied research in the social sciences. The SSRI fosters collaboration among faculty, students, and community agencies/organizations.

Students are also given the opportunity to participate in the Military Science Program (ROTC).

Field experiences or internships are offered in every major in the traditional program thereby allowing School of Social and Behavioral Science students the opportunity to take part in experiential learning.

### **MILITARY SCIENCE PROGRAM (ARMY ROTC)**

The Military Science Program, or Army ROTC, consists of two phases. The first phase is introductory, consisting of 100- and 200-level courses that include practical skills, as well as preparatory management skills needed in the advanced phase. First-phase requirements include MSC 110, MSC 120, MSC 210, and MSC 220. All freshman and sophomore students are encouraged to take the lower-level Military Science classes 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 MSC 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 six-week National Advanced Leadership 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 professional education requirements that follow.

#### **Professional education requirements**

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

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

#### **Army ROTC Scholarship financial assistance**

Four-year scholarships are awarded to students who will be 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 110, 120, 210, or 220 courses. Students who attend the Leader's Training Course compete for two-year scholarships at the course. Scholarships contribute toward cost of, but not necessarily all costs of, university tuition and educational fees that are required of all students, 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 will be 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 its two years. Cadets who attend the Leader's Training Course and the National Advanced Leadership Course receive pay for attending these courses.

### **Military Science requirements:**

#### **27 credits as follows:**

##### **24 credits:**

- MSC 110 Leadership & Military Science I, 2 cr.
- MSC 120 Leadership & Military Science II, 2 cr.
- MSC 210 Basic Leadership & Management I, 2 cr.
- MSC 220 Basic Leadership & Management II, 2 cr.
- MSC 301 Advanced Leadership & Management I, 4 cr.
- MSC 302 Advanced Leadership & Management II, 4 cr.
- MSC 401 Applied Leadership & Management I, 4 cr.
- MSC 402 Applied Leadership & Management II, 4 cr.

### **Professional education requirements:**

##### **3 credits from the following:**

- HIS 112 History of the United States from 1877, 3 cr.
- HIS 422 20th Century Europe, 3 cr.
- HIS 408 Diplomatic History, 3 cr.
- MSC 211 American Military History, 3 cr.

### **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

## **PSYCHOLOGY PROGRAM (BS)**

The psychology program gives a foundation in theory, methodology, and research findings in preparation for graduate school for those students who hope to become professional psychologists. The program also prepares students for other career options ranging from business to one of the service fields. The program also 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 which 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. An important feature of the psychology program is the close contact and involvement between faculty and students as they work toward attaining the desired goals.

128 credits required for graduation

### **General Education Program**

**46-49 credits:** University requirements, including the following:

- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.

## **PSYCHOLOGY MAJOR**

### **37 credits as follows:**

##### **22 credits:**

- PSY 100 Psychology as a Career, 1 cr.
- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 151 General Psychology Lab, 1 cr.
- PSY 210 Statistical Techniques for Research Data Analysis, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 311 History and Systems of Psychology, 3 cr.
- PSY 312 Experimental Psychology, 3 cr.
- PSY 402 Senior Seminar in Psychology, 2 cr.

##### **15 credits:**

- PSY Psychology electives

## **PSYCHOLOGY MINOR**

### **22 credits as follows:**

##### **10 credits:**

- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 151 General Psychology Lab, 1 cr.
- PSY 211 Abnormal Psychology, 3 cr.

##### **12 credits:**

- PSY Psychology electives

\*Note: MAT 122 Introduction to Probability and Statistics is accepted as an elective toward the psychology major or minor.

## **SOCIAL WORK PROGRAM (BSW)**

The social work program, accredited at the undergraduate level by the Council on Social Work Education, offers a plan of applied learning that leads

to a Bachelor of Social Work degree. Successful completion of the social work major in its entirety prepares students for generalist practice in entry-level positions in the social work profession.

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.

## SOCIAL WORK MAJOR

### *Preadmission and transfer requirements*

1. Entering students who achieve a cumulative GPA of C or above in high school and an SAT score of 18 or more are eligible to declare a major in social work. Transfer students who meet this cumulative GPA requirement, along with a cumulative GPA of C+ in the Social and Behavioral Science prerequisites taken to date, are also eligible to declare a major in social work.
2. 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.
3. The complete Preadmission and Transfer policies are contained in the student handbook, and are available in the social work program office. Important social work information can also be accessed online at: <http://www.marianuniversity.edu/interior.aspx?id=3874>

### *Admission to the social work major and to degree candidacy*

1. Students who have been admitted to Marian University with a declared major in social work will be assigned to a program advisor who will assist with academic planning around student career goals in relation to university and

program offerings and requirements. The Social Work curriculum is built on a firm base of liberal arts prerequisites. Early and continuous advising is essential to effective academic and career planning.

2. Students submit an application for admission to the social work major in the second semester of the sophomore year. Criteria for admission are based on academic standing, pre-professional activities, and indicators of professional readiness.
3. Students submit an application for admission to degree candidacy in the second semester of the junior year. Criteria for admission are similarly based on academic standing, pre-professional activities, and indicators of professional readiness.
4. The complete social work program admission policy is in the student handbook and application forms are available in the social work program office or can be found on the social work web page on the following link: [www.marianuniversity.edu/interior.aspx?id=3874&plD=265](http://www.marianuniversity.edu/interior.aspx?id=3874&plD=265)

128 credits required for graduation

### **General Education Program**

#### **46-49 credits:**

University requirements, including Social Work program requirements: BIO 100; SOC 100; HIS 205; and POS 205; PSY 101; PSY 105; and PSY 211 (58-61 credits)

BIO 100	Life Systems, 3 cr.
SOC 100	Introduction to Sociology, 3 cr.
HIS 205	History of Selected Minorities, 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 MAJOR**

#### **47 credits as follows:**

#### **9 credits:**

SWK 101	Introduction to Social Work and Human Services, 3 cr.
SWK 111	Interpersonal Skills, 3 cr.
SWK 210	Statistical Techniques for Research Data Analysis, 3 cr.

**24 credits:**

- SWK 301 Human Behavior and the Social Environment I, 3 cr.
- SWK 302 Human Behavior and the Social Environment II, 3 cr.
- SWK 311 Generalist Practice I: Natural Resource Systems, 3 cr.
- SWK 312 Generalist Practice II: Societal Resource Systems, 3 cr.
- SWK 321 Skills Laboratory I, 3 cr.
- SWK 322 Skills Laboratory II, 3 cr.
- SWK 331 Policies and Programs, 3 cr.
- SWK 342 Research Methods, 3 cr.

**17 credits:**

- SWK 411 Seminar I, 2 cr.
- SWK 412 Seminar II, 1 cr.
- SWK 421 Family Intervention, 3 cr.
- SWK 432 Senior Seminar, 3 cr.
- SWK 497 Social Work Internship I, 4 cr.
- SWK 498 Social Work Internship II, 4 cr.

**Social Work electives****0–18 credits from the following:**

- SWK 204 Special Topics, 3 cr.
- SWK 360 Practicum in Research I, 1–3 cr.
- SWK 362 Practicum in Research II, 1–3 cr.
- SWK 404 Special Topics, 1–3 cr.
- SWK 414 Independent Study, 3 cr.
- SWK 422 Law and the Helping Profession, 3 cr.

**17–32 credits:**

University electives

**SOCIOLOGY PROGRAM**

The sociology program offers students a diverse yet centralized curriculum, which has at its core a strong foundation in theory, methods, and social organization.

Marian's sociology program seeks to strengthen the student's ability to work in culturally diverse settings. Students are encouraged to promote social justice and community involvement.

**SOCIOLOGY MINOR****21 credits as follows:****6 credits:**

- SOC 100 Introduction to Sociology, 3 cr.
- SOC 302 Social Theory, 3 cr.

**3 credits:**

- SWK 342 Research Methods, 3 cr.

**12 credits from the following:**

- PSY 202 Social Psychology, 3 cr.
- SOC 201 Social Problems, 3 cr.
- SOC 202 Sociology of the Family, 3 cr.
- SOC 203 Juvenile Delinquency, 3 cr.
- SOC 204 Special Topics, 1–3 cr.
- SOC 301 Crime and Deviance, 3 cr.
- SOC 303 Population and Demography, 3 cr.

## GRADUATE STUDIES

Marian University offers advanced degree programs with a variety of degree emphases and professional development opportunities in the fields of business, education, criminal justice, grief and bereavement, leadership, and nursing. Since courses are regularly offered in the evenings, weekends, or online, students are able to pursue graduate study while working full-time.

### Graduate Degree Programs

#### Master's Degrees

Master of Arts in Education (MAE)

- Differentiated Instruction for Alternative Learning (DIAL)
- Educational Leadership
- Educational Technology
- Special Education
- Teacher Education

Master of Science (MS)

- Criminal Justice Leadership
- Grief and Bereavement
- Organizational Leadership and Quality

Master of Science in Nursing (MSN)

- Adult Nurse Practitioner
- Nurse Educator

#### Doctoral Degree

Doctor of Philosophy (PhD)

- Curriculum and Instruction Leadership
- Educational Administration
- Leadership Studies

### Post-Baccalaureate Graduate Licensure Programs

- Alternative Education
- Director of Instruction
- Director of Special Education and Pupil Services
- Principal
- Superintendent
- Teacher Education Certification

### Graduate Certificate Programs

- Grief and Bereavement
- Online Teaching
- Nursing Education

### Central Purpose

Graduate Studies has as its central purposes:

- To provide support for graduate programs through the leadership of the Dean of Graduate Studies and the Graduate Council, representing the graduate faculty;
- To ensure the quality of graduate programs through support for program self-assessment and through regular program review;
- To meet the needs of qualified students by providing access to graduate programs and opportunities for continued professional and personal development; and
- To stimulate and support creative, scholarly, and research activity.

### Graduate Council

**The purpose of the graduate council is to promote the University mission by providing guidance and direction for graduate programs. To accomplish this purpose, it oversees and supports programs based on high standards and academic and professional performance.**

### Graduate Policies and Procedures

Many policies in the academic information section of this bulletin are common to both graduate and undergraduate students. This specific section contains policies specific to graduate study requirements and procedures. Some graduate programs may have additional requirements, which must be met by graduate students.

### Admission to Graduate Study

Refer to individual sections for Admission Policies and Procedures for the Master of Arts in Education (MAE) degree; the Master of Science (MS) degree; the Master of Science in Nursing (MSN) degree; and the Doctor of Philosophy degree (Ph.D.).

[www.marianuniversity.edu/grad\\_homepage.aspx](http://www.marianuniversity.edu/grad_homepage.aspx)

### Undergraduates Taking Graduate Credit

Marian University undergraduate students with advanced standing, with special permission, may be allowed to take courses at the graduate level. Refer to the Academic Information section of this bulletin for the Undergraduate Students Taking Graduate Courses policy.

## Credit Load

For each fall/spring semester, the maximum credit load for full-time students is 12 graduate credits; the maximum credit load for half-time students is 6 credits. For summer, the maximum credit load is 12 credits. Permission from the department chair is required for any student to take more than the maximum load.

Graduate students who are in good academic standing and who are involved in undergraduate coursework to remediate deficiencies, or those who have exceptional circumstances resulting in special hardship, must appeal to the department chair for permission to carry more than the maximum credit load. Each individual student appeal must be submitted to the department chair prior to the beginning of the semester.

Students who enroll for more than the maximum credit load without permission will have credit loads adjusted by the department chair to reduce their course load to the maximum load allowed.

Deviations from this policy may be determined by the department chair of a particular program.

## Add/drop/withdrawal from courses

See University Refund Policy in the Tuition and Fees section of this bulletin.

Students assume all responsibility for adding, dropping, and withdrawing from courses including the full completion and submission of Course Drop forms. The drop date shall be the date upon which the Office of the Registrar receives the Course Drop form. Students should refer to the University's Refund Policy for specific policies governing withdrawing from courses after the start date. To avoid an "F" grade, student must drop any courses not attended.

Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration for the semester.

## Administrative withdrawal from courses

An instructor may request that the Registrar administratively withdraw a student from a course if the student has not attended the first session of a course that meets once each week, or the student has attended neither of the first two sessions of a course that meets more frequently than once a week and has not notified the instructor. Students who are

administratively dropped by the instructor of the course will be assessed a 10% tuition penalty and have a WD grade recorded on their transcript. This policy does not negate the responsibility of students for their schedule of classes.

## Courses for Audit

Enrollment in courses for audit requires admission to graduate study, approval of the appropriate school dean, and the instructor involved. Audited courses are assessed at 50 percent of the regular tuition rate. Audit is available on a "space-available" basis. Students auditing courses are subject to the same regulations as other students with regard to registration, but they do not take examination or receive credit for the course.

## Independent Study

Independent study is an intensive study of a chosen subject not available through regular courses. Since an independent study requires extra responsibility on the part of the faculty member, no graduate faculty member is required to accept a request for an independent study course. Independent Study is listed on student records as XXX 614.

1. Students must be accepted and in full standing in the master's level degree program, unless the independent study is required to make up an admission deficiency.
2. Work may be done off campus provided regular meetings are held with the faculty member directing the study.
3. The faculty member and dean of their academic school must give approval to the study request and amount of credit being granted.
4. Full-time faculty guide independent study.
5. No more than one independent study per semester (3 credits maximum) is allowed and no more than six credits of independent study may be counted for graduation.

Procedures:

1. The student discusses the need for an independent study with the dean who approves or denies the request.
2. The student requests an independent study from a full-time faculty member who is qualified to teach the course.
3. The student develops an outline for the study including study objectives, learning activities, outcomes, and evaluations. The student then presents this to the faculty member for approval. (His/her guidance can refine the student's proposal)

4. Once the student has completed the independent study application, the faculty member recommends amount of credit (1-3) to be received and signs it.
5. The student submits the Independent Study Application and the approved outline for the course to the academic dean.
6. The independent study application is circulated for signatures.
7. If approved, the student registers for the class and gives a completed registration form to the academic school.

### Academic Probation and Suspension

Students admitted unconditionally or students who have been admitted to candidacy are considered on probation for the following semester if the cumulative GPA drops below 3.00. If the semester GPA for the following semester is 3.00 or greater and cumulative grade point average is 3.00 or greater, the student is removed from probation. If the cumulative GPA remains below 3.00, the student is continued on probation. A student on probation having a semester GPA below 3.00 for the following semester is subject to suspension from graduate studies.

Students admitted conditionally or on a non-degree basis are subject to suspension from graduate studies after attempting 12 semester hours if they earn less than a 3.00 GPA.

Students admitted to candidacy who lack a 3.00 GPA at the time of completing the minimum number of hours required for the degree program may attempt no more than six additional hours to attain a GPA of 3.00. A maximum of six hours of courses with grades of "C" may be applied to degree requirements. Students may submit no more than six hours above those needed to meet degree requirements. Grades below "C" (2.00) are not counted toward meeting degree requirements. All graduate courses taken are considered in computation of the GPA.

A student suspended from graduate studies may apply for readmission after one year. Reinstatement to graduate studies does not necessarily mean reinstatement to a particular graduate program. Where policy of a school is more restrictive, students are held to the more restrictive policy (see Student Handbook for Master of Science in Nursing Degree).

### Degree Time Limits

Refer to individual sections for graduate degree requirements and time limits for the Master of Arts in Education (MAE) degree; the Master of Science in Leadership (MS) degree; the Master of Science in

Nursing (MSN) degree; and the Doctor of Philosophy degree (Ph.D.).

### Financial Aid

Financial aid is available to graduate students at in the form of Federal Stafford Loans. Scholarships and grants are not available through the University. Graduate students must maintain half-time status (3 credits) to receive financial aid.

### Refund Policy

See University Refund Policy in the Tuition and Fees section of this bulletin.

## SCHOOL OF EDUCATION

The School of Education offers a number of programs leading to a Master of Arts in Education (MAE) degree or to a Doctor of Philosophy (Ph.D.) degree, post-baccalaureate license programs, and continuing professional development opportunities for teachers and educational leaders.

### MASTER OF ARTS IN EDUCATION (MAE)

Programs in the School of Education that lead to a Master of Arts in Education (MAE) degree include Differentiated Instruction for Alternative Learning (DIAL), Educational Leadership, Educational Technology and Teacher Education.

All applicants for these programs must meet the minimal 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. Please refer to the graduate program's admission requirements in this bulletin.

### Degree Admission - Master of Arts in Education degree programs

#### Application Procedure

To be considered for candidacy into programs leading to the Master of Arts in Education (MAE) degree, the applicant must present the following:

- Completed Marian University Graduate Studies application form
  - \$50 non-refundable processing fee
- In addition, to be considered for acceptance into the Master of Arts in Education, the applicant must

present the following **prior to the completion of 6 credits** through 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
- Copy of WI teaching license or evidence of eligibility to hold such a license\*
- Any additional requirements or information required by the program

#### \*Human Relations requirement

Applicants, who have not met Wisconsin Human Relations Requirements (PI34) as part of their initial teaching license, may be required to make up the deficiency. (This usually applies to applicants who received an initial Wisconsin teaching license before July 1, 1972 or to applicants who received a license from another state.)

At the time students submit an application, a faculty advisor is assigned. For academic and professional advising, students pursuing a Master of Arts in Education degree or licensure must meet with the Director of Graduate Admissions and/or a faculty advisor and complete a course sequence plan, if required, prior to acceptance. Students should submit the completed signed course sequence plan to the School of Education Graduate Admission Office for inclusion in their application file.

#### Admission with Full Standing

To be admitted in full standing to the Master of Arts in Education degree program, degree-seeking applicants must have the following:

- A bachelors degree in education or related area from a regionally or nationally accredited program;
- A Wisconsin teaching license or evidence of eligibility to hold such a license (required for admission of all programs except out of state DIAL students; and
- An overall undergraduate grade point average of at least 3.00 (4.00 basis) or a minimum GPA of 3.30 in the last 60 credits of their undergraduate program.

#### Admission with Deficiencies

Applicants may be admitted with deficiencies by the department's admission committee. Students admitted with deficiencies may be required to complete up to twelve credits of academic work in education or, in special cases, in related areas. Applicants who seek licensure but who have not met the Wisconsin human relations requirements are required to complete a modified experience. Students are expected to make up deficiencies by the end of the first full year of enrollment and a student admitted with deficiencies may expect to spend more time completing the program. No course credits earned in making up deficiencies may be counted as program credits required for the degree.

#### Admission of Non-Licensed Applicants

Applicants who have baccalaureate degrees and can demonstrate a record of successful teaching and/or administrative experience in private/parochial K-12 schools or who are employed in post-secondary schools where teacher licensure is not required may be admitted into the graduate program if all other criteria are met. Upon completion of the graduate program, the applicant is not eligible for licensure until all other DPI and/or School of Education requirements for licensure are met. Each applicant must place a written statement on file with the School of Education, acknowledging this restriction.

#### Admission on Probation

An applicant whose undergraduate GPA is below 3.00 may be granted probationary admission, provided other substantial evidence of capacity to do satisfactory graduate work is presented.

Applicants whose undergraduate GPA is between 2.75 and 3.00 may be admitted on probation and required to complete at least 9 credits of course work in the program. Completion of the 9 credits with grades of B or higher automatically removes the students from probationary status.

Applicants whose undergraduate GPA is between 2.50 and 2.75 may be admitted on probation and required to complete at least 12 credits of course work in the program. Completion of the 12 credits with grades of B or higher automatically removes the students from probationary status.

#### Alternative Admission

An applicant whose undergraduate GPA is below 2.50 must submit an application and a written appeal to the department's admission committee. If granted, the student is admitted with probationary status and must

complete 12 credits of coursework in the program with grades of B or higher to be removed from probation.

Failure to meet the requirements of the probationary admission plan will result in the student being dropped from the graduate degree program.

### Admission of Special Student (Courses Only)

Students with baccalaureate degrees who want to earn graduate credit but presently may not wish to pursue a graduate degree or administrative license may be admitted as a 'special student.' No formal pre-admission process is involved before the first class.

Students with 'special student' status may enroll in courses required in the degree program if they have a baccalaureate degree and special permission from the appropriate department in the School of Education. If, at a later time, the student wishes to pursue a graduate degree and/or administrative license, the student must formally apply for admission to the specific program. A maximum of 6 credits earned as a 'special student' may be accepted into the graduate degree program.

Deviations from this policy may be determined by the department chairperson.

### Waiving Probationary Status

Each department's admission committee considers successful graduate work at other institutions as documenting the ability to do graduate work. Waiving probationary status is considered only if:

- The last 30 credits in the applicant's undergraduate program are completed with a grade point average of at least 3.00;
- Graduate coursework from other institutions must meet the criteria normally used for "transfer of credit;"
- An applicant with an undergraduate GPA of 2.75-2.99 has completed up to 9 credits of graduate coursework, a corresponding number of credits to remove probationary status may be waived; or
- An applicant with an undergraduate GPA of 2.50-2.74 has completed up to 12 credits of graduate coursework, a corresponding number of credits to remove probationary status may be waived.

### Admission of International Students

Additional admission requirements for international student applicants to the Master of Arts in Education degree program 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 student 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 student 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

All college and university course work, including graduate credits, earned prior to admission, 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 (a "B-" grade is not acceptable); however, such grades are not included in the computation of grade point average;
- 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: undergraduate courses, continuing education units (CEU), workshops, or credit for prior learning.

Students admitted to the Master of Arts in Education program at Marian University who wish to take a course at another institution must have prior written approval from the department chair of the School of Education before enrolling in the course if the credit earned is to be considered for transfer.

When a student changes emphasis within the Master of Arts in Education, 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 Requirements

All work applying to the Master of Arts in Education degree must be completed within a seven-year time period. The time period begins with formal acceptance into the degree program.

## DEPARTMENT OF EDUCATIONAL TECHNOLOGY

The primary focus of programs leading to a Master of Arts in Education degree or online teaching certification in the department of educational technology is on the use of technology to support teaching and improve learning.

### EDUCATION TECHNOLOGY PROGRAM (MAE)

This innovative program gives teachers the skills necessary to transform their curriculum for the 21<sup>st</sup>

century through the integration of participatory learning.

Graduate students in the program examine current educational theory and practice, and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. This program builds on the belief that teachers and students should be actively involved in their learning and they should have authentic audiences for their work. The use of innovative technology and many Web 2.0 applications are explored that support this type of learning and teaching. During their course work, graduate students consider effective collaboration with an accountability to students, parents, colleagues, and the community. Reexamining the development of values and professional ethics in the age of technology, students gain greater intellectual and ethical insight. Students assess themselves on established professional teaching and technology standards, and develop professional growth plans.

At the end of their program, all students demonstrate their proficiency in a portfolio based on the ten Wisconsin Teacher Standards in PI 34.02 and the ISTE National Educational Technology Standards (NETS•T). Students may also work with an advisor to complete documentation in preparation for submission of a National Board portfolio or the Wisconsin Master Educator portfolio. Classes in the program are both face-to-face and online. More information is available on the website: [www.marianuniversity.edu/soe](http://www.marianuniversity.edu/soe)

#### 30 credits:

- EDT 650 Foundations of Educational Technology, 3 cr.
- EDT 652 Innovations in Education, 3 cr.
- EDT 654 Educational Telecommunication, 3 cr.
- EDT 655 Developing Grant Proposals Integrating Technology, 3 cr.
- EDT 658 Teaching and Learning with Multimedia, 3 cr.
- EDT 661 Educational Hardware & Systems Support, 3 cr.
- EDT 672 Teaching and Learning Online, 3 cr.
- EDT 674 Learning with Technology: Effective Strategies, 3 cr.
- EDT 678 Electronic Portfolio: Development & Assessment, 3 cr.
- EDT 704 Contemporary Topics in Educational Technology, 3 cr.

### Admission Requirements

All applicants must meet the following requirements:

- Admission requirements for the MAE (see MAE admission requirements)

### Degree Requirements

To receive the Master of Arts in Education degree with an Educational Technology emphasis, the candidate must meet the following criteria:

- Completion of the course work or its equivalent with at least a 3.00 grade point average on a 4.0 scale
- Grades below "C" (2.00) are not counted toward meeting degree requirements.
- Successful completion of all three program gates
- Submit an application for degree completion

### ONLINE TEACHING CERTIFICATE PROGRAM

This program is a graduate level certificate program. Candidates who complete the three course graduate certificate will demonstrate the knowledge and skills to effectively teach or train online and serve as leaders in distance learning initiatives. EDT 652 and EDT 672 can be applied toward a Master of Arts in Education degree in Educational Technology.

#### 7 credits:

- EDT 652 Innovations in Education, 3 cr.
- EDT 672 Teaching and Learning Online, 3 cr.
- EDT 794 Online Teaching Practicum, 1 cr.

## DEPARTMENT OF LEADERSHIP STUDIES

The Department of Leadership Studies offers graduate degree programs in leadership leading to a Master of Arts in Education (MAE) degree or to a doctoral degree (Ph.D.), as well as certification programs in school administration.

### EDUCATIONAL LEADERSHIP PROGRAM (MAE)

The educational leadership program provides students opportunities for enrichment and growth in a collegial environment. Relevant coursework motivates growth in personal and professional competence in leadership roles. As students develop critical thinking skills and an attitude of self-reflection, they are encouraged to define the valuing process, its foundations, and its applications. Throughout their coursework, students

explore the interface of current theory with practical applications.

The Master of Arts in Education program in Educational Leadership is a 32-credit program designed to meet the needs of administrators who want to continue developing their professional competence in leadership roles under the Wisconsin Department of Public Instruction Teacher Education Program Approval and Licenses (Chapter PI 34). The educational leadership program leads to licensure as school principal (WI code 51), director of instruction (WI code 10), school business administrator (WI code 08), or director of special education and pupil services (WI code 80).

Students with a master's degree who do not wish to complete an additional master's degree may seek licensure only. A separate course of studies is established for this option.

All students in the Educational Leadership degree or licensure-only program are required to complete an online portfolio to demonstrate their performance on the applicable standards specified in the relevant parts of Chapter PI 34, Teacher Education Program Approval and Licenses (Wisconsin Department of Public Instruction, 2000). Extensive documentation relating to the online portfolio is distributed at the appropriate time. All students seeking a Master of Arts in Education degree in Educational Leadership will take a master's comprehensive exam.

Students seeking administrative licensure through Marian University are reminded that they must hold a valid Wisconsin Teaching License and three years of teaching experience or State of Wisconsin licensure as a school counselor (54), school psychologist (61 or 62), or school social worker (50). All of these must include three years of successful experience and evidence of a minimum of 540 hours of successful classroom teaching experience.

### Admission Requirements

All applicants must meet the following requirements:

- Admission requirements for the MAE (see Degree Admission requirements)
- A signed course sequence plan

### Licensure and degree

To be eligible for a master's degree and licensure as a principal, director of instruction, director of special education and pupil services, or school business

administrator, students must complete the all program requirements.

### **32 credits as follows:**

#### **19 credits:** Common Core Courses

- EDL 705 Educational Leadership, 3 cr.
- EDL 735 Research Application to Practice, 3 cr.
- EDL 745 Student Support Services for Diverse Student Populations, 3 cr.
- EDL 765 Communications, School-Community Relations, and Strategic Planning, 3 cr.
- EDL 775 School Finance and Collective Bargaining, 3 cr.
- EDL 785 Law and Politics of Education, 3 cr.
- EDL 790 Values Development for Educational Leaders, 1 cr.

#### **13 credits:** Certification-specific Courses

For Principal, Director of Instruction, and Director of Special Education & Pupil Services licenses, 13 credits as follows:

- EDL 715 Educational Administration, 3 cr.
- EDL 725 Curriculum and Assessment, 3 cr.
- EDL 755 Supervision and Personnel Development, 3 cr.
- EDL 796, or EDL 797, or EDL 798 (*practicum related to licensure sought*), 2 cr.
- EDL Elective, 2 cr.

#### **OR**

For School Business Administrator license, 13 credits as follows:

- EDL 762 Advanced School Business Administration, 2 cr.
- EDL 764 Advanced Accounting and Computer Application in Educational Administration, 3 cr.
- EDL 766 Collective Bargaining, Contract Negotiations, and Risk Management, 3 cr.
- EDL 768 Auxiliary Services Management, 3 cr.
- EDL 794 School Business Administrator Practicum, 2 cr.

### **Degree Requirements**

The Master of Art in Education (MAE) degree in educational leadership requires a minimum of 32 semester credits (23 or more in educational leadership from Marian University). The student may earn certification in PK-12 administration after completing the degree program.

Degree candidates must meet the following requirements:

1. Completion of the required course work or its equivalent with at least a 3.00 GPA on a 4.00 scale. Grades below "C" (2.00) are not counted toward meeting degree requirements;
2. Successful completion of the online professional portfolio;
3. Successful completion of the master's comprehensive exam;
4. Submission of application for degree completion;
5. Eligibility to hold a Wisconsin license to teach; and
6. Submission of evidence of three years of successful classroom teaching.

Candidates for the degree and/or license may need to meet additional state and university requirements, as determined at the time of admission.

### **ADMINISTRATIVE LICENSURE ONLY (LO)**

Students, who already have a master's degree and do not wish to receive another, may seek initial licensure as a principal, director of instruction, director of special education/pupil services, or school business administrator. Students who already hold a Wisconsin administrative license may seek licensure as a superintendent.

#### **Admission for Licensure Only**

To apply for admission as licensure-only, students must meet the following specific admission criteria:

- Master's degree from an institution regionally or nationally accredited at the graduate level;
- Three years of successful full-time classroom teaching experience;
- A Wisconsin teaching license or a Wisconsin administrative license, or evidence of eligibility to hold such a license; and
- Approved course sequence plan.

#### **Add-on License for Marian graduates**

Individuals who have earned a Master of Arts in Education from Marian University in Educational Leadership and wish to seek additional administrative licenses should contact the director of graduate admission at (920) 923-8118 or 1-800-2-MARIAN, ext. 8118.

#### **Application Procedures**

The applicant must present the following:

- Completed Marian University Graduate Studies application form;
- \$75 non-refundable processing fee for superintendent license program; \$50 for other license programs;
- Official college/university transcripts sent directly from the registrar verifying completion of a master's degree and any other course work completed at the undergraduate or graduate level (Marian University alumni need not submit Marian University transcripts);
- Course sequence plan, signed by advisor; and
- Copy of WI teaching or administrative license or evidence of eligibility to hold such a license.

At the time students submit an application, a faculty advisor is assigned by the department chair. For academic and professional advising, students pursuing licensure must meet with the director of graduate admissions and/or a faculty advisor and complete a course sequence plan. Students should submit the completed application and signed course sequence plan to the graduate admission office in the School of Education.

### **Administrative Licensure-only Coursework**

Refer to the course requirements in the MAE in Educational Leadership degree program for specific coursework required for the following administrative licenses: principal, director of instruction, director of special education & pupil services, and school business administrator.

For students pursuing a superintendent's license, refer to the following Ph.D. program with a concentration in educational administration for more detail.

### **Online Portfolio**

Students in all administrative licensure-only programs are required to complete an online portfolio to demonstrate their performance on the applicable standards specified in the relevant parts of Chapter PI 34, Teacher Education Program Approval and Licenses (Wisconsin Department of Public Instruction, 2000).

## **DOCTORAL PROGRAM (PH.D.)**

The Doctor of Philosophy (Ph.D.) degree program supports study for professionals in a wide range of sectors including business, government, K-12 education, higher education, health care, social services, and non-profit organizations. Based on the University's mission of educating the whole person, the doctoral program emphasizes an interdisciplinary

program promoting research, scholarship, increased leadership capacity, and developing reflective leaders with a deepened commitment to service.

The Ph.D. program has three areas of concentration: curriculum and instruction leadership; educational administration (including WI superintendent (03) licensure); and leadership studies. This Ph.D. program provides participants the opportunity to enhance their knowledge, skills, and leadership ability for increasingly demanding leadership roles in complex organizations. Participants examine and investigate theoretical concepts, as well as engage in application of those concepts to issues and problems of the field. Participants develop expertise in both qualitative and quantitative research methods as they develop their sense of what researchable issues need to be addressed in their fields, and how they can impact the debate on these issues.

The Ph.D. program is based on the model of a scholar-leader, one who endeavors to lead by example and to take unimpeachable ethical approaches to all issues pertinent to the scholar-leader's field and to research and social issues in general.

With the scholar-leader model at its foundation, participants examine and investigate interdisciplinary theoretical concepts pertaining to leadership. This orientation to rigorous scholarship demands that the participant develop a high level of competence in research skills. By the time participants progress to the latter phases of the Ph.D. program, they will be able to choose and use the tools they need to critically analyze leadership models and practices in their fields from a range of points of view and various perspectives. The integration of theory and practice throughout the program equips participants with the necessary skills to succeed personally and professionally in complex organizational environments.

The Ph.D. program seeks to:

- Evolve a community of participants striving to attain the ideal of the scholar-leader model, led by a faculty, who ascribes to the scholar-leader model by word and example.
- Provide advanced study and professional development to participants who are either preparing for or currently working in leadership positions in a variety of professional sectors.
- Provide an inter-disciplinary approach to the study of leadership that affords participants the opportunity to learn from the diversity of concepts, theories, and practices pertinent to a range of fields in today's complex and challenging workplace.

- Contribute to what is known regarding the theoretical and practical implementation of leadership concepts across various disciplines through study, research, and practice, thereby creating scholar-leaders.
- Successfully negotiate the complexity and diversity inherent in leading in their fields.

### Admission Requirements

To be considered for admission into the doctoral program, the applicant must have a bachelor's and master's degree from an accredited four-year college or university. Applicants for the superintendent license must have or be eligible to hold a Wisconsin license as a principal.

### Application Procedure

- Complete Doctor of Philosophy Admission Application;
- \$75 non-refundable, non-waivable application fee;
- Official transcripts (non-returnable) sent directly from each college/university attended;
- Official Millers Analogy Test (MAT) scores;
- Official TOEFL scores – International students only;
- Letter of Application (see details on admission application);
- Current resume or vitae;
- Three letters of recommendation (see details on admission application); and
- Two writing samples (see details on admission application).

Following receipt of complete application, the doctoral admission committee reviews applications. Selected applicants are invited for an on-campus interview session with other candidates and doctoral faculty. Candidates may need to complete an in-person writing sample as part of the admission process. Following the interview and final review by the doctoral committee, notification of admission decisions will be received from the director of doctoral studies.

### Applicants with Superintendent Licensure Transfer

Candidates, who possess the superintendent licensure from another institution, may apply to transfer those credits (based on transfer policy) to the doctoral studies program. Candidates, who are accepted into doctoral studies, will take credits of concentration courses (based on transfer), in addition to the leadership and research core.

### Provisional Enrollment

All candidates who are reviewed for admission must have a complete application on file with the doctoral studies program. The doctoral studies admissions review committee thoroughly assesses each completed application to determine which candidates are forwarded for the interview portion of the admission process. Upon completion of the interview, the doctoral studies admissions review committee determines which candidates are admitted into provisional status. Provisional status allows candidates to demonstrate performance through successful completion of the first six (6) credits of doctoral studies.

### Curriculum and Instruction Leadership Concentration

This program area prepares professionals to take informed, reflective, and active leadership roles in studying and transforming learning and education in the broadest sense. Emphasis includes investigating the relationship between theory and educational practice and the contours of society and cultures. The program focuses on issues that transcend the various areas of educational inquiry as they impact upon the design, implementation, and evaluation of a broad range of educational programs.

### Educational Administration Concentration

The educational administration concentration is specifically oriented to the superintendent licensure (03) requirements of the Wisconsin Department of Public Instruction (DPI) Chapter PI 34. The program focuses on leadership and demands high levels of scholarship. This program aims to graduate educational professionals and superintendents who will provide leadership based on strong values and a thorough grasp of educational, fiscal, and legal principles.

### Leadership Studies Concentration

This program area is interdisciplinary and designed under the scholar-leader model to develop scholarship and professional competencies that encourage and emphasize self-reflection and strengthen a commitment to leadership. This concentration is designed to engage participants in the practice of study of leadership and organization development. The program concentrates on continued development of leadership skills of the practitioner applicable to a broad array of professions.

### Degree Requirements

The Ph.D. program requires the following: a minimum of 45 credits of coursework above the master's degree, as well as 15 credits of dissertation research.

Students must maintain a minimum over-all grade point average of 3.25 in all academic coursework and complete the requirements of the degree within eight years after being admitted to the program.

## PH.D. PROGRAM

### 60 credits as follows:

#### 9 credits: Leadership Core

- EDL 811 Art and Practice of Leading, 3 cr.
- EDL 812 Leadership and Ethics, 3 cr.
- EDL 813 Leadership Foundations, 3 cr.

#### 12 credits: Research Methods

- EDL 810 The Research Endeavor, 3 cr.
- EDL 900 Foundations of Research, 3 cr.
- EDL 901 Advanced Qualitative Research, 3 cr.
- EDL 902 Advanced Quantitative Research, 3 cr.

#### 15 credits minimum: Dissertation

- EDL 903 Dissertation Research Seminar, 3-6 cr.
- EDL 920 Dissertation, 12 cr.

24 credits, concentration coursework, from one of the following concentrations:

### Curriculum and Instruction Leadership Concentration

#### 24 credits:

- EDL 853 Organizational Culture, 3 cr.
- EDL 856 Advanced Program Planning and Evaluation, 3 cr.
- EDL 857 Curriculum and Leadership, 3 cr.
- EDL 860 Advanced Curriculum Theory, 3 cr.
- EDL 861 Instructional Leadership: Theory and Practice, 3 cr.
- EDL 862 Teacher Education and Development, 3 cr.
- EDL 863 Sociocultural Concerns in Education and Leadership, 3 cr.
- EDL 864 Philosophical Concerns in Education and Leadership, 3 cr.

### Educational Administration Concentration

#### 24 credits:

- \*EDL 850 The Superintendency, 3 cr.

- \*EDL 851 Personnel Administration, 3 cr.
- \*EDL 852 Technology & Educational Reform, 3 cr.
- \*EDL 853 Organizational Culture, 3 cr.
- \*EDL 854 Superintendent Internship, 3 cr.
- \*EDL 855 Advanced Law and Education, 3 cr.
- \*EDL 856 Advanced Program Planning and Evaluation, 3 cr.
- \*EDL 857 Curriculum and Leadership, 3 cr.

\* These courses constitute the superintendent's licensure program.

### Leadership Studies Concentration

#### 24 credits:

- EDL 814 Developing Leader Capacity, 3 cr.
- EDL 817 Organizational Development and Change, 3 cr.
- EDL 821 Organizational Behavior, 3 cr.
- EDL 819 Adult Development, 3 cr.
- EDL 826 Intercultural Leadership, 3 cr.
- EDL 827 Leadership for Social Change, 3 cr.
- EDL 853 Organizational Culture, 3 cr.
- EDL 856 Advanced Program Planning and Evaluation, 3 cr.

### Degree Time Limit Requirements

All work applying to the Ph.D. degree must be completed within an eight-year time period from a student's first semester of enrollment.

### District Administrator/Superintendent Internship

Students complete a field-based component of the educational administration concentration under the supervision of a School of Education supervisor and a field based administrator. Specific licensure requirements will be the focus of the field-based assessment. Students complete a project that may be research-based and present their findings at the conclusion of the internship.

### Dissertation Research Seminar

The goal of this seminar is to guide and facilitate the development of the dissertation research proposal with supervision of the dissertation chair and committee. The student will identify the dissertation research question(s), select the method of research used to investigate the problem, define, state, and justify the thesis or theory, outline the proposed study, and submit the proposal to the dissertation committee for formal approval. Students must maintain continuous enrollment in subsequent seminars until they have successfully completed and defended their dissertation proposal. (May be repeated).

## Dissertation

The dissertation is supervised by a faculty committee to guide the doctoral candidates in completion of original research concluding in written dissertation and oral defense. Minimum of 12 credits to complete dissertation with continuous enrollment until completed. The continuing role of the student's doctoral committee is to ensure that the student is achieving, in a timely manner, the level of academic excellence and technical maturity expected of a Ph.D. graduate.

## DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education offers a graduate teacher education program in alternative learning and a teacher certification program, 1-8, leading to initial licensure.

### DIFFERENTIATED INSTRUCTION FOR ALTERNATIVE LEARNING (DIAL) – ONLINE MAE PROGRAM

The DIAL Master of Arts in Education (MAE) degree program prepares educators to meet the diverse learning needs of all students, including those who are at risk of not reaching their educational and personal potentials.

Upon completion of this master's program, Wisconsin students will also qualify for an alternative education license (952), which allows a person who already holds a Wisconsin teaching license to teach in alternative education programs in grades 6–12. Please note that the DIAL program is designed for online delivery; however, we provide opportunities for students to meet face-to-face and in site-based cohort groups.

#### 30 credits as follows:

- TDE 610 Advanced Professional Development, 1 cr.
- TDE 612 Action Research, 3 cr.
- TDE 613 Action Research: Presenting the Findings, 2 cr.
- TDE 616 Perspectives in American Education, 3 cr.
- TDE 618 Advanced Educational Psychology, 3 cr.
- TDE 628 Classroom Strategies and Practices, 3 cr.
- TDE 636 Understanding At-Risk and Nontraditional Learners, 3 cr.
- TDE 638 Effective Schools Research: What Works, 3 cr.

- TDE 640 Education in the Age of Technology, 2 cr.
- TDE 658 Analyzing Student Achievement in Diverse Learning Contexts, 3 cr.
- TDE 642 Creating the Professional Portfolio, 1 cr.
- TDE 604 Summer Institute – Stars designated
- TDE Electives, 3 cr.

### Admission Requirements

All applicants must meet the following requirements:

- Admission requirements for the MAE (see MAE admission requirements).
- If teaching license is out-of-state, student must provide a copy of a teaching license from any state or evidence of eligibility to hold such a license.

### Degree Requirements

To receive the Master of Arts in Education degree with a Differentiated Instruction for Alternative Learning emphasis (DIAL), the candidate must meet the following criteria:

- Completion of the course work or its equivalent with at least a 3.00 grade point average on a 4.00 scale.
- Grades below "C" (2.00) are not counted toward meeting degree requirements.
- Successful completion of all three program gates.
- Submit an application for degree completion.

### ALTERNATIVE EDUCATION LICENSURE-ONLY

Individuals with an initial teaching license who do not wish to complete a master's degree may seek the alternative education license only (WI DPI code 952).

#### 9 credits:

- TDE 628 Classroom Strategies and Practices, 3 cr.
- TDE 636 Understanding At-Risk and Nontraditional Learners, 3 cr.
- TDE 638 Effective Schools Research: What Works, 3 cr.

Portfolio or reflective paper based on Wisconsin's teaching Standards.

### SPECIAL EDUCATION PROGRAM (MAE)

This special education graduate program has been designed for four populations of educators wishing to teach students with special needs in middle childhood-

early adolescence, (grades 1-8). It will meet the needs of teachers seeking certification and a master's degree in special education/cross-categorical with a concentration in specific learning disabilities; teachers who seek certification only in special education/cross-categorical with a concentration in specific learning disabilities; and special education teachers who desire a master's degree who are already certified. Courses in the program will also be available for teachers who need recertification and continuing education credits.

Online and hybrid course delivery will meet the needs of working professionals and the program will be offered in cohorts.

Option 1: Certification + Master's Degree, 37 cr.

Option 2: Certification Only, 32 cr.

Option 3: Master's Degree Only, 30 cr.

Option 4: Recertification Credits, variable cr.

### TEACHER EDUCATION PROGRAM (MAE)

The teacher education program offers an alternative pathway to certification for non-traditional students who possess a baccalaureate degree and are interested in making career changes. The program prepares students for teaching grades one through eight and qualifies them for the middle childhood through early adolescence license offered through the Department of Public Instruction.

#### 43 credits as follows:

##### 35 credits: Teacher Certification courses

- TCH 600 Orientation to the Program, 0 cr.
- TDE 616 Educational Foundations, 3 cr.
- TDE 618 Advanced Educational Psychology, 3 cr.
- TDE 640 Education in the Age of Technology, 2 cr.
- TCH 620 Literacy in the Primary Grades, 3 cr.
- TCH 621 Literacy in the Intermediate Grades, 3 cr.
- TCH 626 Principles of Curriculum and Assessment, 3 cr.
- TCH 628 Mathematics Curriculum and Instruction, 3 cr.
- TCH 630 Science and Health Curriculum and Instruction, 3 cr.
- TCH 632 Social Studies and Multicultural Curriculum and Instruction, 3 cr.
- TCH 601 Field Experience One, ½ cr.
- TCH 602 Field Experience Two, ½ cr.
- TCH 645 Clinical Practice and Seminar (grades 1-3), 4 cr.
- AND
- TCH 655 Clinical Practice and Seminar (grades 4-8), 4 cr.

#### OR

TCH 665 Clinical Practice and Seminar, 2-8 cr.\*

#### 8 credits:

- TDE 612 Action Research, 3 cr.
- TDE 613 Action Research: Presenting the Findings, 2 cr.
- TDE 604 Special Topics in Education, 3 cr.  
(offered during our Summer Institute)

### TEACHER EDUCATION CERTIFICATION-ONLY PROGRAM

This standards-based program reflects the integration of content, pedagogy, and professional studies, and is comprised of 35 credits, which includes field experiences and clinical practice. Classes are held on evenings during the fall, spring, and summer semesters, to meet the needs of students presently working in other careers. Following course schedules and meeting program requirements, students should complete the program in two years.

Upon completion of the teacher certification courses, students can choose to apply to the master degree program, complete 8 additional credits, and earn a Master of Arts in Education degree.

**35 credits:** Required Teacher Certification courses\* (See the Teacher Education: MAE Program above.)

\*Number of credits may be reduced for second licensure students.

#### Admission

##### Full status:

- A baccalaureate degree from an accredited four-year college or university, including submission of original transcripts from that institution and any institution from which transfer of credit for application requirements are used.
- Completion of a Marian University Teacher Education Certification Program Application Form and payment of application fee.
- Cumulative GPA of 2.75 from undergraduate degree.
- Designation of area of concentration of non-licensable minor.
- Verification of written communication and oral communication classes with a grade of "C" (2.00) or better, from transcripts.
- Passing scores on Praxis I (PPST – Pre-Professional Skills Test).

- Approval for acceptance by the School of Education and/or department of teacher education faculty.

## SCHOOL OF NURSING

### MASTER OF SCIENCE IN NURSING (MSN)

The School of Nursing provides a graduate program of study for registered nurses (RNs). Graduates with a Master of Science in Nursing degree are prepared to assume educator roles and advanced practice roles. The program offers two specialties:

1. Adult Nurse Practitioner (ANP)
2. Nurse Educator (NE)

The MSN program of study is structured for registered nurses who previously earned a bachelor of science in nursing degree.

The MSN program of study is also offered to registered nurses that meet the criteria for progression from RN-MSN. Studies include baccalaureate and graduate nursing education and culminate in a MSN degree in either of the specialties offered.

#### Adult Nurse Practitioner Specialty

The Adult Nurse Practitioner (ANP) Specialty consists of a program based in nursing theory, research, and primary care for adult clients. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and is guided by the core competencies set forth by National Organization for Nurse Practitioner Faculties (NONPF). Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner or physician preceptors. Graduates are eligible to write the ANP certification exam offered through the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). They may also complete the Wisconsin exam for prescriptive authority and the Drug Enforcement Agency Exam for authority to write prescriptions for scheduled drugs.

#### Nurse Educator Specialty

The nurse educator specialty consists of a program based in nursing theory, research and educational theory and practices. The program is accredited by the

Commission on Collegiate Nursing Education (CCNE) and is guided by the core competencies set forth by the National League for Nursing (NLN). Students complete one 225 clock hour nursing focus practicum with clients in a specific area, as well as 225 clock hours of practice teaching in classroom and clinical settings. Students are prepared to teach in academic settings, staff development settings, and organizations which plan and provide client educational offerings. Graduates are eligible to sit for the NLN Nurse Educator certification exam once they have met the NLN criteria.

#### Online Post Graduate Certificate in Nursing Education

This certificate prepares nurses with their Master of Science in Nursing degree with the knowledge and experience necessary to assume educator roles in the academic or non-academic setting. Coursework consists of foundations of education, curriculum planning, instructional design, assessment, and evaluation, as well as a clinical practicum. Graduates are eligible to sit for the NLN Nurse Educator certification exam once they have met the NLN criteria.

#### Degree Admission

Students seeking candidacy for admission to the Master of Science in Nursing (MSN) Program are required to submit a completed admission packet to the admission office at least three weeks prior to the first class.

The RN without a BSN degree shall complete all prerequisite credits; all liberal arts and science requirements; all articulated nursing credit; and NUR courses 211, 303, 309, 310, 435, 455, 511, 540, and 545 in the RN-MSN program prior to admission for graduate studies. Admission to graduate studies is granted according to the requirements set forth by the University, Graduate School, and the School of Nursing.

The RN-MSN student who has not earned a BSN degree, if accepted to graduate nursing studies, shall proceed with the balance of core graduate nursing courses (25-28 credits) and the courses required in the declared specialty (17 credits). A \$50 non-refundable application fee must accompany the application (this fee is not required for continuing RN-MSN students). An official transcript from the college or university where a BSN degree was earned must be forwarded to the Admissions Office. Official

transcripts are also required to document acceptable grades for prerequisite courses.

Entrance decisions are based on the following criteria:

- A bachelor's degree in nursing (BSN) from a NLNAC or CCNE accredited program or all baccalaureate nursing requirements successfully completed at Marian University.
- Current licensure or eligibility for licensure as a registered nurse in Wisconsin.
- A minimum cumulative undergraduate GPA of 3.00 on a 4.00 scale on all undergraduate courses. RN-MSN students must meet this minimum requirement on cumulative credits earned at Marian University. Completion of an acceptable undergraduate course in Statistics with a grade of C (2.00 GPA) or better within the past five (5) years.
- Completion of an undergraduate Physical (Health) Assessment course with a grade of C (2.00 GPA) or better.
- Completion of an undergraduate nursing research course with a grade of C (2.00 GPA) or better.
- A minimum of one year of clinical nursing experience as a registered nurse is required.
- Three academic and/or professional recommendations. One of these recommendations will be accepted from a previous instructor if the applicant has graduated in the past 3 years.
- A resume describing responsibilities and function of all nursing experiences.
- Educational and professional goal statement (*approximately 500 words*) written according to *APA guidelines (6<sup>th</sup> edition)* and meet criteria set forth in the rubric.
- Accuplacer: A score of 75% or greater on the Accuplacer Sentence Skills and Reading Comprehension tests is required on each test for admission. Those not obtaining 75% or greater may be denied admission or may be admitted on probation.
- A personal interview, if requested by the School of Nursing.

Qualified applicants must have continuing CPR certification throughout the MSN Program and meet University and clinical agencies health, safety, and personnel requirements as specified by individual agencies. In addition, students must provide proof of individual malpractice insurance.

### Progression Policy

Students must earn a B (3.00) or better in all graduate nursing courses. If a grade below a B (3.00) is earned in any course, they may repeat this course one time

only. They must pass it the second time with a B (3.00) or higher. Students may repeat only one course, one time. A 3.00 GPA is required for graduation.

### Background Check Policy

Background checks of nursing students are implemented through the School of Nursing in order to be in compliance with state laws and regulations as well as clinical agency regulations. Although Marian University and the School of Nursing 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 School of Nursing. Cost is the student's responsibility.

### Transfer of Credit Policy

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 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 from a NLNAC or CCNE accredited program at the graduate level;
- Acceptable to the master's program in education of the transferring institution;
- Completed within the last 10 years; however, the school 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 (a "B-" grade is not acceptable); however, such grades are not included in the computation of Marian University grade point average;

- 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: undergraduate credit, continuing education units (CEU), workshops, or credit for prior learning.

### Nursing Degree Requirements

To receive the Master of Science in Nursing 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 of a B (3.00) earned in each course;
- Completion of 600 clock hours of practicum experience for the ANP program or 450 hours of practicum experience for the NE program;
- Write a comprehensive final exam scoring 87.5% or higher;
- Completion of a competency-base portfolio; and
- Completion of graduate project or thesis (optional).

## MASTER OF SCIENCE IN NURSING Required Coursework

### MSN Core Courses

#### 25-28 credits as follows:

##### 25 credits:

NUR 500	Health Care Systems, 2 cr.
NUR 511	Theories in Nursing, 4 cr.
NUR 520	Advanced Nursing Research, 3 cr.
NUR 522	Evidence Based Practice, 2 cr.
NUR 524	Nursing Informatics, 2 cr.
NUR 531	Health Promotion and Disease Prevention Among Diverse Populations, 3 cr.
NUR 540	Advanced Pathophysiology, 3 cr.
NUR 545	Advanced Health/Physical Assessment, 3 cr.
NUR 605	Advanced Pharmacology, 3 cr.

##### 3 credits from the following:

NUR 695	Graduate Project, 1-3 cr. (optional)
NUR 699	Graduate Thesis, 1-3 cr. (optional)

### Adult Nurse Practitioner Specialty

#### 17 credits:

NUR 624	Adult Nurse Practitioner Theory I, 3 cr.
NUR 625	Practicum I: Adult Nurse Practitioner and Role Development, 2 cr.
NUR 629	Adult Nurse Practitioner Theory II, 3 cr.
NUR 630	Practicum II: Adult Nurse Practitioner and Role Development, 3 cr.
NUR 633	Adult Nurse Practitioner Theory III, 2 cr.
NUR 635	Practicum III: Adult Nurse Practitioner Practicum & Role Development, 3 cr.
NUR 640	Practice Management for Nurse Practitioners, 1 cr.

### Nurse Educator Specialty

#### 17 credits:

NUR 652	Nursing Focus Clinical Practicum, 3 cr.
NUR 672	Nurse Educator Theory I, 3 cr.
NUR 673	Nurse Educator Theory II, 3 cr.
NUR 675	Nurse Educator Practicum and Role Development, 4 cr.
EDT 672	Teaching and Learning Online, 3 cr.
EDT 794	Online Teaching Practicum, 1 cr.

### Post-Graduate Certificate in Nursing Education

#### 10 credits:

NUR 672	Nurse Educator Theory I, 3 cr.
NUR 673	Nurse Educator Theory II, 3 cr.
NUR 675	Nurse Educator Practicum and Role Development, 4 cr.

### RN-MSN PROGRAM

Through innovative restructuring, registered nurses prepared with an associate degree in nursing or a nursing diploma may complete a MSN degree. The stream-lined program of study provides RNs with options to earn a master's degree in less time than it would take to earn a BSN degree and then a MSN degree. For RNs who desire a BSN degree, the RN to BSN degree option continues to be offered. Pre-set group schedules are structured to include the following options: a culmination of studies ending in a BSN degree, a culmination of studies ending in a MSN degree, or fulfillment of both degrees.

Graduates with a BSN degree may return to continue graduate (MSN) studies at a later date, having fulfilled 10 credits of graduate nursing studies (NUR 511, NUR 540, and NUR 545). BSN graduates who wish to return to graduate studies at a later date should contact the admissions office to determine re-admission requirements and program locations.

Refer to the undergraduate School of Nursing section for details about admission, progression, course requirements, and sequencing.

## PROFESSIONAL, ADULT AND CONTINUING EDUCATION (PACE)

Various schools in the University offer accelerated graduate programs through PACE. All Master of Science (MS) programs through PACE have the following common components:

### MASTER OF SCIENCE

36 credits required for graduation

- 18 credits in Core Leadership Curriculum
- 18 credits in specific concentration area of applied leadership.

### CONCENTRATION IN CRIMINAL JUSTICE LEADERSHIP (MS)

The Master of Science in Leadership with a concentration in Criminal Justice Leadership is designed to promote leadership through critical thinking, social justice, and civic responsibility. The curriculum is designed to ensure that students master the theoretical and methodological underpinnings of criminal justice through a multi-disciplinary approach. The program addresses not only the pedagogy of criminal justice, but also the fundamentals of leadership and managerial science as applied to a criminal justice setting. The program is designed to appeal to and educate professionals in both the theory and application of criminal justice in leadership, management and administration of criminal justice agencies.

Marian University's Criminal Justice Leadership concentration is intended for students who have a variety of career and life experiences. Ideally, students have worked in the criminal justice system and have an academic degree in a related field. Students who earn a Master of Science degree are prepared for a range of positions including criminal justice administration and public safety agency management. These courses, combined with the six core courses in leadership including a capstone project, make up the program of studies.

### Admission Requirements

To be considered for admission into the criminal justice leadership concentration, the applicant must submit the following:

- A completed Marian University application form;
- A \$50 non-refundable application fee;
- An official undergraduate transcript showing a bachelor's degree from an accredited institution;
- Cumulative GPA of 2.75 on a 4.00 scale. Students may be considered for admission on a probationary status with less than a 2.75 GPA;
- Two confidential letters of recommendation;
- Letter of Intent (500 words or less describing applicant's goals relative to a graduate degree in criminal justice administration); and
- One sample of scholarly writing.

### Transfer of Credit Policy

Students can transfer up to 9 credits into the graduate program; each possible transferable course is reviewed individually. Each course must be less than 7 years old.

### Degree Requirements

To receive the Master of Science in Criminal Justice Leadership, the candidate must meet the following criteria:

- Completion of coursework with at least a 3.00 grade point average on a 4.00 scale.
- Submission and approval of the final capstone project.

### 36 credits as follows:

#### 18 credits: Core Leadership Curriculum

LDR 605	Leadership Foundations, 3 cr.
LDR 607	Ethical Leadership, 3 cr.
LDR 625	Organizations & Systems, 3 cr.
LDR 635	Intercultural Communication & Leadership, 3 cr.
LDR 645	Quantitative Methods, 3 cr.
LDR 647	Research Foundations, 3 cr.

#### 18 Credits: Criminal Justice Leadership Curriculum

CRJ 600	Contemporary Issues in Criminal Justice, 3 cr.
CRJ 610	Legal Issues in Criminal Justice Administration, 3 cr.
CRJ 620	Administration and Management of Criminal Justice Agencies, 3 cr.
CRJ 630	Managerial Finance for Criminal

	Justice, 3 cr.
CRJ 650	Criminal Justice Policy Analysis, 3 cr.
CRJ 695	Capstone Project, 3 cr.

## CONCENTRATION IN GRIEF AND BEREAVEMENT (MS)

The Master of Science in Leadership with a concentration in Grief and Bereavement is designed to prepare individuals to assume or enhance their leadership roles and skills base in organizations that focus on the delivery of care for individuals and families confronting the end of life. The program combines rigorous study across the spectrum of end-of-life studies with content in spirituality, leadership theory, and practice. The grief and bereavement specialty emphasis includes study in the medical aspects of death and dying (palliative and hospice care); end-of-life decision making; communication with service providers and families; grief and bereavement; program development, management, and assessment; sudden, violent, and traumatic death; clinical ethics; and death education. The grief and Bereavement core consists of four required foundation courses (12 credits) and two electives (6 credits).

These courses, combined with the 6 core courses in leadership and a capstone project, make up the program of studies.

### Admission Requirements

To be considered for admission into the grief and bereavement concentration, the applicant must submit the following:

- A completed Marian University MSL application form;
- A \$50 non-refundable application fee;
- An official undergraduate transcript showing a bachelor's degree from an accredited institution;
- Cumulative GPA of 2.75 on a 4.00 scale. Students may be considered for admission on a probationary status with less than a 2.75 GPA;
- Two confidential personal recommendations; and
- Career Goals Statement (500 words or less describing applicants' goals relative to a graduate degree in grief and bereavement).

### Transfer of Credit Policy

Students can transfer up to 9 credits into the graduate program; each possible transferable course is reviewed individually. Each course must be less than 7 years old.

### Degree Requirements

To receive the Master of Science in Leadership with a concentration in Grief and Bereavement, the candidate must meet the following criteria:

- Completion of coursework with at least a 3.00 grade point average on a 4.00 scale.
- Submission and approval of the final capstone project.

### 36 credits as follows:

#### 18 credits: Core Leadership Curriculum

LDR 605	Leadership Foundations, 3 cr.
LDR 607	Ethical Leadership, 3 cr.
LDR 625	Organizations and Systems, 3 cr.
LDR 635	Intercultural Communication and Leadership, 3 cr.
LDR 645	Quantitative Methods, 3 cr.
LDR 647	Research Foundations, 3 cr.

#### 12 credits:

GRB 650	Palliative and Hospice Care: History, Theory, and Practice, 3 cr.
GRB 655	Grief and Bereavement: Theory and Practice, 3 cr.
GRB 660	Walking with the Bereaved: Practical Helping Skills, 3 cr.
GRB 665	Making Sense of Death: Personal, Spiritual, and Theological Perspectives, 3 cr.

#### 6 credits from the following:

GRB 700	Death in the Lives of Children and Teenagers, 3 cr.
GRB 705	Grief and Bereavement after Traumatic Death, 3 Cr.
GRB 710	Bereavement Education for Professionals and Communities, 3 cr.

#### 0 credits:

GRB 720	Capstone Project, 0 cr.
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## GRIEF AND BEREAVEMENT CERTIFICATE PROGRAM

A graduate certificate in grief and bereavement may be earned by fulfilling the following 18 credits and capstone requirement.

### 18 credits as follows:

#### 12 credits:

GRB 650	Palliative and Hospice Care: History, Theory, and Practice, 3 cr.
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- GRB 655 Grief and Bereavement: Theory and Practice, 3 cr.
- GRB 660 Walking with the Bereaved: Practical Helping Skills, 3 cr.
- GRB 665 Making Sense of Death: Personal, Spiritual, and Theological Perspectives, 3 cr.

**6 credits from the following:**

- GRB 700 Death in the Lives of Children and Teenagers, 3 cr.
- GRB 705 Grief and Bereavement after Traumatic Death, 3 cr.
- GRB 710 Bereavement Education for Professionals and Communities, 3 cr.

**0 credits:**

- GRB 720 Capstone Project, 0 cr.

## CONCENTRATION IN ORGANIZATIONAL LEADERSHIP AND QUALITY (MS)

The Master of Science in Leadership with a concentration in Organizational Leadership and Quality is designed for individuals to assume or enhance their leadership roles in organizations. It is customer-focused, learner-centered, and founded on a generalist orientation.

The accelerated program consists of twelve courses of three credits each. It may be completed in approximately two years. Classes meet for four hours, one night each week, for seven weeks. The courses are project-based and, with an emphasis on team and peer learning, integrate the functional disciplines of business with the development of implementation and process skills. Organizational learning and the quality philosophy comprise the program's two fundamental concepts, grounded on leadership. On average, students may expect to devote weekly, outside of class, approximately six to eight hours to accomplish individual or team assignments.

### Program Outcomes

Participants will:

- Be exposed to leadership and quality concepts and practices;
- Increase/instill fitness of leadership skills;
- Problem solving;
- Development of a quality program; and
- Be able to use leadership tools (recognizes problems, diagnostic abilities, resolve problems, present solutions).

### Admission Requirements

To be considered for admission into the Organizational Leadership and Quality degree program, the applicant must submit the following:

- A completed Marian University application form.
- A \$50 non-refundable application fee.
- An official undergraduate transcript showing a bachelor's degree from an accredited institution.
- Cumulative GPA of 2.75 on a 4.00 scale. Students may be considered for admission on a probationary status with less than a 2.75 GPA.
- Three years' work experience, preferably in a managerial or supervisory position.
- Two confidential recommendations.
- Two essays.

All students are admitted on probation (some are admitted on special circumstances probation dependent upon admission requirements). As a quality control measure, all students apply for candidacy after the completion of 3 courses. Students must have achieved a minimum of a 3.00 GPA in order to receive full admission.

### Transfer of Credit Policy

Students can transfer up to 9 credits into the graduate program; each possible transferable course is reviewed individually. Each course must be less than 7 years old.

### Degree Requirements

To receive the Master of Science in Leadership with a concentration in Organizational Leadership and Quality, the candidate must meet the following criteria:

- Completion of coursework with at least a 3.00 grade point average on a 4.00 scale.
- Submission and approval of the final research project.
- Grades below "C" (2.00) are not counted toward meeting degree requirements.

### 36 credits as follows:

**18 credits:** Core Leadership Curriculum

- LDR 605 Leadership Foundations, 3 cr.
- LDR 607 Ethical Leadership, 3 cr.
- LDR 625 Organizations and Systems, 3 cr.
- LDR 635 Intercultural Communication and Leadership, 3 cr.
- LDR 645 Quantitative Methods, 3 cr.

LDR 647 Research Foundations, 3 cr.

**18 credits:** Organizational Leadership and Quality Curriculum

OLQ 617 Building a High-Performance Organization, 3 cr.

OLQ 635 Globalization and the International Perspective, 3 cr.

OLQ 655 Managerial Finance and Budgeting, 3 cr.

OLQ 675 Human Resources Strategies, 3 cr.

OLQ 695 Operations Management, 3 cr.

OLQ 701 Consulting Team Project, 3 cr.

***INTERPRETING COURSE DESCRIPTIONS*****Course number subject areas**

<b>ACC</b>	Accounting	<b>HSL</b>	Homeland Security Leadership
<b>ARE</b>	Art Education	<b>IDS</b>	Interdisciplinary Studies
<b>ART</b>	Art	<b>INS</b>	International Studies
<b>ATC</b>	Athletic Coaching	<b>LDR</b>	Leadership
<b>ATH</b>	Art Therapy Program	<b>MAT</b>	Mathematics
<b>BIO</b>	Biology	<b>MCN</b>	McNair Scholars
<b>BUA</b>	Business Administration	<b>MGT</b>	Management
<b>BUS</b>	Business	<b>MKT</b>	Marketing
<b>CHE</b>	Chemistry	<b>MSC</b>	Military Science
<b>CMG</b>	Cultural, Media and Gender Studies	<b>MTE</b>	Mathematics Education
<b>COM</b>	Communication	<b>MUS</b>	Music
<b>CRJ</b>	Criminal Justice	<b>NUR</b>	Nursing
<b>ECE</b>	Early Childhood–Elementary Education	<b>OLQ</b>	Organizational Leadership & Quality
<b>ECO</b>	Economics	<b>PDI</b>	Professional Development
<b>EDL</b>	Educational Leadership	<b>PHE</b>	Physical Education
<b>EDT</b>	Educational Technology	<b>PHI</b>	Philosophy
<b>EDU</b>	Professional Education	<b>PHS</b>	Physical Science
<b>EME</b>	Elementary–Middle Education	<b>POS</b>	Political Science
<b>ENG</b>	English	<b>PSY</b>	Psychology
<b>ENS</b>	Environmental Science	<b>RAD</b>	Radiologic Technology
<b>FIN</b>	Finance	<b>SDM</b>	Self-Designed Major
<b>FLA</b>	Foreign Language	<b>SEC</b>	Middle–Secondary Education
<b>FLE</b>	Foreign Language Education	<b>SOC</b>	Sociology
<b>FOS</b>	Forensic Science	<b>SPA</b>	Spanish
<b>FRE</b>	French	<b>SRM</b>	Sport and Recreation Management
<b>GEN</b>	General	<b>SWK</b>	Social Work
<b>GEO</b>	Geography	<b>TEC</b>	Information Technology
<b>GRB</b>	Grief and Bereavement	<b>TCH</b>	Teacher Education
<b>HCA</b>	Health Care Administration	<b>TDE</b>	Differentiated Inst for Alt Learning
<b>HIS</b>	History	<b>THE</b>	Theology
<b>HOS</b>	Homeland Security	<b>THR</b>	Theatre

## Course levels

### Below 100

Pre-college level; does not fulfill degree requirements

### 100-299

Lower division level recommended for freshmen and sophomores

### 300-499

Upper division level recommended for juniors and seniors

### 500-999

Graduate courses

## Schedule of course offerings

The Office of the Registrar publishes the schedule of course offerings prior to registration. This schedule lists the courses offered in a particular semester. The schedule of course offerings also lists new courses and special offerings that may not appear in this catalog. The most current list of course offerings 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 the 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, such as HIS 405/505. All dual-level courses appear in the Course Listings section of this bulletin.

## ACC ACCOUNTING

**ACC 201 Financial Accounting**

3 credits

The purpose of this course is to introduce the student to generally-accepted accounting principles, basic accounting systems, accounting theory, and financial statements.

**ACC 202 Managerial Accounting**

3 credits

*Prerequisite:* ACC 201, MAT 100 or MAT 105 or MAT 111 or MAT 122 or BUA 210 or MAT 130

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 212 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 225 Volunteer Income Tax Assistance**

0-3 credits

The Volunteer Income Tax Assistance (VITA) program is designed for those students that want to improve their communication skills, learn a valuable skill for life, and help our community in the process. Students will receive IRS certification by passing a series of online classes and classroom training preparing them to be able to assist in the preparation of taxes for those in need. VITA is a national program that will assist our students in gaining experience while giving back to the community in which they live. (Repeatable for credit)

**ACC 230 Using Peachtree Software**

1 credit

This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the Peachtree accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer

system security and back-up considerations will be reviewed.

**ACC 231 Using QuickBooks Software**

1 credit

This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the QuickBooks accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer system security and back-up considerations will be reviewed.

**ACC 232 Using Great Plains Software**

1 credit

This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the Great Plains accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer system security and back-up considerations will be reviewed.

**ACC 308 Accounting Software**

3 credits

The course offers students the opportunity to apply accounting theory to practice and gain an exposure to computerized accounting. Students learn how to open a new company, record accounting transactions, make adjusting entries, and create financial statements on customized formats. Students also learn how to perform such day-to-day tasks as creating purchase orders, issuing invoices, receiving and recording inventory, setting prices, recording sales, collecting receivables, issuing debit or credit memos, doing bank reconciliations, and preparing employee payroll. Students will also learn about system settings for audit trails, password protection, importing and exporting with Microsoft Excel, budgeting, and backups.

**ACC 311 Intermediate Financial Accounting II**

3 credits

*Prerequisite:* ACC 212

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 202 or 212

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 397 Internship**

0–3 credits

*Prerequisites:* BUA 203, ACC 201

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. ("0" credit receives CR/NC grade.)

### **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

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 Internship**

0–3 credits

*Prerequisites:* BUA 203, ACC 201

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. ("0" credit receives CR/NC grade.)

## **ARE ART EDUCATION**

### **ARE 311 Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools**

3 credits

*Prerequisites:* EDU 202 and ART 201

An opportunity to apply learning theories to the aesthetic dimension of education. The Art Education major approaches art, culture, and the environment as catalysts for teaching, understands art concepts, and

discovers a variety of art processes to make possible meaningful art experiences for sequential levels of learning within the PK–elementary framework.

**ARE 312 Curriculum and Instruction in Art Education: PK–12**

3 credits

*Prerequisite: ARE 311*

An examination of the goals and objectives of the art curriculum as it relates to the goals and objectives of education and the development of the child from the holistic point of view. Students investigate theories of curriculum as found in current professional resources and research projects, plan teaching strategies using current methods recommended for the teaching of art, and evaluate this area according to specific assessment tools. This course continues the building of meaningful art experiences begun in ARE 311, focusing on middle–secondary levels of learning. Management techniques for administering and budgeting will accompany the construction of a K–12 curriculum.

**ARE 400 Clinical Practice and Seminar — Art Education — PK–5**

1–6 credits

*Prerequisite: ARE 312*

A supervised experience teaching art that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**ARE 450 Clinical Practice and Seminar — Art Education — Middle–Secondary 5–12**

1–6 credits

*Prerequisite: ARE 312*

A supervised experience that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**ART 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 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 102 Introduction to Art Concepts**

3 credits

A course in which non-art majors will be introduced to an understanding and appreciation of art forms. They learn to describe, analyze, interpret, and use evaluative criteria when observing these art forms. It is not intended for education majors.

**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 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 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

*Prerequisite: ART 101 or 103 or 111 or 201*

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

*Prerequisite: ART 203*

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 206 Scientific Illustration**

3 credits

(Also BIO 206)

This course will help students develop an ability to produce effective illustrations of scientific subject matter for science classes, displays, learning centers,

slide lectures, publications, advertisements or other uses. The student also will gain an understanding of the differences between illustration and art, and of the importance of illustration as a form of communication. The students will increase their observational ability and will learn basic techniques of drawing in pen and ink, pencil and scratchboard, and will be introduced to airbrush.

**ART 207 Computer Illustration**

3 credits

*Prerequisite: ART 203*

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 211 Basic Sculpture**

2–3 credits

*Prerequisite: ART 101 or 103 or 201*

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**

2–3 credits

*Prerequisite: ART 101 or 103 or 201*

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 221 Calligraphy and Composition**

2–3 credits

The development of calligraphic skills for personal or practical use. Students gradually build a repertoire of lettering styles, using a variety of tools. These styles are then used in designed layout work for presentation to a commercial printer and/or for completed calligraphic art forms in themselves.

**ART 222 Intermediate Drawing I**

3 credits

*Prerequisite: ART 111*

A course building on basic drawing skills in working with advanced problems in drawing plant, animal, and human life forms. Development of skill in self-expression with life forms is attained through exercises that include gesture, contour, structure, and

perspective drawings, as well as general anatomy studies.

**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 231 The Ancient World**

1 credit

A survey of art forms from the birth of art up to the Roman types. This course includes the sequence of cave art, ancient Near East, Egypt, Aegean, Greek, and Roman.

**ART 232 Post-Roman to Middle Ages**

1 credit

A survey of art forms from the early Christian contributions up to the Gothic styles. Sequence includes early Christian, Byzantine, Islamic, early Medieval, Romanesque, and Gothic.

**ART 233 Non-European World**

1 credit

A survey of art forms from the Orient, Africa, South Pacific, and Native Americas. Sequence includes India, China, Japan, Native Americas, Africa, and the South Pacific.

**ART 235 Women Artists Throughout 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 241 Renaissance**

1 credit

A survey of art forms from Italian sources as well as those outside Italy. This course sequence includes the "Proto" Renaissance in Italy and the 15th century and 16th century.

**ART 242 Baroque, Rococo, Romanticism, and Realism**

1 credit

A survey of art forms from the types listed in the course name. The sequence includes the Baroque, Rococo, Romantic Ages, and Realism.

**ART 243 Twentieth Century to 1945**

1 credit

A survey of modern art that includes Impressionism, Post-Impressionism, the Fauves, Expressionism, Dada, Surrealism, Art Nouveau, and the International Style.

**ART 250 Printmaking**

3 credits

*Prerequisite: ART 101 or 103 or 111 or 201*

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 260 Basic Metals**

2–3 credits

*Prerequisite: ART 111 or 201*

A studio course exploring the techniques of the various processes of making art metal forms and their history. Students learn the methods of constructing original three-dimensional forms using various metal alloys, found objects, and textural applications.

**ART 302 Intermediate Painting I**

3 credits

*Prerequisite: ART 202*

A course building on basic painting skills, enabling students to develop their ability to paint ideas. Students use the media or painting techniques appropriate to the concrete expression of the idea. Research and focus is placed on modern and contemporary world painters.

**ART 303 Life Drawing**

3 credits

*Prerequisite: ART 111*

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 103 or 111 or 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 311 Intermediate Sculpture I**

3 credits

*Prerequisite: ART 211*

An application of the design process to complex form. Choosing one or two of the directions introduced in basic sculpture, the advanced student develops concepts to a greater degree of study and experimentation.

**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 321 Intermediate Sculpture II**

3 credits

*Prerequisite: ART 311*

An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 330 Art History Practicum**

2 credits

*Prerequisite: ART 230 or 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 333 Intermediate Drawing II**

3 credits

*Prerequisite: ART 222*

An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 340 Web Design**

3 credits

*Prerequisite: ART 205 or 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 250*

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 351 Collagraph**

3 credits

The application of "collage" to the printmaking process. A build-up of a surface, having textural interest, is inked. The inked "plate" is then placed on paper and transferred to produce the desired print.

**ART 352 Relief**

3 credits

The production of visual images through the preparation of the surface of a block of linoleum and/or wood. Students work with a variety of printing media in producing images that express their ideas. Artists of linoleum and woodcut relief print forms are studied.

**ART 353 Serigraph**

3 credits

The creation of polychromatic prints through the various silkscreen stencil processes: crayon, tusche and glue, and film and emulsion. Techniques, formal elements and principles, and cultural influences in the medium are combined to form a foundation for the expression of ideas.

**ART 360 Advanced Metals**

3 credits

*Prerequisite: ART 260*

The pursuit of advanced problems in art metals and enameling will lead to the production of original pieces by the students.

**ART 362 Intermediate Painting II**

3 credits

*Prerequisite: ART 302*

An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**FIBER ARTS**

Studio courses exposing students to the techniques, processes, purposes and history of the art form.

**ART 370 Fiber Arts: Stitchery**

3 credits

Emphasis on stitching techniques.

**ART 371 Fiber Arts: Weaving**

3 credits

Emphasis on loom weaving, spinning, felting, and various hand techniques.

**ART 372 Fiber Arts: Puppetry**

3 credits

Emphasis on experience in making different types of puppets.

**ART 373 Fiber Arts: Dye Applications**

3 credits

Emphasis on different resist and printing processes.

**ART 374 Fiber Arts: Leather**

3 credits

Emphasis on leather working procedures.

**ART 397 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.

**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 205 or 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 411 Advanced Sculpture I**

3 credits

*Prerequisite: ART 321*

An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 412 Advanced Ceramics I**

3 credits

*Prerequisite: ART 312*

An intense investigation and exploration of skills and techniques involving the creative process in ceramics. Learning instruments including research, application,

discussion, criticism, and reflection culminate in a course portfolio.

**ART 413 Advanced Ceramics II**

3 credits

*Prerequisite:* ART 412

An intense investigation and exploration of skills and techniques involving the creative process in ceramics. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 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.

**ART 421 Advanced Sculpture II**

3 credits

*Prerequisite:* ART 411

An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 424 Advanced Fibers**

3 credits

*Prerequisite:* ART 370, 371 and 372

An intense investigation and exploration of skills and techniques involving the creative process in fibers. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 430 Senior Seminar in Art History**

2 credits

A seminar that will include peer teaching and that will culminate in independent research and paper presentations. Topics will vary, but they might include the following: women artists, religious art, contemporary issues, recurring subjects and themes, art as propaganda, theories of art criticism, and feminist art theory.

**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 444 Advanced Drawing I**

3 credits

*Prerequisite:* ART 333

An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 445 Advanced Drawing II**

3 credits

*Prerequisite:* ART 444

An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 461 Advanced Painting I**

3 credits

*Prerequisite:* ART 362

An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 462 Advanced Painting II**

3 credits

*Prerequisite:* ART 461

An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**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.

### ATC ATHLETIC COACHING

#### ATC 101 Health and Wellness

1 credit

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.

#### ATC 111 First Aid and Safety

1 credit

Instruction and practice in First Aid principles, procedures, and emergency care.

#### ATC 201 Organization and Administration of Athletic Programs

3 credits

An analysis of the principles and patterns of organization and administration encountered in physical educations, intramurals, and interscholastic athletic programs. Leadership qualities, fiscal management, legal liability, public relations, equipment, safety, facility design, and maintenance are among the topics discussed.

#### ATC 202 Psycho-Social Foundations of Sport

3 credits

An exploration of the developing knowledge regarding the psychological and sociological aspects of sport and its impact on player and coach. Topics investigated include the value of competition, deviance and aggression, youth athletic programs, and gender and race relations in sport.

#### ATC 301 Sport Biomechanics

3 credits

A study of the anatomical and mechanical bases of human movement and its application to skill analysis in athletics.

#### ATC 302 Sports Medicine and Care and Treatment of Athletic Injuries

3 credits

*Prerequisite:* ATC 111

A scientific approach to recognition, evaluation, and prevention of injuries common to athletic activities. Treatment of specific injuries and taping techniques are investigated, as well as such topics as rehabilitation, nutritional considerations, protective equipment, and general principles of sports medicine.

#### ATC 311 Physiology of Exercise and Sport

3 credits

A study of physiological principles applicable to athletic performance. Topics investigated include energy systems, neuromuscular concepts, cardiovascular function, aerobic and anaerobic training, and other factors influencing exercise and conditioning.

#### ATC 400 Coaching Practicum

1 credit

*Prerequisite:* ATC 111, 301, 311, 402, 412

The athletic coaching practicum is designed to augment work in the classroom and provide the students an opportunity to gain coaching experience under the supervision of trained coaches.

#### ATC 402 Sport Psychology

2 credits

*Prerequisite:* ATC 201, 301, 311

A general introduction to sport psychology and the strategies and techniques employed by coaches and athletes to achieve optimal performance.

#### ATC 412 Theories of Coaching

2 credits

*Prerequisite:* ATC 201, 301, 311

A course designed to familiarize the student with coaching methods employed in various sports. Emphasis is on inquiry relative to fundamental techniques, strategies, and trends within various sports.

### 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 203 Basic Therapeutic Skills

3 credits

*Prerequisite:* ATH 201

This course explores various theories and experiential techniques used in the therapeutic environment. Consideration will be given to the appropriate application of techniques and materials specific to the expressive and therapeutic arts, as well as examine the

professional and ethical requirements of the client-therapist relationship.

### **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 305 Techniques in Creative Process**

3 credits

*Prerequisite: ATH 201, 203*

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 Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools**

2 credits

This course provides an opportunity for aspiring art therapists to synthesize their studies with art education. Students will apply learning theories to the aesthetic dimension of education focusing on approaches to art, culture and the environment as catalysts for teaching. Majors will use art concepts and processes to make possible meaningful art experiences for sequential levels of learning within the K–elementary framework of school systems.

### **ATH 315 Fieldwork I and Seminar**

3 credits

*Prerequisite: Department chair approval*

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 397 Internship**

1–3 credits

*(Expressive and Therapeutic Arts majors only)*

These courses are used in addition to the art therapy fieldwork when students desire more experiences beyond program requirements and are set up with the advising professor and internship staff member. The courses are a learning approach that integrates

college studies with volunteer or paid experience that is directly related to art therapy.

### **ATH 400 Senior Seminar in Expressive and Therapeutic Arts**

3 credits

*(Expressive and Therapeutic Arts majors 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

*Prerequisite: ATH 315, 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 415 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 435 Fieldwork III and Seminar**

3 credits

*Prerequisite: 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 497 Internship**

1–3 credits

*(Expressive and Therapeutic Arts majors only)*

These courses are used in addition to the art therapy fieldwork when students desire more experiences beyond program requirements and are set up with the advising professor and internship staff member. The courses are a learning approach that integrates college studies with volunteer or paid experience that is directly related to art therapy.

## **BIO BIOLOGY**

### **BIO 010 Biology Seminar I**

0 credits

Research seminars, reviews of professional biology literature, and research proposals presented by biology majors, faculty members, and/or guest speakers.

### **BIO 020 Biology Seminar II**

0 credits

*Prerequisite: BIO 010*

Research seminars, reviews of professional biology literature, and research proposals presented by biology majors, faculty members, and/or guest speakers.

### **BIO 100 Life Systems**

3 credits

An introductory biology course for non-majors. The relationship between structure and function is emphasized at the cellular and organismic levels. A survey of taxonomy and classification, cell biology, plant biology, human physiology, and ecology is provided. *(May be taken as "lecture only" or concurrently with BIO 150).*

### **BIO 101 Biological Principles I**

4 credits

*(Required for Biology majors and minors)*

A lecture–laboratory course for science majors stressing the nature of science and scientific methodology. Basic ecological concepts and human impact on the environment are studied. The chemistry of life, the cellular basis of life, genetics, energy relationships, and metabolism are presented. Both the classical aspects and the areas of recent research are included.

### **BIO 102 Biological Principles II**

4 credits

*Prerequisite: BIO 101*

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 105 Biology in Society**

4 credits

The course will use current events and scientific technologies, identified by the class, to illustrate the impacts of biological science in U.S. and global society. These topics will serve as vehicles to illuminate science philosophy, history, reasoning, and techniques and to emphasize the importance of science literacy to citizens in a technologically rich democracy. Several laboratory projects will be conducted and reported in different styles with different goals and hypothetical audiences (popular press, professional article, oral news report, platform presentation). *(This course does not satisfy prerequisite requirements for any other natural science courses.)*

### **BIO 111 Ecology and the Environment**

3 credits

*MAAP 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 114 Environmental Stewardship**

4 credits

This course is a service-learning intensive biology course where students learn about environmental stewardship through participation in the maintenance and restoration of local ecosystems, for example, stream monitoring and removal of invasive species. Through hands-on projects and selections of readings, the student will develop an understanding and appreciation for environmental stewardship. The course fulfills the one-credit laboratory requirement under general education. The course will be a hybrid course where much of the content will be delivered in an online format with one-day-a-week meetings to participate in field trips and stewardship projects. Due to the service learning and environmental aspects of the course, students must be able and willing to perform light labor (on the level of gardening) and a moderate amount of hiking. Students will be required to provide their own transportation to nearby locations; carpooling and cost sharing will be encouraged under Marian University's policy on approved drivers for field trips.

**BIO 150 Life Systems Laboratory**

1 credit

Laboratory to accompany BIO 100.

Topics correspond to lecture material, including taxonomy, cell biology, plant biology, human physiology, and ecology. Dissection of a fetal pig is required. *Laboratory experiences strongly enhance and support material in BIO 100 and concurrent registration is recommended.*

**BIO 201 Anatomy and Physiology I**

4 credits

*Prerequisite: BIO 100 or 102; CHE 101 or 103 or 104*

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*

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 206 Scientific Illustration**

3 credits

(Also ART 206)

This course will help students develop an ability to produce effective illustrations of scientific subject matter for science classes, displays, learning centers, slide lectures, publications, advertisements, or other uses. The student will also gain an understanding of the differences between illustration and art, and of the importance of illustration as a form of communication. The students will increase their observational ability and will learn basic techniques of drawing in pen and ink, pencil and scratch board, and will be introduced to airbrush.

**BIO 210 Microbiology**

3 credits

*Prerequisite: BIO 100 or 102; CHE 101 or 103 or 104*

A comprehensive course in which students learn the structural characteristics and biological activities of bacteria, viruses, fungi, protozoans, and helminths. Particular emphasis is placed on those organisms that cause disease in humans and on the nature of the immune response in humans. A strong background in biology and understanding of Krebs cycle, transcription and translation is required. *Students may not take both BIO 210 and BIO 311 for credit.*

**BIO 220 Introduction to Medical Terminology**

2 credits

(Also NUR 220)

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.

**BIO 221 Fall Flora**

1 credit

A study of the common flowering plant families, their identification, and their classification. Emphasis is placed on field study providing both scientific and aesthetic experiences. Ecological awareness is encouraged.

**BIO 222 Spring Flora**

1 credit

A study of the common flowering plant families, their identification, and their classification. Emphasis is placed on field study providing both scientific and aesthetic experiences. Ecological awareness is encouraged.

**BIO 231 Botany**

4 credits

*Prerequisite: BIO 100 or 102*

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

*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

*Corequisite: BIO 202*

An optional one-credit lab to accompany BIO 202. Topics will correspond to lecture material, including endocrine function through reproduction.

**BIO 253 Human Anatomy and Physiology Lab**

1 credit

*Prerequisite: BIO 201*

*Prerequisite or concurrent enrollment: BIO 202*

An optional one-credit lab to follow BIO 201 and accompany BIO 202. Topics will include aspects of the nervous system, skeleton-muscular system, cardiovascular system, and select other topics.

**BIO 260 Microbiology Lab**

1 credit

*Prerequisite or corequisite: BIO 210*

An optional three-hour laboratory coordinated with BIO 210 lecture material designed to enhance the significant aspects of microbial metabolism and response to selective and differential media. Laboratory skills including aseptic technique and the

proper handling and treatment of pathogens are included. Familiarity with a wide variety of specimens will help prepare nursing pre-professionals for future exposure to such microbes in their clinical experience.

**BIO 300 Biology Literature and Seminar**

2 credits

*Prerequisite: BIO 010 and BIO 020*

A seminar based on the reading of current biological literature and the presentation of research seminars. In addition, students will prepare and present senior research proposals for a senior research project.

**BIO 301 Genetics and Lab**

4 credits

*Prerequisite: BIO 100 or BIO 102 and CHE 201*

An in-depth study of classical and molecular genetics. Students see how the science of genetics has emerged from its infancy to present-day molecular aspects of inheritance, including recombinant DNA technology. Both lecture and laboratory stress cytological, biochemical, and evolutionary aspects of gene action.

**BIO 302 Cell and Molecular Biology**

4 credits

*Prerequisite: BIO 100 or BIO 102 and CHE 201*

A lecture/laboratory course designed to shed light on the considerable research directed at understanding the chemical reactions occurring in the cell and the relationships they bear on cellular structure and function.

**BIO 304 Field Study**

1–2 credits

*Prerequisite: BIO 104 or BIO 315*

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 102*

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 311 Bacteriology and Lab**

4 credits

*Prerequisite: BIO 100 or 102, CHE 201*

An introduction to bacterial structure, metabolism, growth principles, genetics, and identification. Other topics covered include antibiotics, bacteriophage, and infectious diseases caused by bacteria. (*Students may not take both BIO 210 and BIO 311 for credit.*)

**BIO 312 Developmental Biology and Lab**

4 credits

*Prerequisite: BIO 100 or 102, CHE 201*

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 100 or 102*

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 102*

A study of the evolution and comparative structure and function of the organ systems in all major groups of the phylum chordata. Laboratory work requires dissection of lamprey, shark, mud puppy, and cat with frequent reference to other representative vertebrates, especially humans.

**BIO 331 Transmission Electron Microscopy**

2 credits

(Also PHS 331)

*Prerequisite: Permission*

An introduction to the principles of transmission electron microscopy and the observation of cellular, bacterial, and viral ultra structure. The student receives individual instruction in the use of the instrument, preparation of materials for examination, and photographic techniques for recording observations, including developing film and printing images.

**BIO 332 Advanced Topics in Transmission Electron Microscopy**

2 credits

(Also PHS 332)

*Prerequisite: BIO/PHS 331*

A continuation of BIO/PHS 331 in which students learn and practice advanced hands-on techniques involved in TEM: specimen manipulation, including selection, staining, dehydration, and embedding; ultramicrotomy, including block shaping, glass knife production and use, and ultra thin sectioning; and advanced microscopy and photography. Students will develop the skills necessary to produce high quality specimen grids that result in micrographs for scientific publication.

**BIO 342 Ornithology and Lab**

4 credits

*Prerequisite: BIO 100 or 102*

A survey of ornithology. Lectures cover the biology, evolution and ancestral relationships, migration, flight and flight-related structures and behavior. Behavior and identification of local birds is addressed in laboratory and on field trips.

**BIO 365 Ecology Laboratory**

1 credit

(Also ENS 365)

*Prerequisite: BIO 100 or 102**Corequisite: BIO 315*

This course is designed to accompany ENS/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 ENS/BIO 315. Scientific report writing is stressed.

**BIO 397 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.*)

**BIO 402 Virology and Lab**

4 credits

*Prerequisite: BIO 100 or 102, 311, CHE 202*

A study of viruses, their cultivation, and isolation. The student learns the nature and characteristics of viruses and observes them as bacteriophage in the laboratory. Viral diseases, as related to humans, are discussed.

**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 412 Neurobiology**

4 credits

*Prerequisite: BIO 201*

An in-depth study of the concepts and principles of neurobiology. Students will understand how the science of neurobiology has emerged in recent decades as one of the most paramount fields of interest in biology. Lecture and laboratory stress development, plasticity, disorders, and research techniques, utilizing both invertebrate and vertebrate models. The lectures will include seminar-style readings of journal articles.

**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 422 Immunology**

3 credits

*Prerequisite: BIO 100 or 102, 311, CHE 202*

A study of several major topics in immunology. The topics include antibody structure, antigen–antibody reactions, generation of immune responses, antibody diversity, and cell-mediated immunity. The application of this information to laboratory assays and resistance to disease is also included.

**BIO 424 Senior Research in Biology**

2 credits

*Prerequisite: BIO 300**(For senior biology majors)*

An individually arranged research project under the guidance of department faculty. Each biology major elects to do laboratory/field research on a problem in biology of personal interest. A written report of the work is submitted to the faculty advisor for the project and seminars describing the research are presented.

**BIO 433 Human Anatomical Dissection**

0-1 credit

*Prerequisite or concurrent enrollment: BIO 202 and permission*

The purpose of this course is to learn detailed anatomy by dissection of all major organ systems of a human cadaver, including the nervous, muscular,

digestive, respiratory, urinary, reproductive, and cardiovascular systems. *(Repeatable for credit)*

**BIO 434 Human Anatomical Dissection Demonstration**

0-1 credit

*Prerequisite or concurrent enrollment: BIO 202 and permission*

This small group course broadens the students' knowledge of anatomy and physiology using cadaver material, models, microscope slides, etc. Students conduct review sessions with demonstrations to small groups from the Anatomy and Physiology course, as well as demonstrations to other classes, advanced high school biology students, and other interested groups. *(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 203 Career Preparation**

1 credit

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 111 or 122 or 130 or 132 or 105 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 220 Students in Free Enterprise (SIFE)**

1-3 credits

SIFE allows students the opportunity to apply what they learn in an academic environment directly to the community. Through a series of volunteer projects that allow our students to interact with the world around us, valuable experience is gained while allowing for added emphasis on giving back to the world we live in. As SIFE is a global organization, students also have the ability to interact and compete with other students from around the world, while developing valuable job and networking skills. *(Repeatable for credit)*

### **BUA 221 Model United Nations I**

0 - 2 credits

To provide students with the facility to explore current issues and challenges which are facing the international community. Current global and regional issues of concern for the United Nations (UN) include, but are not limited to: World Trade Organization goals for reducing subsidies & tariffs, protecting human rights in combating terrorism, the role of women in development, and the role of the UN in compliance to nuclear disarmament. The vast range of topics tends to fall under three categories: political, economic, and social/humanitarian. Students are encouraged to explore areas which are of interest to his/her field of study. Additionally, BUA 221 Model UN I provides students with the necessary issue knowledge and team building skills which are required for competing at national and regional MUN conferences that are held during the spring semester. *(Repeatable for credit)*

### **BUA 222 Model United Nations II**

0 - 2 credits

(BUA 221 recommended)

To provide students with the facility to explore current issues and challenges which are facing the international community. Current global and regional issues of concern for the United Nations include, but are not limited to: World Trade Organization goals for reducing subsidies & tariffs, protecting human rights in combating terrorism, the role of women in development, and the role of the UN in compliance to nuclear disarmament. Students will be participating in a regional or national conference(s) at which students will be discussing issues facing the international community with other college students from across the globe. In Model UN conferences, students experience negotiation and diplomacy hands-on by

being a delegate representing a country. While it is not a requirement for students to take BUA 221 Model UN I (fall semester) as a prerequisite, it is strongly recommended because it provides students with the necessary issue knowledge and team building skills that are required for competing at conferences. *(Repeatable for credit)*

### **BUA 303 Population and Demography**

3 credits

(Also SOC 303)

*Prerequisite: SOC 100 OR PSY 101 and MAT 122 or SWK/POS/BUA 210 or CRJ/HOS 214*

An introductory study of the techniques and applications of population and demographic data. Emphasis will be on sources of data and their applications in formulating public and business policy. World and national population history will be studied to understand demographic transitions and current trends.

### **BUA 310 International Business**

3 credits

*Prerequisite: ECO 201 or 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

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 300 or 301 or permission (Senior standing)*

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 410 Senior Design and Application Project**

3 credits

*Prerequisite: Permission*

(Senior standing in the School of Business, completion of, or concurrent enrollment in, all other school and program required courses.)

In this comprehensive course, students work individually on project proposals that demonstrate the student's preparedness as a practicing business professional. Students will prepare a learning agreement which includes a proposed comprehensive business problem and then implement a project that leads to a professional-quality report that analyzes the problem from several perspectives, presents and discusses solutions to the problem, and provides recommendations for action. Students must provide evidence that they have researched the topic and considered the problem from several business perspectives which may evaluate the financial, organizational, and/or operational impacts of the proposed solution. Oral and written reports will be evaluated during and at the completion of the project. A final presentation will be made before a faculty panel.

**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 431 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.

**BUA 497 Internship**

0–3 credits

*Prerequisite: BUA 203, MGT 213*

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. ("0" credit receives CR/NC grade).

**BUS BUSINESS****BUS 204 Special Topics**

1-3 credits

A study of selected topics offered at the discretion of the instructor.

**BUS 235 Mathematics for Managers**

3 credits

*(MAAP students only)*

This course gives the student a background in the application of mathematical concepts needed for success in the business world. Major topics of basic algebra, present and future values, simple and compound interest, and annuities prepare a student for advanced work in accounting, statistics, and quantitative analysis.

**BUS 245 Managerial and Professional Ethics**

3 credits

*(MAAP students only)*

Examines the interaction between the social value and the economic value of the person and the community. Discussion encompasses economic theories and ethical concepts relative to moral issues in business. From the perspective of ethical theories, case studies and student experience prompt critical analysis and evaluation.

**BUS 263 Business Application Software**

3 credits

*(MAAP students only)*

Provides an overview of the role of computer application software in the operations of modern business. Introduces the physical components and operations of microcomputers. Focuses on computer literacy and provides hands-on training in the major areas of office automation software including word processing, electronic spreadsheets, database management, and electronic presentation.

**BUS 343 Technology of Information Systems**

3 credits

*Prerequisite: BUS 263, TEC 200**(MAAP students only)*

Provides an overview of the tools and resources necessary to provide effective information systems support. Introduces the organization, structure, and functions of operating systems, the analysis of the components of a computer system and their relationship to each other. Includes concepts of connectivity, installation, and maintenance of hardware, software, and peripheral devices. Proves cases demonstrating realistic hardware/software problems encountered in the workplace and techniques and procedures used to implement solutions.

**BUS 345 Philosophy of Business Law**

3 credits

*(MAAP students only)*

Explores the critically complex relationships among business, government and labor. This study examines the foundation of business law contracts, and proceeds to other fundamental concepts including sales, agency, and employment. The course investigates the nature and limits of law relative to ethics and its several moral principles: prudence, fortitude, temperance, charity, and justice.

**BUS 348 Principles of Data Management**

3 credits

*Prerequisite: TEC 200**(MAAP students only)*

Examines the functions and operations required to manage information for business decisions. Focuses on the use of various information technologies and tools that support transaction processing, decision-making, and strategic planning. The diverse information needs of different organizations are used as examples of practical applications of this technology. Introduces the practical concepts of data structures; indexed and direct file organizations; data models, including hierarchical, network, and relational models; storage devices; data administration and analysis; and design and implementation. Students use database software in creating, modifying, retrieving, and reporting from databases.

**BUS 435 Statistical Applications**

3 credits

*Prerequisite: MAT 123**(MAAP 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 438 Business Data Communications and Networks**

3 credits

*Prerequisite: BUS 343**(MAAP students only)*

Provides an analysis of the basic theory of data transmission, network topologies, protocols, operating systems, and business network applications. The link between business needs and applications of data communications principles are stressed. This course introduces a wide variety of data communications concepts, including voice and data transmission, the role of international standards, the OSI model, the Internet, corporate intranets and extranets, and the challenge of network management.

**BUS 440 Supply Chain Management**

3 credits

*(MAAP students only)*

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.

**BUS 458 Systems Analysis and Design**

3 credits

*Prerequisite: BUS 343, 348**(MAAP students only)*

Analyzes established and evolving methodologies for development of business-oriented computer information systems. Develops competencies in techniques that apply modern software tools to generate applications. Introduces fundamental concepts of systems design such as the SDLC and rapid application development. Provides instruction for creating or modifying a system by gathering details, analyzing data, designing systems to provide solutions, and implementing and maintaining the systems.

**BUS 495 Synthesis Portfolio**

1 credit

*Prerequisite: Permission**(MAAP students only)*

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.

## CHE CHEMISTRY

### CHE 001 Preparatory Chemistry

3 credits

*Prerequisite: MAT 002 or appropriate math placement test score, or Prerequisite or Corequisite: MAT 001*

This non-lab course is designed for students who need to take CHE 101 or CHE 103 but have had either no high school chemistry or have a weak mathematics or science background. These students should take this course to prepare for the mathematical aspects of introductory chemistry. Specific topics will include units, metric system, atomic and molecular structure, chemical reactions, and stoichiometry. (*This course is a pre-college level course and does not fulfill degree requirements.*)

### CHE 010 Chemistry Seminar

0 credits

Non-credit seminar for sophomore, junior, and senior Chemistry majors and minors not enrolled in CHE 412. This course may involve attendance at student seminars, attendance at nearby American Chemical Society meetings and events, and other activities. (*CR/NC grade only.*)

### CHE 101 Principles of Chemistry I

4 credits

An introduction to the fundamental principles of Chemistry, including modern concepts of atomic and molecular theory, physical states of matter, stoichiometry, chemical bonding, gas laws, equilibria, and reactions of inorganic compounds.

### CHE 102 Principles of Chemistry II

4 credits

*Prerequisite: CHE 101 or CHE 105*

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: High school chemistry or CHE 001 and MAT 001 or appropriate math placement test score*

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 104 Introduction to Biochemistry

4 credits

*Prerequisite: CHE 101*

*(RN-BSN/MSN students only)*

An introductory course for non-science majors. This course provides a basic knowledge of chemistry and its application to everyday life with special focus on biological and medical applications.

### CHE 105 Intermediate Chemical Principles

2 credits

*Prerequisite: C or better in CHE 103*

A bridge course to enable students who have satisfactorily completed CHE 103 (General, Organic, and Biochemistry) prepare for CHE 102 (Principles of Chemistry II). This course will address those topics of CHE 101 which are not comparably discussed in CHE 103.

### CHE 201 Organic Chemistry I — Lecture

3 credits

*Prerequisite: CHE 101*

*(Concurrent enrollment 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 202 Organic Chemistry II — Lecture

3 credits

*Prerequisite: CHE 201*

*(Concurrent enrollment in CHE 252 recommended)*

A continuation of CHE 201.

### 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 252 Organic Chemistry II — Lab**

1 credit

*Prerequisite: CHE 251 or Corequisite: CHE 202*

A continuation of CHE 251.

**CHE 300 Analytical Chemistry**

4 credits

*Prerequisite: CHE 102*

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**

4 credits

*Prerequisite: CHE 300*

An introduction to chemical instrumentation presenting theoretical and experimental 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. This course also includes the interfacing of instruments to computers.

**CHE 302 Biochemistry**

5 credits

*Prerequisite: CHE 202, 300*

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 397 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 chemistry major/minor without prior written permission of the department chair.)*

**CHE 401 Physical Chemistry I**

3 credits

*Prerequisite: 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**(Concurrent enrollment in CHE 452 recommended)*

A continuation of CHE 401.

**CHE 404 Special Topics**

1–5 credits

A course allowing for instruction in areas not included in the regular chemistry curriculum. Material covered varies according to the expertise of individual instructors.

**CHE 411 Advanced Organic Chemistry**

3 credits

*Prerequisite: CHE 202*

More extensive coverage of selected topics from Organic Chemistry 201/202. Topics covered are determined by the instructor and the students, and may include industrial organic chemistry, chemistry of drugs, alkaloids, spectral problems, reactive intermediates, and other similar topics.

**CHE 412 Chemistry Literature and Seminar**

1 credit

A study of published sources of chemical information, their content, organization, and use. This course also involves learning techniques for preparing and giving a seminar.

**CHE 414 Independent Study**

1–3 credits

*Prerequisite: Permission*

The 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 420 Senior Research**

1–3 credits

A research experience for senior students investigating a problem of their choosing. This study is made under the direction of a supervising professor.

**CHE 451 Physical Chemistry I — Lab**

1 credit

*Prerequisite or Corequisite: CHE 401*

Experimental work correlating with the theory of CHE 401 Physical Chemistry I.

**CHE 452 Physical Chemistry II — Lab**

1 credit

*Prerequisite or Corequisite: CHE 402*

Experimental work correlating with the theory of CHE 402.

**CHE 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 chemistry major/minor without prior written permission of the department chair.*)

## CMG CULTURAL, MEDIA AND GENDER STUDIES

**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 21<sup>st</sup> Century**

3 credits

*Prerequisite: CMG 215*

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.

## COM COMMUNICATION

**COM 100 Introduction to Communication**

3 credits

This course examines the history of communication including verbal, nonverbal and written forms. The curriculum covers various ways of studying communication processes, including communication models. Students are introduced to the application of basic communication concepts and theory in interpersonal, group, organizational, and mass communication contexts.

**COM 101 Fundamentals of Communication**

3 credits

This course focuses on the exploration of fundamental principles of effective communication. Skilled communication behaviors are developed through the study and practice of interpersonal communication, public speaking, listening, and group dynamics. Practical applications include class discussion, group activities, listening exercises, and individual presentations.

**COM 102 Electronic Student Newspaper**

1 credit

Students gain experience working on the publication of a newspaper, with the opportunity to serve in a number of capacities: news writing and reporting, feature writing, sports writing and reporting, layout

and design, photojournalism, advertising sales, and management. (*Repeatable for credit*)

### **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 207 Newspaper Editorship**

1 credit

*Prerequisite: Permission*

*(Enrollment restricted to appointed editors)*

Students gain experience as editors of a student publication, completing editors' duties: making assignments; managing the staff; planning and organizing; editing copy, photography, and artwork; writing; and helping to manage the budget. The editors reflect with the advisors on their effectiveness in areas of group process, interpersonal communication, public speaking, staff management, ethics, writing, editing, and layout and design.

### **COM 210 Introduction to Mass Communication**

3 credits

*Prerequisite: COM 100*

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 212 Introduction to Web-based Communication**

3 credits

This course deals with the influence of the Internet and web-based communication on personal lives, corporate environments and the government by

emphasizing the inter-relationship of web-based media with individuals and society. Legal, cultural, political, economic, and social forces and trends on the Internet are studied in terms of how they developed and how they relate to communication in everyday life.

### **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 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 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 305 News Reporting, Writing, and Editing**

3 credits

*Prerequisite: COM 202*

This course provides additional practice in the related skills of reporting, writing and editing for web-based media. Students will learn how to structure and write different kinds of news stories for the web, how to edit for clarity and to correct errors. The course examines the elements of newsworthiness as they relate to web-based writing and editing. Layout and

typography, photo editing, and the writing of headlines, catch lines, and cut lines are also considered, as are the ethical considerations of reporting and editing.

### **COM 310 Production for the Web**

3 credits

This course emphasizes basic audio and video production techniques as applied to the web. Students will learn to record and post audio news-type stories and to shoot, edit, and post video stories onto a website.

### **COM 315 Public Relations Writing and Practice**

3 credits

*Prerequisite: COM 202, 215*

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 and SOC 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

*Prerequisite: ENG 101 or 105 or 230*

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 330 Technical Writing**

3 credits

*Prerequisite: ENG 101 or 105 or 230*

This course offers practical, career-oriented instruction in technical writing by emphasizing the importance of the process of creating a technical document, stressing time management, the role of collaboration, visuals and document design. Includes an emphasis on writing within the organization structure and the process of the document in the organization, specific procedures for testing technical documents to ascertain their usability for their intended audience, and strategies for analyzing purpose, task, and audience.

### **COM 332 Magazine and Feature Writing**

3 credits

This course focuses on theoretical aspects and the practice of magazine and feature articles, including leads, titles, structure and analysis, development, audience-interest measurement, and impact techniques. *(This course may serve as an upper-level journalism writing elective.)*

### **COM 333 Computer Applications for Communications**

3 credits

The course introduces students to the use of computer programs for desktop publishing. Students design and produce various documents, including brochures, newsletters, etc. A thorough understanding of the elements of good design is stressed in the course through the application of both analytical and hands-on skills.

### **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 397 Internship**

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.

**COM 400 Theories in Communication**

3 credits

*Prerequisite: COM 100*

The purpose of the course is to provide students with an understanding of the background, principles and implications of theories of communication both generally and within specific communication contexts. Students compare the ways these differing approaches and theories influence the way people see and interpret behavior; and the ways these approaches and theories make differing predictions about human behavior.

**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 405 Senior Seminar in Communication**

2 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 critical analysis paper or public relations analysis, or creating an experimental training program. Discussion focuses on current communication 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 406 Organizational Communication Senior Project**

3 credits

*Prerequisite: Permission (MAAP 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 407 Gender and Communication**

3 credits

The course is an exploration of differences and similarities between masculine and feminine styles of communication within the various communication contexts. Attention will be paid to interpersonal effectiveness, leadership style in organizations, media analysis, and contemporary issues (for example, sexual harassment, sex-role stereotyping, and gender bias in the classroom). The course will apply theory to practice and will be interdisciplinary in its approach, using literature, music and the arts, organizational behavior, and educational theories as the basis of discussion.

**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 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 430 Advertising: Research, Planning, and Production**

3 credits

*Prerequisites: MKT 302, ART 201*

Students apply concepts learned in MKT 302 Principles of Advertising to the creation of commercial advertising for all media. In addition to planning and the creation of advertising campaigns, development of a creative strategy includes elements of product and

market research, target audience analysis and evaluative research. Media planning includes the evaluation and selection of advertising media to meet specific advertising objectives and budgets. Using the agency concept and working in teams, students plan and develop advertising programs for actual advertisers, with the projects culminating in formal, competitive presentations. *(Students are strongly recommended to take ART 201 Design as a prerequisite.)*

### **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 435 Introduction to Communication Research**

3 credits

Students are introduced to the communication inquiry process and methods in order to become knowledgeable and critical readers of research. Emphasis is placed on research applied directly to the study of communication behavior. Students examine communication topics suited for research, and how results are interpreted and presented. Other areas covered include different methodologies of conducting research, measuring validity and reliability, and statistical analysis.

### **COM 497 Internship**

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.

## **CRJ CRIMINAL JUSTICE**

### **CRJ 100 Orientation to Criminal Justice**

1 credit

This course will introduce students to the criminal justice major. It reviews the curricula and academic policies of the School of Criminal Justice; provides students with knowledge and practice in time

management and self-maintenance; introduces them to the criminal justice faculty and their priorities; presents the various career options in criminal justice and helps students begin a personal career planning process.

### **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 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 14<sup>th</sup> Amendments to the U.S. Constitution.

### **CRJ 105 Survey of Forensic Sciences**

1 credit

(Also FOS 105)

A 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 later.

**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 203 Juvenile Law**

3 credits

(Also SOC 203)

*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 206 Report Writing in Criminal Justice**

3 credits

*Prerequisite: CRJ 101*

In this course, students will learn how to write a wide variety of law enforcement reports that accurately and fairly convey necessary information of use by investigators, prosecutors, and the public. This course also provides the student with comprehension and knowledge of the need, purpose, and mechanics of conducting interviews, interrogation, and securing and recording a confession. The course is complemented with practice sessions of conducting interviews and interrogations of complainants, informants, suspects, victims, and witnesses. The course also examines the basics of presenting effective court testimony.

**CRJ 212 Correctional Institutions**

3 credits

*Prerequisite: CRJ 101*

Correctional institutions (jails and prisons) are a means to protect society. This course will assist students with understanding the concepts of incarceration, prison management, and rehabilitation (penology), especially in the United States, which has the highest

incarceration rate in the world. 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.

**CRJ 214 Statistical Techniques for Research Data Analysis**

3 credits

*(Also HOS 214, PSY 210, SWK 210)**Prerequisites: Appropriate math placement test score or MAT 001 with a 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, and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

**CRJ 301 Criminal Investigations**

3 credits

*Prerequisite: 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 Forensic Science I – Rules of Evidence**

3 credits

(Also FOS 304)

*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 305 Community-Based Corrections (Probation/Parole)**

3 credits

*Prerequisite: CRJ 101*

*(Junior standing preferred)*

An overview of corrections, probation, and parole as they relate to the community. Examination of community resources and collaboration with other law enforcement agencies. Topics include pre-sentence investigations, sentence recommendations, conditions of probation and parole, case plans, rules, probation/parole violations, and revocations. Consideration of aspects of probation service delivery, home visits, restitution, court obligations, supervision fees, and alternative methods of community protection. Discussion of job descriptions for probation/parole agents and preparation for the statewide probation/parole examination will be part of this course. This course will be primarily an applications class where students will experience the process of being a probation/parole agent.

### **CRJ 306 Understanding Gang Formation & Behavior**

3 credits

*Prerequisite: CRJ 101*

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*

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 308 Professional & Crisis Communications**

3 credits

*Prerequisite: CRJ 101*

In this course, students will learn the role of communication in law enforcement and will develop and apply specific communication skills and the strategies in a variety of simulated situations. Students will also learn principles, guidelines, and techniques for law enforcement response to persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Students will also learn the legal basis under the Wisconsin law for conducting emergency detentions and emergency protective placements of persons, as well as legal requirements and practical guidelines for implementing these procedures.

### **CRJ 310 Criminology**

3 credits

(Also HOS 310)

*Prerequisite: CRJ 101 or permission*

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 320 Restorative Justice**

3 credits

This course provides an overview of restorative justice, a theory of justice centered on addressing and repairing the harm caused by criminal activity through cooperative, respectful processes that involve all affected parties. The course looks at the theoretical and philosophical roots of the restorative justice movement both in the U.S. and internationally and acquaints students with actual examples of restorative justice in practice. Students will assess the viability of restorative justice practice in creating alternatives to incarceration.

**CRJ 330 Crime Prevention and Community Safety**

3 credits

This course examines crime prevention strategies and concepts. It emphasizes new and innovative approaches to preventing criminal behavior; and explores the legal, moral, and ethical considerations and problems of human and environmental manipulation in an interdisciplinary context.

**CRJ 340 Principles of Judicial Practice**

3 credits

*Prerequisites: CRJ 101 or 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

*Prerequisites: CRJ 101 or 102*

(Also HOS 350)

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**

1–3 credits

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 401 Police Community Relations**

3 credits

This course addresses the interaction of law enforcement with the community and also presents an in-depth look into law enforcement itself. Primary 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 403 Traffic/Patrol Procedures**

3 credits

This course is designed for criminal justice students as an entry-level skills preparation for patrol and traffic related functions in policing. This course is designed to develop job-related skills with a specific focus on traffic law enforcement, scene management, and traffic crash investigations.

**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 409 HAZMAT and EMS for Police Officers**

3 credits

*Prerequisite: Permission*

This course provides students with a basic knowledge of how to respond to emergencies as first responders in situations involving hazardous materials and common medical emergencies. Students will learn how to assess the scene, recognize the nature of the emergency, and take appropriate action. Students will participate in lecture and hands-on demonstrations to become proficient at caring for persons suffering a heart attack, stroke, and trauma management, along with multiple other minor and major emergencies. The course follows the American Red Cross Professional Rescuer protocol for cardiopulmonary resuscitation (CPR) and first aid management. The student who successfully completes this course will be certified in First Aid, Automated External Defibrillation (AED), and CPR for adults and children.

**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 in Criminal Justice**

3 credits

(Also HOS 420)

*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 494 Criminal Justice Field Experience**

1–3 credits

*Prerequisite: CRJ 394*

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**

1 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 of the term to the cohort, seminar groups, and any other interested faculty and students.

**CRJ 600 Contemporary Issues in Criminal Justice Administration**

3 credits

This course is a variable topic seminar that provides an in-depth, critical examination of controversial contemporary issues facing the criminal justice system.

**CRJ 610 Legal Issues in Criminal Justice Administration**

3 credits

The course examines the legal environment in which criminal justice agencies operate. The course covers constitutional, statutory, and administrative law applicable to managing a public sector criminal justice agency.

**CRJ 620 Administration and Management of Criminal Justice Agencies**

3 credits

The seminar examines organizational, administrative, and bureaucratic theories central to the functioning of the criminal justice system. In this course students will apply management and administration theory to the operation of components of the criminal justice system, e.g., law enforcement, the courts, corrections, and probation and parole. Also, the course explores the complex social, political, and cultural environment in which criminal justice agencies must operate.

**CRJ 630 Managerial Finance for Criminal Justice**

3 credits

This course provides fundamental skills associated with public budgeting and finance. It covers the basic principles and logic of public finance (why markets fail, the public/private line, provision/production); organization and management of budget process; federal, state, local budget processes; basic methods for preparation, analysis, control, managing, and audit of budgets; capital budgets; concepts of performance measurement and performance budgets; budget classifications; time value (PV, FV); basics of revenue system and standards for evaluation;

**CRJ 650 Criminal Justice Policy Analysis**

3 credits

This course is designed to provide students with experience in policy analysis. Policy analysis is the art, craft, and science of providing problem-solving advice to managers, policy-makers, or citizens. Policy analysis requires several distinct sets of skills: technical understanding of analytical tools, understanding the policy and managerial context within and outside of an organization, and the ability to produce and communicate practical advice.

**CRJ 695 Capstone Project**

3 credits

The Capstone Project includes an individual research design, and inwardly focused project chosen by each student. Inwardly focused means that it should pertain to a student's workplace managerial issues, as are identified by the student. Projects need to be approved by the faculty member leading the capstone course. 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. Projects are structured with various "deliverables" (see *Capstone Assessment*) during the semester and culminating with a major public presentation at the end of the semester. The particular content of each presentation is agreed upon in advance by each

student and the capstone professor. The professor will arrange for each of the students taking the capstone to give presentations preferably at the end the term to the cohort, seminar groups and any other interested faculty and students.

**ECE EARLY CHILDHOOD–ELEMENTARY EDUCATION****ECE 101 Child Development**

4 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 102 Child Care: Programs and Practice**

2 credits

A course designed to introduce students to the institution of child care from historical, theoretical, and practical perspectives. Different kinds of national and international child care programs and services are studied with the nature, purpose, and effectiveness of each evaluated.

**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 213*

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**

4 credits

*Prerequisite: ECE 101, 201*

This course 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 the Early Childhood Center.

### **ECE 312 Organization and Administration of Early Childhood Programs**

3 credits

*Prerequisite: ECE 101, 102, 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.

### **ECE 400 Clinical Practice and Seminar — Pre-Kindergarten**

1–3 credits

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 reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

### **ECE 410 Clinical Practice and Seminar — Kindergarten**

1–3 credits

A supervised teaching experience at the kindergarten level which provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

## **ECO ECONOMICS**

### **ECO 201 Macroeconomics**

3 credits

*Prerequisite: MAT 100 or 105 or 111 or 122 or 130 or 132 or appropriate math placement test score*

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.

### **ECO 202 Microeconomics**

3 credits

*Prerequisite: MAT 100 or 105 or 111 or 122 or 130 or 132 or appropriate math placement test score*

An introduction to the principles underlying the behavior of business firms, resource owners, and consumers within a system of price-making markets. Introduces the theory of value and distribution.

### **ECO 301 Managerial Economics**

3 credits

*Prerequisite: ECO 202, BUA 210 or MAT 122*

Economic analysis for business decision-making. Topics discussed include: demand, elasticity and profitable pricing, cost and output decisions, statistical analysis of demand and costs, forecasting markets, and long-run vs. short-run profit analysis.

## **EDL EDUCATIONAL LEADERSHIP**

### **EDL 705 Educational Leadership**

3 credits

This course provides an introduction to leadership research and theory as it is distinguished from management and administration theory. An overview of the educational enterprise, this course also introduces concepts and issues related to the mission, organization, management, and leadership of the school.

### **EDL 712 Online Portfolio for Administrators**

2 credits

This course addresses the development of the administrative licensure portfolio. Students will develop skills to create unique electronic portfolios and multimedia artifacts that highlight their personal skills and simultaneously address the required competencies for licensure by the State of Wisconsin (PI34.03). Portfolio components will include resume, leadership/teaching philosophy, and artifacts/evidences with rationale statements – all which become essential elements to demonstrate proficiency of required competencies.

### **EDL 715 Educational Administration**

3 credits

The purpose of this course is to study the role and responsibilities of the school principal at the pre-k, elementary, middle, and secondary levels, with emphasis on the development of operational skills. Responses to contemporary and anticipated problems affecting the elementary, middle, and secondary schools are based upon tested theory, research, and applied practices. Operational tasks will be studied with a view toward enhancing management and leadership effectiveness.

**EDL 725 Curriculum and Assessment**

3 credits

This course focuses on the theoretical bases, current practices, issues, values, technological, and leadership skills for the development and evaluation of curriculum and assessments. Students will explore the concepts and values underlying curriculum theory and various assessment designs. Value development theory and the valuing process will be explored in both its theoretical and practical aspects in curriculum. An emphasis on the appropriate use of educational technology applications provides the context for exploration of additional instructional and assessment issues.

**EDL 735 Research Application to Practice**

3 credits

In this course, students will explore the components of the research process, quantitative and qualitative data analysis, mixed methods research, and action research. The Institutional Review Board (IRB) process is discussed, as well as important aspects of ethics in research. Students apply this knowledge as they design a research proposal. In addition, practical aspects of data analysis are incorporated into an understanding of formative classroom assessments and the school data retreat.

**EDL 745 Student Support Services for Diverse Student Populations**

3 credits

While the special education law at the state and federal levels provide guarantees of appropriate academic and developmental programming for those qualifying, there are numerous students in every school in the nation, who have unique needs which have no such educational assurances. The course will draw on relevant research and contemporary models of practice that will help prepare those aspiring to be in school leadership positions to better understand and address the challenge of designing and effectively implementing a range of special school programs and student support services, which will be more effectively responsive to success for greater numbers of the children who come to today's schools.

**EDL 755 Supervision and Personnel Development**

3 credits

The focus of this course provides those aspiring to leadership positions with a systematic introduction to supervision and personnel development. Emphasis will be on employee performance, evaluation, and professional growth. Theory, research, conceptual frameworks, historical perspective, and practical

application represent the core content. Attention will also be given to current issues regarding supervision, evaluation, and personnel development. The basic goal of the course is to provide aspiring leaders with knowledge, understanding, experience, and insight into the challenge of supervision and personnel development as a means for school improvement and student success.

**EDL 762 Advanced School Business Administration**

2 credits

The economics of education, public school finance and taxation, the legislative and judicial context for school business management, and human resource management will be developed in this course. Topics to be included are: fiscal models for funding education, budget preparation and implementation, purchasing and supply management, cash flow management and investing, and debt service management.

**EDL 764 Advanced Accounting and Computer Application in Educational Administration**

3 credits

This course is designed to develop a conceptual understanding of advanced accounting and computer applications for school district fiscal administration. Tasks and procedures of accounting, auditing, and reporting, and three types of funds, governmental, proprietary, and fiduciary, will be examined. Fundamental concepts involved in organizing data and selecting a data processing system to ensure successful data processing and information management operations will be developed.

**EDL 765 Communication, School-Community Relations, and Strategic Planning**

3 credits

This course involves the study and application of various means of communication, strategies for effective school community relations and a discipline (i.e. a system of organized, structured, systemic, orderly steps) through which the school, as a subsystem of society that constantly strives to recreate itself to achieve an extraordinary purpose. Emphasis is given the importance of having in place a means for systemic change designed to take into account the diverse needs of the school as an institution and the unique publics which it serves. The course requires the active participation of the student. The end product is the development of a strategic plan, which includes a comprehensive communication program.

**EDL 766 Collective Bargaining, Contract Negotiations, and Risk Management**

3 credits

This course is designed to foster a conceptual understanding of school collective negotiations and contract administration, focusing on relevant topics and issues in this evolving process. Study and analysis of the grievance procedure process provides detailed evaluation of arbiters' rulings and employee relations as affected by rulings on adjudicated grievances. Understanding of management of insurance contracts and risk management, negotiation, and bidding processes will be developed.

**EDL 768 Auxiliary Services Management**

3 credits

The purpose of this course is to provide an overview for the business administrator of planning and decision making necessary to efficiently use and/or plan auxiliary services in the areas of buildings and grounds facilities, building maintenance programs, food services, and pupil transportation services.

**EDL 775 School Finance & Collective Bargaining**

3 credits

The purpose of this course is to help educational leaders and administrators understand the financial and business aspects of the profession. Although the educational endeavor in the United States is, by and large, non-profit, education is, in fact big business. It is imperative that educational leaders understand the financial realm in which schools operate.

**EDL 785 Law & Politics of Education**

3 credits

An orientation to the legal system will be presented with a focus on the impact and role of the courts and legislative law in the policy formulation and procedures of educational organizations. The influence of national, state, and local politics on education will be examined.

**EDL 790 Values Development for Educational Leaders**

1 credit

A review of value development theory will be reviewed and applied to educational leadership theory and practice. Emphasis will be on identifying values in one's own life and in planning the development and implementation of values clusters in one's life. Personal reflection and application of theory into practice will be a key focus of this course.

**EDL 794 School Business Administrator Practicum**

2 credits

*Prerequisite: Permission*

The practicum is a substantive site-based experience that will require the application of theory and management skills in practice as a school business manager. The practicum student will have the support and guidance of a business manager and/or school superintendent and a Marian University field supervisor, as the student develops personal and professional goals.

**EDL 796 Director of Special Education and Pupil Services Practicum**

2 credits

*Prerequisite: Permission*

The practicum is a substantive site-based experience that will require the application of theory in practice as a director of special education and pupil services. The practicum student will have the support and guidance of a licensed director of special education and pupil services and a Marian University field supervisor, as the student develops personal and professional goals.

**EDL 797 Principal Practicum**

2 credits

*Prerequisite: Permission*

The practicum is a substantive site-based experience that will require the application of theory in practice as a principal. The practicum student will have the support and guidance of a licensed school principal and a Marian University field supervisor, as the student develops personal and professional goals.

**EDL 798 Director of Instruction Practicum**

2 credits

*Prerequisite: Permission*

The practicum is a substantive site-based experience that will require the application of theory in practice as a director of instruction. The practicum student will have the support and guidance of a licensed director of instruction and a Marian University field supervisor, as the student develops personal and professional goals.

**EDL 804 Special Topics**

1-3 credits

An examination of a significant topic related to the field of leadership studies.

**EDL 810 The Research Endeavor**

3 credits

Students will be encouraged to view the research endeavor as arising from an individual's world view and epistemology which, while it is ultimately singular, can be grouped with other similar approaches. The aim of research is frequently to make something better by untangling cause and effect relationships, the better to manipulate the causes. However, much of human inquiry is conducted under circumstances which make this ideal hard to attain. Hence, students will be encouraged to take a critical approach to accepted wisdom in their fields of interest. Concepts of what the word "better" means in practice require an understanding of morality and the ethics of investigation. Students will deepen their understanding of the research endeavor from a primarily methodological perspective in at least two areas of personal interest. An even-handed approach to the quantitative and qualitative paradigms will be maintained.

**EDL 811 Art and Practice of Leading**

3 credits

The course explores the historical exercise of leadership. Through many contents in history and through the midst of conflicting forces that arise within organizational systems, leaders are faced with adaptive challenges. The course distinguishes between authority and knowledge, provides a diagnostic framework for assessing the typical mechanisms in which social systems avoid work on critical issues, and explores strategies and tactics of intervention to mobilize adaptive work.

**EDL 812 Leadership and Ethics**

3 credits

This course emphasizes ethics, morality, and values as it explores their relationship to leadership in a variety of health care, business, and education organizations. Ethical dilemmas will be analyzed. Personal ethics, business ethics, leadership ethics, and ethical decision-making will be explored.

**EDL 813 Leadership Foundations**

3 credits

Explore the historical and contemporary research studies by surveying the literature developing the theory of leadership. Consider phenomenology of leadership from various disciplinary perspectives. Beliefs, values, political, spiritual dimensions of leadership juxtaposed vs. stereotypical political, anthropological, historical, psychological, and sociological understandings of leadership. Students assess and reflect on their own leader behaviors based

on many of the theories. Students engage in developing a leadership development plan for both professional and personal life.

**EDL 814 Developing Leader Capacity**

3 credits

Explore the development of leader capacity in individuals and organizations through study of diagnosing, developing intervention and outcome models. Students will gain the following: 1) theoretical and practical insights into application of research in leadership practice, 2) analyze and diagnose knowledge, abilities, attitudes, and skills of leaders, 3) develop leadership interventions and critique them, 4) development evaluation models, and 5) reflection on personal leadership potential.

**EDL 816 Leadership Assessment and Evaluation**

3 credits

A focus on leadership program assessment, planning, marketing, and managing formal and non-formal leadership and staff development programs for youth and adults. Program evaluation principles and methods in business, management, non-profit, and other settings. Examines the role of instruction for enhancing human learning and performance in organizations. The essential components of instruction, selecting instructional methods and media to achieve program objectives, the transfer of learning, and evaluating the effectiveness of instruction. The performance enhancing potential of systematically linking needs analysis, instructional design, and program evaluation.

**EDL 817 Organizational Development and Change**

3 credits

Explores organization development, communication, and change application in organizations. Emphasis on emerging models within complex organizations and change models. An emphasis on systems thinking, learning organizations, and emerging research in organizations.

**EDL 819 Adult Development**

3 credits

A critical examination of research in the development of adult life and psychology of adult learning as it applies to fostering growth and development experiences for adults. Implications of these theories and characteristics applied to adult learning and instruction and the impact in various organizational settings, both formal and informal. Attention given to different stages of adult growth, the development of learning goals, and learning environments. Learners

gain knowledge and discourse on own developmental needs to exercise on behalf of being leaders. This course provides theoretical basis for working with adults.

### **EDL 821 Organization Behavior**

3 credits

This course explores organizational behavior theory and its application to a variety of organizations. The study of individual and group dynamics in an organizational setting, as well as the nature of the organizations themselves. Emphasis is placed on emerging models within complex organizations, the relationship between the mission and values of the organization and structures that are dynamic in the behaviors of members of the organization. Impact of organizational models on employee motivation and satisfaction are explored.

### **EDL 824 Human Resource Development**

3 credits

Examining the knowledge of human resource development theory, the role it plays, and the multiple organizational components. The design and development of education and optimize the match between individual and organizational goals and needs, and how to improve performance in organizations by analyzing performance opportunities and designing employee training to address these opportunities.

### **EDL 825 Internship**

1–3 credits

Intensive independent study of a chosen subject not available through regular courses. Available only to degree-seeking students. (*Repeatable for credit.*)

### **EDL 826 Intercultural Leadership**

3 credits

Exploring leadership and leadership issues from an inter-cultural and global perspective. Students construct their understanding of different cultural perspectives on leadership through readings and course interactions. Provides students with a valuable perspective of their own and other cultural perspectives through the comparison of cultural expressions of leadership. Explores how leadership is developing from a global, systemic perspective.

### **EDL 827 Leadership for Social Change**

3 credits

Course examines various approaches to conceptualizing, interpreting, and leading social change and fostering social justice through a servant leader model. Review of historical development of the concept of social justice in an inter-disciplinary

manner. Examine the implications of social activism and advocacy, including ways citizen leaders can embrace social justice as a commitment to change the economic, political, and social structures that destroy the dignity of human life.

### **EDL 850 The Superintendency**

3 credits

The purpose of this course is to study the role and responsibility of the superintendent, with emphasis on theory and research-based practice. Responses to contemporary and anticipated issues affecting public and non-public schools, based upon tested theory, research, and applied practices will be examined. The current context of practice has increased the necessity for highly-qualified educational leaders. In addition to operational management roles, superintendents are now being called upon to be dynamic, visionary leaders, capable of bringing communities and educators together so that all members of a diverse community and culture can engage in meaningful discourse about schools, society, and the responsibilities of living in a democratic society. Finally, the relationship between the superintendent, the board of education, and other legislative authorities will be analyzed and defined.

### **EDL 851 Personnel Administration**

3 credits

School systems and all forms of organizations are managed by, staffed by, and dependent upon people whose effectiveness determines whether the established mission of the system will be achieved. This class will present an orientation to the foundations of the human resource function of school administration. An understanding of employment practices and employment justice, to achieve organizational mission, increase organizational commitment, and improve employee continuity, will be developed.

### **EDL 852 Technology and Education Reform**

3 credits

The purpose of this course is to study the role of technology and technological applications in schools. The study includes both curricular applications for learning and network support for district management.

### **EDL 853 Organizational Culture**

3 credits

This course provides a comprehensive understanding of the dynamics between the critical elements of culture in organizations and the leadership behaviors that are most effective in managing and changing that culture. Particular emphasis is placed on how the

purposes, traditions, norms, and values that form the basic assumptions of the organization can be identified, analyzed, and then managed to affect needed reform.

**EDL 854 Superintendent Internship**

3 credits

The superintendent internship is a district/agency-centered experience focused on the application of theory, research, principles of leadership, and administrative concepts into practice. The foundation of the experience involves the basic leadership domains common to the position of superintendent and the accompanying functions with respect to general administration and management.

**EDL 855 Advanced Law and Education**

3 credits

This course is designed for graduate students to provide a comprehensive view of the law that governs the public school system and structures the role of the superintendent. Law exerts an ever-increasing influence on educational policy and practice. The legal precedents established by case law, statutory law, and constitutional law that shape and structure administrative practice, policy, and procedure will be examined.

**EDL 856 Advanced Program Planning and Evaluation**

3 credits

The course focuses on the discipline of strategic program planning and processes of assessing effectiveness by which an organization recreates itself to achieve extraordinary purpose. Systems and structures of organization which are designed to meet changing student organization and community needs will be emphasized. The goal of the course will be the production of a strategic plan characterized by vision, originality, and realism.

**EDL 857 Curriculum and Leadership**

3 credits

History of the field of curriculum, as well as curriculum theory. Study of curricular paradigms that give form and shape to school practice.

**EDL 860 Advanced Curriculum Theory and Practice**

3 credits

This course will examine the theoretical bases underlying historical and current curricular practices. The concepts and principles underlying curriculum theory and curriculum design will be explored. Emphasis will be placed on understanding the various

approaches to curriculum theorizing and analyzing the social and political aspects of curriculum.

**EDL 861 Instructional Leadership: Theory and Practice**

3 credits

This course examines pedagogical theories and practices, the links between teaching and learning and teaching, the theoretical and pedagogical grounding of learning experiences used in classrooms or online, and that of assessment. With the current emphasis on accountability for student learning, it is imperative that educational leaders at all levels are knowledgeable about ways to help students develop intellectual tools and learning strategies needed to become self-sustaining life-long learners.

**EDL 862 Teacher Education and Development**

3 credits

This course will examine historical foundations, reform movements, and current issues in the initial education of teachers, as well as in their continued education and development. Research in the education of teachers provides direction for program development and accreditation, and continuing professional growth and development.

**EDL 863 Sociocultural Concerns in Education and Leadership**

3 credits

Analysis of equity issues in contemporary schools. Concerns relative to access, participation, and benefit are addressed in relation to education for culturally pluralistic student populations.

**EDL 864 Philosophical Concerns in Education and Leadership**

3 credits

Examination and analysis of philosophical issues in education with particular reference to noted traditional and contemporary philosophers. Importance of developing a consistent personal philosophy of education.

**EDL 900 Foundations of Research**

3 credits

Course explores the purposes and characteristics of the research process including exploring ideas for research, critical review and analysis of published research, literature review skills, research ethics, and institutional review. In addition, the course provides an overview of common research methodologies and essential descriptive statistics.

**EDL 901 Advanced Qualitative Research**

3 credits

Students will build on their prior familiarity with the techniques of emergent-theme transcript analysis to branch out into a range of qualitative techniques including ethnography, unobtrusive measures, historiography, and case studies. The focus will be on students' gaining experience with the implementation of the techniques, and the development of perspectives validated by their application of the techniques. Survey design and implementation, and the design, conduct, and analysis of a focus group experience are key learning experiences.

**EDL 902 Advanced Quantitative Research**

3 credits

Students will build on their understanding of the basic parametric and non-parametric tests and how these are implemented in SPSS to move on to consider the analysis of variance concept. From this background, the major emphasis will be the application of multivariate statistics, with factor analysis, path analysis, and latent variable modeling being among other current techniques to be discussed. Students will search the literature related to their fields of expertise to become aware of instances where some of these techniques have proved useful, and will deconstruct these instances. The focus of this course will be on the implementation of the techniques, and the interpretation of the output rather focusing intensively on the statistical underpinnings of the techniques. Students will develop the skill to devise and test their own hypotheses on their own data set.

**EDL 903 Dissertation Research Seminar**

3 credits

The goal of this seminar is to guide and facilitate the development of the dissertation research proposal with supervision of the dissertation chair and committee. The student will identify the dissertation research question(s), select the method of research used to investigate the problem, define, state, and justify the thesis or theory, outline the proposed study, and submit the proposal to the Dissertation Committee for formal approval. Students must maintain continuous enrollment in subsequent seminars until they have successfully completed and defended their dissertation proposal. (*Repeatable for credit. Receives CR/NC grade.*)

**EDL 920 Dissertation**

3–9 credits

Completion of original research concluding in written dissertation and oral defense as directed by dissertation chair and committee. Minimum of 12 credits to complete dissertation with continuous

enrollment of 3 credits until completed. (*Repeatable for credit. Receives CR/NC grade.*)

**EDL 998 Doctoral Dissertation Continuation**

1 credit

*Prerequisite: Permission*

The purpose of this course is to provide the student with continuous enrollment while completing the dissertation. This course may be repeated as necessary. The credits earned from this course will not count toward degree requirements. (*Repeatable for credit. Receives CR/NC grade.*)

**EDT EDUCATIONAL TECHNOLOGY****EDT 604 Special Topics**

3 credits

An examination of a significant topic related to the field of educational technology.

**EDT 650 Foundations of Educational Technology**

3 credits

This course is designed to ensure that students have the foundational technology skills required to begin an educational technology program. Students will begin to build on these skills as they learn more intermediate and advanced techniques in searching the Internet and using new technologies in the classroom. The students will also learn strategies to prepare them for the organization of and eventual completion of an electronic portfolio that demonstrates their proficiency in the Wisconsin Teacher Standards. Additional educational websites and Web 2.0 that may be used in the educational setting will also be evaluated. Students will also learn the basic skills necessary to complete coursework in an online learning environment.

**EDT 652 Innovations in Education**

3 credits

This online course examines the history of education, education today, and the future of education in the age of technology. The students will discuss various software programs and computer peripherals that are currently being developed and discuss the future implications for their use in the educational setting. Students will analyze key technological trends that will affect our personal lives and educational institutions, interact with assigned websites, conduct research, address equity and ethical issues, and participate in online discussions.

**EDT 654 Educational Telecommunication**

3 credits

Students will develop skills in using the tools of telecommunications to communicate and collaborate

with others, access information, and apply their expertise in schools, classrooms, and graduate studies. Students will learn to use telecommunications responsibly and become articulate spokespersons on issues related to educational telecommunications and the changing role and nature of information. Course content also addresses the features of an effective website, the use of software tools to design, develop, and publish websites for educational use, and ideas for incorporating Internet educational resources within the classroom.

### **EDT 655 Developing Grant Proposals Integrating Technology**

3 credits

This course will provide practical experience in researching, planning, budgeting, reporting, and evaluating grant proposals integrating technology. Students will engage in individual and group inquiry with an opportunity to read and respond to texts and documents. Emphasis will be on analytical thinking, problem solving, and persuasive writing to obtain funding for project initiatives.

### **EDT 656 Developing Action Research Using Educational Technology**

3 credits

This course will provide practical experience in curriculum planning, implementation, and evaluation strategies which incorporates the use of various technologies. The student will focus on making informed decisions about content, skills, and ways to use technology to supplement, enhance, and extend curriculum and learning, as well as teaching strategies. The culminating project for this course will be an action research project that presents a study of the impact of combining a curricular strategy with technology in the learning environment.

### **EDT 658 Teaching and Learning with Multimedia**

3 credits

This course focuses on the use of multimedia technology as an innovative teaching and learning strategy. As a teaching tool, multimedia technology offers a medium that addresses multiple intelligences. As a learning tool, multimedia is a constructivist approach where the students actively participate in their own learning process and construct their own knowledge as they design dynamic multimedia products using various presentation programs. The course will encourage hands-on participation and group learning as the students research the Internet and use peripheral devices such as scanners and digital cameras to create multimedia presentations. Students

will also learn about multimedia project planning, assessment tools, and theoretical knowledge that will enable them to effectively apply these strategies in the K-12 classroom to enhance both teaching and learning.

### **EDT 661 Educational Hardware and Systems Support**

3 credits

Students will learn the vocabulary and the technical aspects of the computer, hardware, and operating systems including common peripherals. The goal is to enhance the knowledge of troubleshooting, networking, and maintenance and repair while actively involved in hands-on activities and demonstrations. Students learn to prevent and solve basic technical problems and function more effectively in an educational setting.

### **EDT 672 Teaching and Learning Online**

3 credits

This online course teaches the pedagogy, methodology, and facilitation methods necessary for effective instruction in the online environment. The student will learn about the technology tools used to create and maintain online courses, explore samples of online courses, learn best practices for online teaching and learning, and develop their own online learning environment.

### **EDT 674 Learning with Technology: Effective Strategies for All Students**

3 credits

Students will develop the knowledge and skills to support special needs learners with technologies in the curriculum. Students will investigate latest issues regarding implementation of assistive technology within the curriculum. Latest software applications and assistive technologies from low to high-tech will be explored.

### **EDT 676 Using iPods in the Classroom**

3 credits

Students will learn how to use an iPod and iTunes for delivering differentiated curriculum to learners and allow teachers to expand learning beyond the classroom. Students will gain knowledge of the capabilities of the iPod for supporting second language learners, address diverse learners, motivate struggling readers as well as support their own professional development. The students will learn the basic skills necessary to start using iPod applications, iTunes, and podcasting software. They will learn the educational value of podcasting and create online podcasts.

**EDT 678 Electronic Portfolio: Development & Assessment**

3 credits

Students will create an electronic portfolio, selecting from a variety of strategies for development, organization, storage, and presentation. Students will also examine the use of digital portfolios for the classroom, as well as reading assignments, issues, and research on electronic portfolio development for a variety of ages and situations, including useful criteria for evaluating portfolios based on national or local standards.

**EDT 794 Online Teaching Practicum**

1 credit

*Prerequisite: EDT 672*

This practicum provides a mentored online teaching experience for participants who have completed the first three courses in the Online Teaching Certificate program. The candidate will demonstrate the application of online pedagogy and technology evaluated through observation, discussion and reflections.

**EDU PROFESSIONAL EDUCATION****EDU 010 Field Experience One**

½ credits

(Admission to Field Experience)

*Concurrent enrollment: EDU 200, 202*

An initial field-based experience focused primarily on observation. Seminars provide the student opportunities to: 1) reflect on observations and classroom experiences, 2) to be introduced to lesson planning, issues in classroom management, and conflict resolution, 3) to be introduced to the Wisconsin Teacher Standards and the use of these standards for professional goal setting, 4) develop a portfolio for the admission to the School of Education. *(SIU grade only.)*

**EDU 015 Modified Field Experience One**

0 credits

A field-based experience designed for students who have had experience in the classroom and are seeking licensure in a first or additional certification area, which primarily focuses on the needs of the individual student. Seminars provide a pedagogical base for the implementation of the Wisconsin Teacher Standards and the development of the related portfolio. *(SIU grade only.)*

**EDU 020 Field Experience Two**

½ credits

*Prerequisite: EDU 010*

A supervised field-based experience in which students begin to apply theory and teaching strategies learned in education courses to initial teaching experiences. Seminars provide supplemental opportunities for the student to link theory to practice, to continue the development and understanding of the Wisconsin Teacher Standards and the use of standards for goal setting and continue the development of lesson planning, issues in conflict management, and conflict resolution. *(SIU grade only.)*

**EDU 030 Field Experience Three**

½ credits

*Prerequisite: EDU 020**Prerequisite or Corequisite: EDU 213*

A supervised field-based experience in which content and pedagogies from advanced methods courses is applied to teaching experiences. Seminars provide students an opportunity to continue the development and understanding of the Wisconsin Teacher Standards and the use of standards for goal setting, lesson planning, issues in conflict management, and conflict resolution. *(SIU grade only.)*

**EDU 040 Field Experience Four**

½ credits

*Prerequisite: EDU 030*

A supervised field-based experience which places greater emphasis on the integration of content and pedagogies. Seminars provide the student an opportunity to reflect and dialogue on the multiple facets of the teaching-learning situation, to continue the development and understanding of the Wisconsin Teacher Standards and the use of standards for goal setting, lesson planning, issues in conflict management, and conflict resolution. *(SIU grade only.)*

**EDU 200 Introduction to Technology in Education**

3 credits

(For education majors only)

*Concurrent enrollment: EDU 202, 010*

An introductory course that examines the history and evolution of computers as well as common hardware, software, and software applications. This course is designed to emphasize ways technology could be integrated into the curriculum and used for teaching and learning in the PK-12 education setting.

**EDU 202 Psychology of Learning**

3 credits

*Concurrent enrollment: EDU 010, 200*

This course will focus 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 211 Foundations of Educational Systems**

3 credits

An introduction to the systems that influence and govern the private and public schools in the United States and in Wisconsin. The course will include historical, philosophical, sociological, legal, political, economic, and governmental systems.

**EDU 213 Introduction to Exceptional Education**

3 credits

This course addresses the characteristics of exceptional children and introduces successful inclusive teaching practices. This course will cover topics such as disability conditions, gifted and talented, legislation, collaboration, planning, assessment, response to intervention, and diversity.

**EDU 401 Multicultural Education**

3 credits

*Prerequisite: EDU 211*

The social, economic, cultural, and political factors that affect the schooling of students from culturally diverse backgrounds will be explored in this course. Studies of the history and philosophy of different models of multicultural education are also examined.

**EDU 412 Educational Measurement and Assessment**

3 credits

*Prerequisite: EDU 211*

A critical appraisal of formal and informal teacher-directed evaluation ranging from standardized tests to authentic assessment. Emphasis is placed on the evaluation process and interpretation of test results.

**EME ELEMENTARY–MIDDLE EDUCATION****EME 206 Health and Physical Education Curriculum and Methods**

2 credits

A course designed to help the student gain an understanding of health and physical education curriculum and instruction at the elementary school level. It provides an overview of planning, organization, management, and assessment of developmentally appropriate content and

methodology. Laboratory experiences will provide the student practice in instructional methods and techniques.

**EME 303 Primary Reading: Teaching and Assessment**

3 credits

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.

**EME 304 Intermediate Reading: Teaching and Assessment**

3 credits

*Prerequisite: EME 303*

This course is 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.

**EME 306 Music Curriculum and Methods**

2 credits

*Prerequisite: MUS 101 or 200 or 202 or 203 or 205*

A course to prepare early childhood and elementary–middle education majors to teach music in the classroom through study of the musical needs of the child: singing, moving, playing classroom instruments, listening, and creating.

**EME 311 Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools**

2 credits

*Prerequisite: ART 103*

A course that provides students with an opportunity to apply experiences gained in ART 103 and to apply learning theories of art education to the aesthetic dimension of education. Education majors gain insight into the importance of art education, into past and present art education perspectives and into the implementation of quality art lessons. These insights, along with in-class practice, develop competence in art

instruction at early childhood, elementary, and middle-school levels.

### **EME 312 Teaching Language Arts**

3 credits

*Prerequisite: EME 321*

Students study the interrelationships among the various receptive and expressive language arts. This course is designed to encompass both the theoretical and practical aspects of language arts instruction based upon the competence, performance, and knowledge levels of children at various stages of language development. Emphasis is on exploring various instructional and evaluation procedures in listening, speaking, reading, writing, and spelling, including phonetic strategies, grammar usage and handwriting. This course is designed to encompass both the theoretical and practical aspects of language arts instruction based upon the competence, performance, and knowledge levels of children at various stages of language development.

### **EME 316 Mathematics Curriculum and Methods**

3 credits

*Prerequisite: MAT 150, 151 with a grade of C or better*

A course that 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, elementary, and middle school levels.

### **EME 321 Children's Literature**

3 credits

Students will gain appreciation and knowledge of the many kinds of literature available to children.

Strategies for evaluating and choosing appropriate literature for children at various stages of development according to their interest, needs, and individual abilities will be presented. This course would be appropriate for anyone interacting with children, whether in a personal or professional manner.

### **EME 322 Social Studies Curriculum and Methods**

3 credits

*Prerequisite: HIS 101; HIS 102 or 111 or 112; and POS 205*

A course that 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.

### **EME 332 Science Curriculum and Methods**

3 credits

*Prerequisite: ENS/BIO 104 or BIO 100 and BIO 150; and PHS 108 or 102 or 201 or CHE 101 or PHS 110*

This course gives students opportunities to peer-teach science lessons using inquiry and process-oriented methodologies. They evaluate science 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.

### **EME 420 Clinical Practice and Seminar — Elementary — Grades 1–6**

6 credits

*(Early childhood majors only)*

A supervised teaching experience at the elementary level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

### **EME 430 Clinical Practice and Seminar — Elementary — Grades 1–8**

1–12 credits

A supervised teaching experience at the elementary/middle school level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

### **EME 450 Clinical Practice and Seminar — Minor**

3 credits

A supervised teaching experience in an academic content area at the middle level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

## **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 103 Literary Magazine

0–1 credits

Students gain experience working on the publication of a literary magazine, with the opportunity to serve in a number of capacities: writing, producing artwork, reviewing and selecting submissions, and organizing layouts and design. (*“0” credit receives CR/NC grade.*)

### 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 110 Masterpieces of Western Literature

3 credits

*Prerequisite: ENG 105 or 230*

A study of the major writers and works that have influenced Western thought, arts, and culture from classical times through the Renaissance. The course offers students a broad perspective of literature prior to the 17<sup>th</sup> century. A survey of significant works leads to discussion of problems in the historical examination of literature: the definition of periods (Ancient, Medieval, Renaissance), the relationships between society and literature, and the evolution of literary genres.

### ENG 111 World Literature 17<sup>th</sup>–20<sup>th</sup> Century

3 credits

*Prerequisite: ENG 105 or 230*

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 17<sup>th</sup> 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 112 Introduction to Literary Genres

1–3 credits

*Prerequisite: ENG 105 or 230*

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 113 Introduction to Mythology

3 credits

*Prerequisite: ENG 105 or 230*

Myth has been called “narrative that embodies and, in some cases, helps to explain the religious, philosophical, moral, and political values of a culture.” The class will explore and examine important myths and legends from a variety of times and places. Readings will vary from semester to semester. 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 201 British Literature to 1780**

3 credits

*Prerequisite: ENG 105 or 230*

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. Writers examined include the Beowulf poet, Chaucer, Spenser, Marlowe, Shakespeare, Donne, Milton, Dryden, Pope, and Swift.

### **ENG 202 British Literature 1780-1970**

3 credits

*Prerequisite: ENG 105 or 230*

A wide-ranging investigation and analysis of early British Romanticism, Victorianism, and early Modernism. Writers examined include Austen, Wordsworth, Keats, Shelley, the Brontës, Browning, Tennyson and Dickens, Wilde, Conrad, Wolf, and Yeats. 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 230*

An in-depth exploration of a significant approach to literary criticism or the work of a major literary figure.

### **ENG 211 American Literature to 1865**

3 credits

*Prerequisite: ENG 105 or 230*

A chronological 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. The course is divided into three units: Colonies and Early Republic (Bradford to Irving), Literary Transcendentalism (Emerson, Thoreau, Whitman), and major writers of the American Renaissance (Hawthorne, Poe, Melville).

### **ENG 212 American Literature 1865-1970**

3 credits

*Prerequisite: ENG 105 or 230*

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 213 African-American Literature**

3 credits

*Prerequisite: ENG 105 or 230*

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 214 Studies of the Novel**

3 credits

*Prerequisite: ENG 105 or 230*

A close reading of novels of various lengths that focuses on the understanding of, appreciation for, and enjoyment of the novel as a distinct literary genre. While the specific works read vary from one semester to the next, students generally will explore and discuss significant works from the inception of the novel to the present.

### **ENG 216 Contemporary Women’s Literature: Emerging Voices in Fiction and Nonfiction**

3 credits

*Prerequisite: ENG 105 or 230*

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

*Prerequisite: ENG 105 or 230*

A survey of the evolution of women’s literature. The course will focus upon literature of the Middle Ages and Renaissance, 17<sup>th</sup> and 18<sup>th</sup> centuries, 19<sup>th</sup> 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 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 230 Professional Composition and Research Writing**

3 credits

*(MAAP 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 301 Creative Writing**

3 credits

*Prerequisite: ENG 105 or 230*

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

*Prerequisite: ENG 105 or 230*

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

*Prerequisite: ENG 105 or 230*

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 312 Advanced Composition**

3 credits

*Prerequisite: ENG 105 or 230*

A study of professional expository prose focusing on all aspects of the writing process, various types of writing, the importance of context, and the central role of audience awareness. Students write extensively and work with examples from business, government, and academic writing to perfect their skills.

### **ENG 313 Advanced Study of Grammar**

1 credit

A course that refines students' skills in all facets of grammar, punctuation, and mechanics necessary for personal and professional success. While the course presents the principles and structures underlying standard edited English, the focus is on students' application of those principles in their own writing.

### **ENG 314 Modern and Contemporary British Literature**

3 credits

*Prerequisite: ENG 105 or 230*

An intense exploration of a wide variety of literature of modern and contemporary Britain, focusing on acclaimed authors, stylistic trends, thematic patterns, and a diversity of voices. This examination of the rich British 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 324 Modern and Contemporary World Literature**

3 credits

*Prerequisite: ENG 105 or 230*

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 334 Introduction to Film**

2–3 credits

A wide-angle view of a great variety of films from all eras, focusing on developing an awareness of and appreciation for film-making and film viewing as distinct artistic forms. The course facilitates the understanding and application of concepts of critical film analysis, as well as the relationship of film and literary analysis. The crucial role of film, a popular art

form, as an expression and reflection of values, is emphasized throughout.

### **ENG 397 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.

### **ENG 402 Literary Criticism and Advanced Genre Studies**

3 credits

*Prerequisite: ENG 105 or 230*

Through the study of literary theories and schools of criticism, students deepen and consolidate their knowledge of literary genres, traditions, and terminology. Students reflect upon and refine their own prose by reading and discussing works in which influential writers examine aspects of the writing process. Research and analytical skills are also strengthened as students compose papers — shared in a seminar setting — in which they apply critical theories to specific works of literature.

### **ENG 404 Special Topics**

1–3 credits

*Prerequisite: ENG 105 or 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

*Prerequisite: ENG 105 or 230*

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

*Prerequisite: ENG 105 or 230*

Students will investigate the techniques of composing poems, research the stylistics of poetry, and present original works in a seminar setting.

### **ENG 412 Introduction to Language**

3 credits

A survey of types of linguistic study, including phonology, morphology, semantics, and syntax. Students become more aware of the universal features of language, the history of the English language,

social and political variations in language use, and theories and stages of child language acquisition. Applications are made to the students' vocational areas in papers that are shared 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 432 Rhetorical Theory and Application**

3 credits

An introduction to major contemporary and historical rhetorical theory, with a focus on the application of those theories in contemporary communication situations. Theorists discussed range from the sophists, Plato, Aristotle, Cicero, Quintilian, and Augustine, to Richards, Booth, Kenneth Burke, Lukacs, Barthes, Derrida, and DeMan. Areas of discussion are extremely broad, including classical, practical, elocutionary, belletristic, psychological, epistemological, situational, Marxist, pragmatic, feminist, and deconstructionist criticism of discourses of public and private institutions, business, religion, contemporary mass culture, social movements, politics, discussions of war and technology, issues of class, the arts, and gender-related communication.

### **ENG 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.

## **FIN FINANCE**

### **FIN 205 Personal Finance**

3 credits

*Prerequisites: MAT 100 or 111 or 130 or 122 or BUA 210 or PSY 210 or SWK 210 or CRJ 214 or appropriate math placement test score*

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 300 Finance: Theory and Applications**

3 credits

*Prerequisites: ACC 201*

Introduction to essentials of financial management. Emphasis is placed on the sources, uses, and cost of funds; capital budgeting; cost of capital; management of working capital; and financial statement analysis.

**FIN 301 Managerial Finance**

3 credits

*Prerequisites: ACC 201, ECO 201*

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 Financial Institution Management**

3 credits

*Prerequisite: ECO 201, ACC 201, FIN 301*

The course is a study of the financial/economic operations of such financial services firms as commercial banks, insurance companies, mutual funds, credit unions, etc., with particular emphasis on how these companies respond to shifts in economic, regulatory, and competitive pressures.

**FIN 304 Financial Planning, Forecasting and Decision-Making**

3 credits

*Prerequisites: ACC 201, ECO 201, FIN 301, BUA 210 or MAT 122*

The course introduces the student to the principles of financial planning, forecasting, and decision-making. It highlights the role of financial analysis in strategic and tactical planning, and exposes the student to a few practical and statistical methods used in forecasting financial and economic variables that form the basis of decision-making for the firm.

**FIN 397 Internship**

0–3 credits

*Prerequisite: BUA 203, FIN 301*

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. ("0" credit receives CR/NC grade.)

**FIN 400 Investments**

3 credits

*Prerequisite: ACC 201, FIN 300 or 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

*Prerequisite: 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 402 Advanced Investments and Risk Management**

3 credits

*Prerequisites: FIN 301, 400*

This course builds on the foundation investments course and extends it in the areas of valuation, investment in fixed income securities, issues in the management of funds, and the analysis and hedging of risk using derivative instruments and arbitrage-based strategies.

**FIN 404 Special Topics**

3 credits

*Prerequisite: 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 405 Real Estate Finance and Economics**

3 credits

*Prerequisites: ACC 201, ECO 201 or ECO 202, FIN 301*

The course examines the field of real estate finance and the economic environment surrounding it. Topics include the role of loans in mortgage finance, credit risk, the secondary market and mortgage-backed securities, underwriting decisions, and market regulation among others.

**FIN 414 Independent Study**

1–3 credits

*Prerequisite: Permission*

The course is independently developed for a particular student on a topic not covered in other courses. Substantial readings and a paper are required.

**FIN 497 Internship**

0–3 credits

*Prerequisite: BUA 203, FIN 301*

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. ("0" credit receives CR/NC grade.)

**FLA FOREIGN LANGUAGE****FLA 110 Computer Applications in Foreign Languages**

3 credits

*Prerequisite: FRE 202 or SPA 202 or GER 202*

An introduction to computer concepts and the specialized uses of computers in foreign language study and applications. Course emphasizes basic computer literacy and explores the range of software available to enhance foreign language acquisition, pedagogy, and research.

**FLA 204 Special Topics**

1–3 credits

Study of a genre, cultural topic, or specialized career application in foreign language.

**FLE FOREIGN LANGUAGE EDUCATION****FLE 470 Foreign Language Curriculum and Methods (PK–12)**

3 credits

This course provides students with opportunities to develop and practice skills related to linking theories about second language acquisition and teaching to classroom practice. The theoretical foundations of foreign language skill development, planning, assessment strategies, and an analysis of teaching of culture are the basis for classroom activities. Current developments of school foreign-language program models, the use of technology to support language teaching and career exploration, are also highlighted.

**FOR FORENSIC SCIENCE****FOS 105 Survey of Forensic Sciences**

1 credit

(Also CRJ 105)

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 304 Forensic Science I – Rules of Evidence**

3 credits

(Also CRJ 304)

*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 criminalistics 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.

**FOS 305 Forensic Science II – Analytical Methods**

4 credits

*Prerequisites: BIO 102, CHE 102, and FOS/CRJ 304*

Lecture and laboratory studies of how biology, chemistry, and physics concepts and methods are used in analysis of criminal evidence. Topics such as firearms identification, arson analysis, DNA technologies, and crime scene reconstruction will be presented. Class discussion of each topic will examine how each specialty is utilized during the course of a criminal investigation.

**FOS 405 Forensic Science III – Advanced Methods**

4 credits

*Prerequisite: FOS 305, CHE 300, BIO 301*

Lecture and laboratory continuation of FOS 305 Forensic Science II. Theoretical underpinnings of, techniques for, and applications of analysis of criminal evidence. Topics include toxicology, arson, and trace evidence analyses; DNA fingerprinting; anatomical evidence; and advanced treatment of topics from Forensic Science II.

**FOS 497 Internship**

1–3 credits

*Prerequisite: FOS 405*

An upper-level practicum for students majoring in Forensic Science whose academic performance is judged adequate for placement. Practical work experience relevant to a career in forensic science will be performed in a forensic science laboratory, crime

scene investigation units, other law enforcement agencies, a research laboratory, or in a judicial setting.

## FRE FRENCH

### FRE 101 Elementary French I

3 credits

An introduction to the fundamentals of comprehending, speaking, reading, and writing French. The course provides the cultural background of the Francophone world.

### FRE 102 Elementary French II

3 credits

*Prerequisite: FRE 101*

A continuation of FRE 101. This course continues to develop the basic skills of comprehending, speaking, reading, and writing French by providing live and meaningful situations with the cultural background of the Francophone world.

### FRE 201 Intermediate French I

3 credits

*Prerequisite: FRE 102*

A continued development of competence in the basic language skills through intensified usage of grammar with practice in conversational role-playing, using topics of general and current interest of the Francophone world.

### FRE 202 Intermediate French II

3 credits

*Prerequisite: FRE 201*

A continuation of FRE 201, this course concludes basic French grammar with special practice in reading, introducing short stories concerning topics of general and current interest of the Francophone world.

### FRE 204 Special Topics

1–3 credits

Intermediate level study of a literary, cultural, or linguistic topic or career-related application.

### FRE 210 French African Novel

3 credits

Literature in English translation from Francophone African countries is used to explore universal and country-specific themes of the human condition. Literature will be framed in a context that explores historical influences, current implications, and future ramifications for the region and its place in our world. Novels include authors from Francophone sub-Saharan countries, as well as those of the Maghreb (Algeria, Morocco, and Tunisia). This course is taught in English.

### FRE 320 French and Francophone Culture and Civilization

3 credits

Provides the student with an understanding of the increasing internationalization of all aspects of contemporary life and, therewith, discover the communicative impact of culture, of their “otherness,” linked to their geography, demography, history, language, literature, science and the arts. This course is taught in English. *This course may be applied toward the requirement of 12 credits of the study of foreign languages, cultures, and literature. It also may be used as a literature elective.*

### FRE 390 French Immersion Practicum and Seminar

1–3 credits

*Prerequisite: FRE 202*

Four- to six-week immersion language experience in an approved program abroad. Course includes a preliminary seminar and final proficiency evaluation by staff of the foreign language department. Student 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.

### FRE 397 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.

### FRE 404 Special Topics

3 credits

*Prerequisite: FRE 202*

Advanced level study of a literary, cultural, or linguistic topic or career-related application.

### FRE 414 Independent Study

1–3 credits

*Prerequisite: 3.00 GPA and permission*

This course is 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.

### FRE 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.

### GEN GENERAL EDUCATION

#### GEN 101 First-Year Seminar

3 credits

*(Freshman standing only)*

The course facilitates students' transition into the college environment through exploring an issue related to civic responsibility in a multi-cultural world from a variety of academic disciplines. Students are introduced to the liberal arts, critical thinking, critical reading, and academic research skills. Students learn how to identify their own learning needs and develop plans to meet those needs using campus resources.

#### GEN 102 First-Year Symposium

1 credit

*Prerequisite: GEN 101*

Students continue their exploration of an issue related to civic responsibility in a multi-cultural world by further developing the knowledge and skills learned in the First-Year Seminar. In this course, students apply previously learned knowledge and skills to a new situation by conducting research in small groups on a specific aspect of the topic, and then articulating and acting upon this knowledge. Students select from a number of different tracks focused on such things as analysis of social problems, service learning, artistic expression, and historical conflicts.

### 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.

### GRB GRIEF AND BEREAVEMENT

#### GRB 350/650 Palliative and Hospice Care: History, Theory, and Practice

3 credits

This course is designed to explore the history, theory, and practice of both hospice and palliative care. The palliative approach to medicine (as contrasted with the "curative" approach) will be explored, as well as the medical aspects of dying; terminal disease trajectories; "active" dying; and the dying process. Multidimensional aspects of pain are discussed in theoretical and practical perspectives. The impact of end-stage terminal illness on caretakers and family

members will be addressed, as well as strategies for self-care for caregivers. Content includes practical strategies for assisting families in communicating with health care providers; ethical decision-making at the end of life; and an examination of hospice and palliative care unit staffing needs and the role of volunteers.

#### GRB 355/655 Grief and Bereavement: Theory and Practice

3 credits

This course provides a comprehensive examination of grief and bereavement theory and best practices. A variety of existing and emerging bereavement models are examined and current research in bereavement is evaluated. Evidence-based practice will be discussed. Students will consider bereavement models within the context of family systems, developmental and communication theories, grieving across the life span, and cross-cultural considerations. Some attention will be given to the diagnosis and treatment of complicated grief disorder, disenfranchised grief, grieving styles, and grief after special losses.

#### GRB 360/660 Walking with the Bereaved: Practical Helping Skills

3 credits

*Prerequisite: GRB 355/655*

Building on the foundation of grief and bereavement theory, this course offers supervised classroom practice in helping skills. Attention will be given to a variety of models of helping the bereaved; assessment of complicated grief; helping the bereaved after special losses, such as suicide, stillbirth, and murder; attending to individual spiritual needs; cross-cultural considerations; setting appropriate boundaries; self-care for the caregiver; confidentiality; and clinical ethics. Course material will be presented through lecture, discussion, role-playing, simulation, and practice in procedures.

#### GRB 365/665 Making Sense of Death: Personal, Spiritual, and Theological Perspectives

3 credits

This course will examine diverse concepts of immortality related to death, dying, grief and bereavement. Students will explore the foundations of Western philosophical and religious beliefs regarding death and dying. The course will proceed with an examination of contemporary perspectives toward death, dying, and bereavement practices within Roman Catholic, Protestant, Jewish, Muslim, Buddhist, and Native American communities. Emphasis will be placed on practical and effective spiritual and pastoral care techniques and strategies for assisting individuals, families, and health care providers in their quest for

meaning in the dying experience, growth, and transition through the grieving process, and strategies for establishing healthy boundaries and self-care for the caregiver.

**GRB 400/700 Death in the Lives of Children and Teenagers**

3 credits

This course provides an in-depth examination of the attitudes and responses of children and adolescents to death, loss, and grief, and how they relate to human developmental stages. Special emphasis will be given to working with families and caregivers of terminally-ill children and teenagers; facilitating communication between health care providers and families of terminally-ill children; strategies for helping children and teens in the midst of family illness and impending death of an adult loved one; and models of bereavement programs for children and teens.

**GRB 405/705 Grief and Bereavement After Traumatic Death**

3 credits

This course examines the elements and impact of a sudden, unexpected death, including implications for grief and bereavement, first-responder effectiveness, and impact on communities. Some attention will be given to theories about suicide, suicide prevention, intervention, and postvention (bereavement services), including suicide in the military. A variety of crisis intervention models will be examined, as well as critical incident stress management, community response activities, and strategies for helping the bereaved after special losses.

**GRB 410/710 Bereavement Education for Professionals and Communities**

3 credits

Education in death, dying, grief, and bereavement happens formally, informally, and in a variety of contexts. Most of the time this education occurs informally in the context of community and family systems, and not in formal classrooms where critical thinking is expected and modeled. Following an overview of historical and cultural perspectives on death, dying, grief, and bereavement, socialization around these issues will be examined and critically evaluated. Religion, spirituality, life span, and legal and ethical issues will be considered in the context of forming creative and viable educational opportunities for acquiring and disseminating knowledge about dying, death, and bereavement for multiple audiences.

**GRB 414/614 Independent Study**

1-3 credits

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.

**GRB 420/720 Capstone Project**

0 credits

*Prerequisites: Permission of the grief and bereavement concentration director and all course work completed.*

In consultation with the grief and bereavement concentration director, students are required to independently design, prepare, research, and complete a project or thesis related to grief and bereavement. The project or thesis is supervised by a committee chaired by a committee chairperson and two additional committee members.

**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 404 Special Topics**

1-3 credits

A course in which selected topics in health care administration are presented. Topics offered are at the department's discretion and vary from offering to offering.

**HCA 411 Legal Issues in Health Care Administration**

3 credits

*Prerequisites: BUA 345 or 350, HCA 201*

This course presents the fundamentals of how and when the law intersects with health care; explaining health care providers' legal areas of responsibility. A wide range of health care law topics will be addressed including a historical overview of hospitals and the judicial system governing health care, federal and state health care case law and regulatory mandates, and information management, security and

confidentiality, informed consent, and patient self-determination.

### **HCA 421 Financial and Economic Aspects of Health Care**

3 credits

*Prerequisites: BUA 210 or MAT 122 or 123, ECO 201, FIN 300 or FIN 301, 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: MGT 213, 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 450 Seminar in Health Care Administration**

1 credit

*Prerequisites: HCA 411, HCA 421, HCA 431*

Students will review and discuss issues and challenges confronting the administrative professional in a health care setting and mechanisms to deal with those issues.

### **HCA 497 Health Care Administration Internship**

0-3 credits

*Prerequisite: BUA 203, HCA 201*

*(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. ("0" credit receives CR/NC grade.)

## **HIS HISTORY**

### **HIS 101 World Civilizations I**

3 credits

A survey of world civilizations from human origins to the 16<sup>th</sup> century. Exploration of the cultural, political,

and economic development of humankind in a global context.

### **HIS 102 World Civilizations II**

3 credits

A survey of world civilizations from the 16<sup>th</sup> century to the present. Exploration of the cultural, political, and economic development of humankind in a global context.

### **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, and the impact of industrialism, the world wars, and the Cold War upon American life.

### **HIS 114 World History Since 1900**

3 credits

*(MAAP students only)*

A survey of important developments in political, social, economic, and cultural history from 1900 to the present day with special emphasis on the increasing interconnectedness of societies throughout the world and the rise of a more global economy and culture.

### **HIS 204 Topics in History**

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 102 or 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

*Prerequisite: HIS 101 or 102 or 114*

This course will examine the roots of terrorism in the 20<sup>th</sup> 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

*Prerequisite: HIS 101 or 102 or 114*

An examination of changes over time in concepts of justice, injustice, crime, and deviance.

**HIS 208 History of Disease**

3 credits

*Prerequisite: HIS 101 or 102 or 114*

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

*Prerequisite: HIS 101 or 102 or 114*

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 211 American Military History**

3 credits

*Prerequisite: HIS 101 or 102 or 114*

(Also MSC 211)

A study of the American military in war and peace and its relationship to American culture and society, including social, economic, technological, and political factors that influenced changes in the military and its activities from colonial times to the present.

**HIS 214 History of Wisconsin**

3 credits

*Prerequisite or Corequisite: HIS 111*

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

*Prerequisite: HIS 101 or 102 or 114*

An exploration of historical topics concerning the interactions of individuals, society, and the world they construct.

**HIS 216 History of Popular Culture**

3 credits

*Prerequisite: HIS 101 or 102 or 114*

An exploration of historical topics concerning the development and uses of popular amusements.

**HIS 217 Topics in American History**

3 credits

*Prerequisite: HIS 101 or 102 or 114*

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

*Prerequisite: HIS 101 or 102 or 114*

The exploration of a variety of selected historical topics and themes as characterized by the movies.

**HIS 301 Church History to Reformation**

3 credits

*Prerequisite: HIS 101*

A study of the development of the church from apostolic times to the Reformation. Significant figures in the history of the church are studied with stress on the interaction of the church and the world.

**HIS 302 Church History Since the Reformation**

3 credits

*Prerequisite: HIS 102*

A study of church history from the Reformation to the present. The course focuses on the influence of the church on the world rather than on doctrinal matters.

**HIS 303 History of England**

3 credits

*Prerequisite: HIS 102 or permission*

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 314 American Constitutional Development**

3 credits

*Prerequisite: HIS 111, 112**(For history, broad field social studies, or criminal justice majors only)*

A study of the background of the federal Constitution and a survey of its development to the present. Consideration is given to national economic regulations, capital-labor issues, and civil liberties.

**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 378 Historical Materials**

1 credit

*Prerequisite or concurrent: HIS 214*

A review of primary sources and techniques for research in history. Development of familiarity with the techniques of writing of historical prose.

**HIS 379 Historiography**

1 credit

*Prerequisite: HIS 378*

An exploration of modes of historical thinking and their relationship to the development of the senior paper.

**HIS 397 Internship**

1–3 credits

Planned and supervised work experience in a public history venue such as a local historical society, library, museum or other similar organization. Supervised by a faculty mentor who evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**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 405 History of the Modern Middle East**

3 credits

*Prerequisite: HIS 102 or permission*

A survey of events in the Middle East from the rise of Islam to the current day.

**HIS 408 History of American Foreign Policy**

3 credits

(Also INS 408)

*Prerequisite: HIS 102, 112*

A survey of major foreign policy issues and the conduct of diplomacy from the end of the 18<sup>th</sup> century to the present. Emphasis is placed on 20<sup>th</sup> century involvement of major powers in international conflicts.

**HIS 410 19<sup>th</sup> 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 414 Independent Study**

3 credits

*Prerequisite: Permission*

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. A public presentation of the research before faculty and students is an integral part of the course. See also statement on independent study.

**HIS 415 History of the Recent U.S.**

3 credits

*Prerequisite: HIS 111, 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 416 History and Culture of American Indians**

3 credits

*Prerequisite: HIS 111, 112, SOC 100*

A study of the history of American Indians from precontact times to the present. Special attention is given to issues surrounding the continuing effect of contact and discovery upon American Indians in a cultural, political, and economic context.

**HIS 422 20<sup>th</sup> 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 423 History of Latin America**

3 credits

*Prerequisite: HIS 101, 102*

A survey of economic, political, religious, and social change and continuity in Latin America from the pre-colonial period to the present day. Latin America is

defined as including the Caribbean Islands, Mexico, Central America, and South America.

**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 426 History of Africa**

3 credits

*Prerequisite: HIS 101, 102*

A topical survey of the history of African peoples from human origins to the present. Subjects include regional historical developments, African social and political patterns, the impact of external contacts, imperialism and colonialism, nationalism and independence, and current issues in Africa.

**HIS 431 History of Monsoon Asia**

3 credits

*Prerequisite: HIS 101, 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 432 History of Canada**

3 credits

*Prerequisite: HIS 102*

A survey designed to provide an overview of Canadian history from precontact times to the present. The course explores the three broad currents of Canadian history: The Aboriginal experience, the French experience, and the British or Anglo–Canadian experience. Special attention will be given to the interaction of these three currents after 1760 in a political, cultural, and economic context.

**HIS 436 Controversies in American History**

3 credits

*Prerequisite(s): HIS 111 or 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 101 or 102*

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 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 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 479 Senior Paper**

1 credit

*Prerequisite: HIS 379*

Writing and editing the senior paper, an original piece of historical prose. Public presentation of the resulting work.

**HIS 490 Seminar in American History**

3 credits

*Prerequisite: HIS 111 or 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 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 497 Internship**

1-3 credits

Planned and supervised work experience in a public history venue such as a local historical society, library, museum or other similar organization. Supervised by a faculty mentor who evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**HOS HOMELAND SECURITY****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 214 Statistical Techniques for Research Data Analysis**

3 credits

(Also CRJ 214, PSY 210, SWK 210)

*Prerequisites:* Appropriate math placement test score or MAT 001 with a 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, and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

**HOS 310 Criminology**

3 credits

(Also CRJ 310)

*Prerequisite:* CRJ 101 or permission

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.

**HOS 342 Research Methods**

3 credits

(Also PSY 342, SWK 342)

*Prerequisite:* CRJ 214 or HOS 214 or PSY 210 or SWK 210

This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional

practice literature and how, as consumers, they can incorporate research findings in practice. Students also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

**HOS 350 Principles of Professional Practice**

3 credits

(Also CRJ 350)

*Prerequisites:* CRJ 101 or 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.

**HOS 394 Homeland Security Field Experience**

1-3 credits

An upper-level practicum for students majoring in Homeland Security whose academic performance is judged adequate for placement. Practical work experience in a variety of homeland security-related agencies and organizations.

**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 Sociology of Disasters**

3 credits

(Also SOC 405)

*Prerequisite:* SOC 100

This course examines assumptions people make about catastrophes through an in-depth analysis of the way social and cultural processes can shape the experience and understanding of catastrophe, whether natural, accidental, or intentional. Students will learn how disasters emerge from the convergence of hazard, risk, and the social construction of vulnerability. This course offers students an overview of a variety of natural and man-made disasters and how society prepared for, responded to, and recovered from specific events from a sociological perspective. In doing so, students will access scientific storytelling, as well as social research

and their effects on disaster theory. Students will gather an increased appreciation of the complexities associated with planning for and responding to natural and man-made disasters.

### **HOS 407 Sociology of Terrorism**

3 credits

(Also SOC 407)

*Prerequisite: SOC 100*

This course will examine terrorism as a weapon of power, a forensic issue, and a social phenomenon. Types of terror, types of groups and governments involved in terror, and the people who become terrorists and their victims will be examined. Theories of political policy, group dynamics, and individual predilections will be evaluated so that terrorism can be understood to be combated. The course is designed to give students an overview of terrorism and its impact on American society. It will prepare students to understand the contemporary problems associated with terrorism and to anticipate problems society will face in the twenty-first century.

### **HOS 420 Race, Gender and Ethnicity in Criminal Justice**

3 credits

(Also CRJ 420)

*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.

### **HOS 494 Homeland Security Field Experience**

1-3 credits

An upper-level practicum for students majoring in homeland security whose academic performance is judged adequate for placement. Practical work experience in a variety of homeland security-related agencies and organizations.

## **HSL HOMELAND SECURITY LEADERSHIP**

### **HSL 201 Introduction to Homeland Security**

3 credits

The purpose of this course is to provide a primer on homeland security for emergency managers and related disciplines. Content first includes an overview of homeland security basic management concepts, replete with readings, discussions, and problems related to achieving homeland security.

### **HSL 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.

### **HSL 212 Homeland Security Resource Management**

3 credits

*Prerequisite: HSC 201 or permission*

This course provides an analysis of the processes important to the human and financial resource acquisition and management in homeland security agencies. The course will examine (1) recruitment, selection, utilization and development of human resources, with emphasis on employee-management relations and relevant behavioral research; (2) the basic principles of public agency budgeting, including the knowledge and skills necessary to prepare, present and manage a public agency budget; and (c) the issues involved in the researching and writing of effective grant proposals.

### **HSL 305 Leadership and Organizational Management**

3 credits

*Prerequisite: HSL 201 or HSL 313, or permission*

This course introduces students to leadership and management principles and practices, with a focus on homeland security agency administration examining the management of public safety agencies, as well as leadership theory. We will also examine the "people" side of government organizations and leadership in emergency operations.

### **HSL 313 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.

### **HSL 350 Administrative Law**

3 credits

*Prerequisite: HSL 201 or HSL 313, or permission*

This is a basic course in employment and labor law in the public sector, using the federal public sector as a model. It covers the key subjects one needs to function

effectively in the public sector workplace. This course examines the form, organization, and function of administrative agencies in the context of a democratic constitutional system. The course looks at agency rulemaking, enforcement, and adjudication, and examines as well the legislative, executive, and judicial control of those functions.

### **HSL 495 Capstone Project in Homeland Security**

3 credits

*(Senior status or Homeland Security Leadership Certificate completion or permission.)*

This course is the final in a six-course comprehensive certificate in leadership for homeland security. The capstone project will be an individual research, design, and implementation project chosen by each student. Projects would 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 homeland security 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.

## **IDS INTERDISCIPLINARY STUDIES**

### **IDS 201 Aesthetics, Values, and Culture I**

3 credits

*MAAP students only*

A multi-disciplinary arts and humanities course 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. The general focus cultures are Mesopotamia, Egyptian, Greek, Roman, Judaeo-Christian, Byzantine, European, and African. Students can earn credit in art, music, English-language literature, theology, and philosophy by focusing their coursework on the specific discipline.

### **IDS 202 Aesthetics, Values, and Culture II**

3 credits

*MAAP students only*

A multi-disciplinary arts and humanities course 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. The general focus cultures of the course are Renaissance/Reformation/Counter-Reformation, Enlightenment, Industrial Age, Modern, and Post-Modern/Global. Students can earn credit in art, music, English-language literature, theology, and philosophy by focusing their coursework on the specific discipline.

### **IDS 400 Senior Seminar in Interdisciplinary Studies**

3 credits

*Prerequisite: Permission*

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.

## **INS INTERNATIONAL STUDIES**

### **INS 101 Fundamentals of International Relations**

3 credits

*(Also POS 101)*

Using a topical, historical, and issue-oriented approach, this course introduces students to the basic factors of international affairs including diplomacy and international public policy issues such as health, education, business, and trade. Emphasis is placed on analysis of major issues of current or recent historical interest. A combination of lecture, discussion, and group projects is employed.

**INS 102 Contemporary Issues in American Foreign Policy**

3 credits

(Also POS 102)

Examination of contemporary issues in United States foreign relations. Links to the national great decisions forum. This course may be taken more than once.

**INS 204 Special Topics**

3 credits

Detailed examination of a current issue or problem in international studies.

**INS 404 Special Topics**

3 credits

Detailed examination of a current issue or problem in international studies.

**INS 408 History of American Foreign Policy**

3 credits

(Also HIS 408)

A survey of major foreign policy issues and the conduct of diplomacy from the end of the 18<sup>th</sup> century to the present. Emphasis is placed on 20<sup>th</sup> century involvement of major powers in international conflicts.

**INS 414 Independent Study**

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.

**LDR 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 100 or 102*

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

*Prerequisite: THE/LDR 225, LDR 300, and 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.

### **LDR 605 Leadership Foundations**

3 credits

As a foundation, this course will review history and models of leadership from scientific management through the human potential movement and examine the lessons applicable to today's organizational leaders. The relationship between the leader, teams, and organization are explored. Learners participate in self- and 360° assessment of leader behaviors, use guided reflection on awareness of personal orientation to leadership and create a personal mission statement and leadership development plan.

### **LDR 607 Ethical Leadership**

3 credits

This course examines the complex environment of ethical decision-making in today's organizations. Focus includes both theory and practice in decision-making associated with the demands of society and community within public, private, and non-profit sectors.

### **LDR 625 Organizations and Systems**

3 credits

The course explores the implications of systems theory within organizational structures. Learners examine the roles of leaders and followers, power, communication, organizational life cycles, and effectiveness criteria. The course addresses strategic visioning, organizational alignment, knowledge management, organizational change, and continuous improvement.

### **LDR 635 Intercultural Communication and Leadership**

3 credits

Using broad definitions of globalism and culture, the course examines challenges to leadership, challenges within organizational structures, challenges related to globalization and internationalization. Students will examine barriers to intercultural competency generally and within their area of concentration.

### **LDR 645 Quantitative Methodology**

3 credits

The course provides an overview of various quantitative methods. Descriptive statistics are reviewed as a means of data summary and comparison. Methods of hypothesis testing are also explored. The course focuses on the best ways to use statistical tools to filter, evaluate, and interpret data.

### **LDR 647 Research Foundations**

3 credits

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.

## **MAT MATHEMATICS**

### **MAT 001 Basic Algebra**

3 credits

A course covering fundamental operations of arithmetic, algebraic expressions, solving and graphing linear equations and inequalities, exponents, polynomials, and operations with rational expressions. Only those students failing to meet department prerequisites for MAT 111 will be recommended for this course. A knowledge of the material contained in this course is assumed by students taking MAT 111 and MAT 122. *(A grade of C or higher is necessary to take any additional course in mathematics. This course is a pre-college level course and does not fulfill degree requirements.)*

### **MAT 002 Essential College Mathematics**

3 credits

A course covering the fundamental mathematical and computational skills that students need in order to be successful in a non-algebraic course. A knowledge of the material contained in this course is assumed by students taking MAT 100 and MAT 150. *(A grade of "C" or better is necessary to take any additional course in mathematics. This course is a pre-college level course and does not fulfill degree requirements.)*

### **MAT 100 Mathematics Survey**

3 credits

*Prerequisite: Appropriate math placement test score or a grade of C or higher in MAT 001 or MAT 002.* Students will investigate sets, logic, and problem solving.

### **MAT 105 Mathematical Applications**

3 credits

Topics cover ratios and proportions, personal finance, and descriptive statistics.

### **MAT 111 Introduction to College Algebra**

4 credits

*Prerequisite: Appropriate math placement test score or MAT 001 with grade of C or higher* An introduction to algebraic topics to include properties of the real number system, polynomial and

rational functions, elementary geometry, powers and roots, systems of equations, inequalities, and elementary matrix algebra.

**MAT 112 Pre-Calculus Mathematics**

5 credits

*Prerequisite: MAT 111 with a grade of C or higher*

A study of topics that include: set theory, relations, functions, analytic geometry, synthetic division, logarithmic and exponential functions, trigonometric functions, and graphing techniques.

**MAT 122 Introduction to Probability and Statistics**

4 credits

*Prerequisite: Appropriate math placement test score or MAT 001 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

*(MAAP 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

*Prerequisite: MAT 001 or MAT 002 with grade of C or higher or an appropriate math placement test score*

A course designed to acquaint the business student with mathematical techniques used in business and common business applications of those techniques.

**MAT 150 Mathematics for Elementary School Teachers I**

3 credits

*Prerequisite: Appropriate math placement test score or grade of C or higher in MAT 001 or MAT 002 (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 problem-solving, sets, functions, logic, numeration systems, number theory, and basic arithmetic operations.

**MAT 151 Mathematics for Elementary School Teachers II**

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: MAT 112 with a grade of C or higher*

A first course in the calculus treating functions of one variable. Topics include limits, continuity, derivatives, and integrals of polynomial and rational functions. A major emphasis of this course is the application of these concepts to problems arising out of industry, economics, business, and the sciences.

**MAT 202 Calculus II**

5 credits

*Prerequisite: MAT 201 with a grade of C or higher*

A continuation of MAT 201. Topics include the study of transcendental functions, techniques of integration, analytic geometry, polar coordinates, parametric equations, 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: MAT 201 with a grade of C or higher, or permission*

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*

A continuation of MAT 201/202. Topics include vectors in two- and three-spaces, functions of several variables, partial differentiation, multiple integration, and elementary differential equations.

**MAT 302 Complex Variable Calculus**

3 credits

*Prerequisite: MAT 301 with a grade of C or higher, or permission*

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: MAT 201 or permission*

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 202, 304*

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 324 Theory of Numbers**

3 credits

*Prerequisite: MAT 212 with a grade of C or higher*

A development of such topics as the prime numbers, divisibility, the Euclidean algorithm, diophantine equations, congruence, number theoretic functions, and quadratic reciprocity.

**MAT 334 Linear Algebra**

3 credits

*Prerequisite: MAT 212 with a grade of C or higher, or permission*

A study of vector spaces, determinants, linear transformations, matrices, linear independence and bases, systems of linear equations, and elementary linear programming techniques. The course emphasizes the application of these topics to problems selected from business, industry, and the sciences.

**MAT 344 Abstract Algebra**

3 credits

*Prerequisite: MAT 212 with a grade of C or higher*

A study of set theory, mappings and algebraic structures to include groups, rings, integral domains, fields, homomorphisms and isomorphisms, theorems of Cayley and Lagrange, and characteristic properties of the rational, real, and complex fields.

**MAT 354 Differential Equations**

3 credits

*Prerequisite: MAT 301 with a grade of C or higher*

A course covering ordinary differential equations of the first and second order. Topics will 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, nonlinear systems, and related applications.

**MAT 364 Numerical Analysis**

3 credits

*Prerequisite: MAT 202 and either TEC 212 or permission*

A survey course in numerical mathematics with topics selected from numerical techniques of solving

equations, interpolation and polynomial approximation, numerical differentiation and integration, and numerical solutions to systems of linear equations. Extensive use of the computer (including student-generated programs) will be used to reinforce the course topics and objectives.

**MAT 397 Internship**

1–3 credits

*Prerequisite: Permission*

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 mathematics major/minor.*)

**MAT 401 Theory of Real Variables I**

3 credits

*Prerequisite: MAT 212 and 301 with a grade of C or higher*

A study of the structure of real and complex number systems, metric spaces, limits, and 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)*

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 412 Introduction to Operations Research**

3 credits

*Prerequisite: MAT 334, 304, 301*

Course topics will include linear and nonlinear programming, dynamic programming, and network analysis (including PERT/CPM). Additional course topics will be selected from integer programming, queuing theory, Markov processes, decision analysis, statistics, and simulation, based on student and instructor interest.

**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.

**MAT 497 Internship**

1–3 credits

*Prerequisite: Permission*

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 Mathematics major/minor.*)

**MCN MCNAIR SCHOLARS****MCN 201 Preparing for Research**

3 credits

This is a rigorous two-week intensive course introducing the principles of scholarly research for McNair Scholars. The course introduces scholars to problems in their respective disciplines, and guides scholars through the development of hypotheses, methods, data collection, data analysis, data presentation, and thorough exploration of background readings. Lectures, such as introduction to research writing, statistical analysis, Institutional Review Board (IRB) requirements, and other important topics will be provided by experts from each discipline. Written and oral assignments will be conducted in and outside of class. This is a 3-credit course, which is linked to a summer research investigation and a service learning requirement. The completion of the lecture portion of the course is valued at 1 credit and the completion of the research assistantship receives 2 credits. Students are required to complete both components prior to the start of the fall semester immediately following the class.

**MCN 401 Performing Research**

3 credits

*Prerequisite: MCN 201 with a grade of B or higher*

This is a rigorous 3-credit course encompassing applied research and is only offered to McNair Scholars. The course guides scholars in the completion of independent research investigations which address problems in their respective disciplines. Scholars are expected to develop hypotheses, methods, data collection, data analysis, data presentation, and to thoroughly explore background readings prior to engaging in independent work. A formal paper

suitable for publication and presentation of findings in an oral presentation serve as the capstone experience for this course.

## MGT MANAGEMENT

### MGT 213 Principles of Management

3 credits

*Prerequisite: ENG 105 or ENG 230*

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, ECO 201*

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 SOC 100 or PSY 101*

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 SOC 321, 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 397 Internship

0–3 credits

*Prerequisite: BUA 203, MGT 213*

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. (“0” credit receives CR/NC grade.)

### MGT 404 Special Topics

3 credits

*Prerequisite: Permission*

Selected topics in management are presented. Topics offered are at the department’s discretion and vary from offering to offering.

### MGT 408 Leadership in Ethical Organizations

3 credits

*Prerequisite: MGT 213 and MGT 321 or 304*

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 411 Organizational Training and Development**

3 credits

*Prerequisite: MGT 213, MGT 311*

This course will critically examine the complementary functions of training employees for specific skills and of long term development of employees to maximize their overall contribution to the organization. Both specific training techniques and personnel development strategies will be covered.

**MGT 412 Human Resource Planning, Recruitment, and Selection**

3 credits

*Prerequisite: 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 413 Compensation and Benefits**

3 credits

*Prerequisite: MGT 213, MGT 311*

This course examines the processes involved in designing and administering a compensation system that stimulates employee productivity, thus satisfying customer demands, while permitting the organization to operate profitably.

**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, MGT 311*

This course will address the relationship between 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 424 Human Resource Information Systems**

3 credits

*Prerequisite: MGT 213, MGT 311, TEC 102*

Course will provide students with an understanding of Human Resource Information Systems (HRIS) and how they support the human resource function. Students will learn what HRIS applications are currently available and gain an appreciation of their capabilities, such as employee information, application tracking, skills inventory systems, EEO compliance, HR planning, and forecasting. Students will learn how HRIS applications support major human resource activities in organizations. Students will consider security, privacy issues, ethics related to data, and confidentiality.

### **MGT 426 Safety and Health**

3 credits

*Prerequisite: MGT 21, MGT 311*

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 428 Senior Seminar in Management and Human Resources**

1 credit

*Prerequisite: BUA 203, MGT 213, MGT 311, MGT 304 or MGT 321*

*(Senior standing)*

This seminar provides a final integrative experience in the area of management. One focus of the course will be on assessment and development of professional skills. A second focus will be on current issues in management and human resources. Students will update work undertaken in career preparation (BUA 203). Students will explore issues of certification and professional credentialing. Students will produce a professional quality paper and presentation on a topic of their choice.

### **MGT 497 Internship**

0–3 credits

*Prerequisite: BUA 203, MGT 213*

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. ("0" credit receives CR/NC grade.)

## **MKT MARKETING**

### **MKT 201 Principles of Marketing**

3 credits

*Prerequisite: ENG 105 or ENG 230 or appropriate English placement test score*

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*

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 PSY 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 397 Internship**

0–3 credits

*Prerequisite: BUA 203, MKT 201*

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. ("0" credit receives CR/NC grade.)

### **MKT 400 Marketing Management**

3 credits

*Prerequisite: 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

*Prerequisite: MKT 201, MAT 122 or BUA 210, 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 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**

0–3 credits

*Prerequisite: BUA 203, MKT 201*

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. ("0" credit receives CR/NC grade.)

## **MSC MILITARY SCIENCE**

### **MSC 110 Leadership and Military Science I**

2 credits

An introductory course designed to orient students to the ROTC program and provide new college students with goal setting, time management, assertiveness, and stress management tools necessary in a college environment. The fundamentals of various military skills such as map reading, land navigation and orienteering, drill and ceremony, first aid, effective communication, and traditions of the military are also part of the course. Leadership laboratory is required including a weekend field trip. The Army Physical Fitness Test is used as a diagnostic tool.

### **MSC 120 Leadership and Military Science II**

2 credits

A course designed to orient students to the Army and its career opportunities. Introduces students to the military management system, basic rifle marksmanship, the organization and rank structure of the military, and further development in land navigation. Public speaking, discussion of current events, and effective writing are also part of the course.

**MSC 210 Basic Leadership and Management I**  
2 credits

Familiarizes students with various military skills, including First Aid, communications and physical training. Also includes an introduction to basic leadership skills, including group dynamics, decision-making, and communications. Leadership laboratory required, including a weekend field trip.

**MSC 211 American Military History**

3 credits  
(Also HIS 211)

A study of the American military in war and peace and its relationship to American culture and society, including social, economic, technological, and political factors that influenced changes in the military and its activities from colonial times to the present.

**MSC 220 Basic Leadership and Management II**  
2 credits

Develops an appreciation of the fundamentals of basic map reading required for military operation, introduces students to individual and small-unit tactical training, and introduces students to military drill and ceremonies. Leadership laboratory required, including a weekend field trip.

**MSC 301 Adv. Leadership and Management I**  
4 credits

*Prerequisite: Permission*

Presents instruction in and practical applications of the principles and techniques of leadership and management, by identifying and illustrating effective leadership traits. This course also provides an insight into factors affecting behavior, and an opportunity for application of leadership and management techniques and an introduction to the basics of military justice and supply management. Leadership laboratory required, including weekend field trips.

**MSC 302 Adv. Leadership and Management II**  
4 credits

*Prerequisite: MSC 301 and permission*

Stresses the leadership role in directing and coordinating individual and military team efforts in the execution of offensive and defensive missions; familiarizes students with the roles of the various branches in the overall mission of the Army and their functions in support forces; and teaches students the principles of command and control, leadership techniques, and communications systems used in the tactical employment of small units. Leadership laboratory required, including weekend field trips.

**MSC 401 Applied Leadership and Management I**  
4 credits

*Prerequisite: MSC 302 and permission*

Provides an overview of army organization; an introduction to the duties of the staff, emphasizing staff estimates and reports; military intelligence; staff planning, operations, and staff recommendation; further study in command, decision-making, and command and control; and an introduction and study of ethics and the military profession. Leadership laboratory required, including several weekend field trips.

**MSC 402 Applied Leadership and Management II**  
4 credits

*Prerequisite: MSC 401 and permission*

Introduces students to military law and administration, continues the study of organization leadership, introduces students to military protocol, and provides a field and social environment for students to exercise military tactical training and social courtesies. Leadership laboratory required, including several weekend field trips.

**MSC 404 Special Topics**

1–3 credits

Detailed examination of a current issue or problem in military science.

**MTE MATHEMATICS EDUCATION****MTE 200 Mathematics Education and Technology**  
3 credits

*Prerequisite: MAT 201 with a grade of C or better*

A course designed to acquaint prospective teachers with technologically-aided approaches to mathematics. The course will focus on developing a technological approach to problem solving and concept building.

**MTE 288 Mathematics for Middle School Teachers I**

3 credits

*Prerequisite: MAT 151*

A course designed for students who have declared a math for elementary/middle education minor. Course will focus on developing problem-solving strategies relative to topics in geometry and number theory. Topics may include non-Euclidian geometries, tessellations, mappings, topology, equations, inequalities, and algebraic proofs.

**MTE 289 Mathematics for Middle School Teachers II**

3 credits

*Prerequisite: MAT 151*

A course designed for students who have declared a math for elementary/middle education minor. Course will focus on developing problem-solving strategies relative to topics in probability and statistics and presenting those strategies. One objective of the course is to investigate topics including descriptive and inferential statistics, graphing techniques, single-stage and multiple stage experiments, and other topics at the instructor's discretion. A second objective of the course will allow the student to develop teaching strategies relevant of the above topics as pertain to the elementary/middle grades.

**MTE 375 Historical Topics in Mathematics**

2 credits

*Prerequisite: MAT 212 or permission*

A course designed to acquaint the prospective teacher of secondary mathematics with a survey of the history of the discipline. Topics will include a development of mathematics as known to the Babylonian, Egyptian, Greek, Arabian, and Chinese civilizations. Included in this discussion is the development of numerals and place-value numeration systems, the axiomatic method, and analysis of various algorithms, both modern and historical. Other topics may be included at the discretion and interest of the course instructor. This course is required of all mathematics teaching majors and minors.

**MUS MUSIC****MUS 010, 020, 030, 040, 050, 060, 070 Concert Attendance**

0 credits

A course featuring concert attendance as fulfillment of a music major requirement. Includes a field trip each semester for which a fee is required. (*CR/NC grade only.*)

**MUS 101 Music Fundamentals**

3 credits

An introduction to basics of music theory: notation, rhythmic reading, sight singing, scales, key signatures, intervals, chords, transposition, and terminology. Functional skills of playing melodies and simple accompaniments on piano and other classroom instruments are taught.

**MUS 104 Beginning Voice Class**

1 credit

Class lessons in voice with an emphasis on the fundamentals of singing through exercises and standard vocal literature. Audition required.

**MUS 107 Women's Chorale**

0–1 credit

A women's ensemble that performs choral literature specifically intended for women's choirs from all eras. The ensemble meets two hours weekly, performs in concerts and liturgies, and may tour throughout the year. (*Repeatable for credit.*)

**MUS 111 Beginning Keyboard Class**

1 credit

*(Music majors and minors only)*

An introduction to basic piano techniques, elements of sight-reading and harmonization, and beginning piano literature. It is a class for music majors and minors, elementary education majors, and others by permission of the music department.

**MUS 112 Keyboard Class II**

1 credit

*Prerequisite: MUS 111*

Emphasis on preparation for the keyboard proficiency requirements for music majors. A continuation of MUS 111.

**MUS 121, 122, 221, 222, 321, 322, 421, 422 Voice**

½–1 credit per semester

*(Music majors and minors only)*Private lessons in voice. (*Repeatable for credit.*)**MUS 130 Collegiate Wind Ensemble**

0–1 credit per semester

A band open to experienced woodwind, brass, and percussion players. The ensemble rehearses twice a week for 1½ hours and performs one or two concerts each semester. (*Repeatable for credit. "0" credit receives CR/NC grade.*)

**MUS 131, 132, 231, 232, 331, 332, 431, 432 Keyboard: Piano and Organ**

½–1 credit per semester

*(Music majors and minors only)*Private lessons on piano or organ. (*Repeatable for credit.*)**MUS 140 Chamber Ensemble**

0–1 credit per semester

Various small instrumental and vocal ensembles open to experienced musicians. (*Repeatable for credit. "0" credit receives CR/NC grade.*)

**MUS 141, 142, 241, 242, 341, 342, 441, 442**  
**Strings**

½–1 credit per semester

*(Music majors and minors only)*

Private lessons on orchestral string instruments including guitar. *(Repeatable for credit.)*

**MUS 150 Orchestra**

0–1 credit per semester

An orchestra comprised of experienced players from the community and students. Rehearses weekly for 1½ hours and performs at least once each semester.

*(Repeatable for credit. "0" credit receives CR/NC grade.)*

**MUS 151, 152, 251, 252, 351, 352, 451, 452**  
**Woodwinds**

½–1 credit per semester

*(Music majors and minors only)*

Private lessons on flute, oboe, clarinet, bassoon, or saxophone. *(Repeatable for credit.)*

**MUS 161, 162, 261, 262, 361, 362, 461, 462** **Brass**

½–1 credit per semester

*(Music majors and minors only)*

Private lessons on cornet/trumpet, French horn, trombone, euphonium, or tuba. *(Repeatable for credit.)*

**MUS 170 Jazz Ensemble**

0–1 credit per semester

An auditioned ensemble whose members explore various jazz idioms, develop improvisational skills, and perform publicly. Rehearses one to three times a week. *(Repeatable for credit. "0" credit receives CR/NC grade.)*

**MUS 171, 172, 271, 272, 371, 372, 471, 472**  
**Percussion**

½–1 credit per semester

*(Music majors and minors only)*

Private lessons on snare drum, timpani, mallet percussion, and drum set. *(Repeatable for credit.)*

**MUS 180 Accompanying**

1 credit

A course in applied accompanying. Each student is given an accompanying assignment that lasts through the semester. In addition, students meet three times each semester to address specific problems in accompanying vocal and instrumental soloists. *(Repeatable for credit.)*

**MUS 200 Music Appreciation**

3 credits

A survey of the major forms and compositions of Western art music, with units in world music and jazz. Emphasis is placed on the development of listening skills, as well as historical, biographical, and sociological study to enhance appreciation of the music. This course is designed for the general student. *(Required field trip, with fee.)*

**MUS 202 American Music**

3 credits

A survey of the development of music in America, including concert styles, popular, and show music. This course is designed for the general student. *(Required field trip, with fee.)*

**MUS 203 Jazz Survey**

3 credits

A chronological study of jazz and its antecedents from 1900 to the present. Includes style periods, major artists, relevant historical/sociological background, and the development of listening skills. This course is designed for the general student. *(Required field trip, with fee.)*

**MUS 204 Special Topics**

3 credits

*Prerequisite: Permission*

An individual project which could include but is not limited to musical composition, analysis, research, or performance.

**MUS 205 World Music**

2–3 credits

A study of various world music including Oriental, African, Eastern European, American jazz, and others, but not including Western art music. Includes study of the structure and the sociological setting of the music, with an emphasis on the development of listening skills. This course is designed for the general student. *(Required field trip, with fee.)*

**MUS 207 Introduction to Voice**

3 credits

This course is an introduction to singing. Techniques involving breath control, freedom and relaxation of the singing voice, accurate articulation, and projection are emphasized through vocal exercises and class performance in groups and solos. A listening component, as well as required concert attendance, is included. This class is for the general student with little or no previous musical training or background.

**MUS 208 Fundamentals of Jazz Improvisation**

2 credits

*Prerequisite: MUS 211 or permission*

A course that will focus on basic jazz chord theory; major, minor, and modal scales; arpeggios; and jazz patterns at specific metronome markings played on your primary instrument.

**MUS 209 Vocal Jazz Ensemble**

0-1 credits

The Vocal Jazz Ensemble studies and performs vocal jazz literature of varying styles, including swing, ballad, bebop, Latin, and contemporary. Areas of study include improvisation and scat, ensemble singing, and working with a rhythm section. This ensemble meets three hours weekly and will perform several times per semester. Audition required. *(Repeatable for credit.)*

**MUS 210 Jazz Theory and Keyboard Harmony**

3 credits

*Prerequisite: MUS 111 and MUS 208*

This course introduces the student to the fundamental grammar, vocabulary, and structure of the jazz language through the study of its nomenclature, chords, scales, and their application on the piano.

**MUS 211 Music Theory I**

3 credits

The study of notation, scales, modes, intervals, basic harmony, instruments, voices, and style periods. The course also includes ear-training and sight-singing and keyboard skills.

**MUS 212 Music Theory II**

3 credits

*Prerequisite: MUS 211*

A continuation of MUS 211, including seventh chords, modulation, secondary dominants, two- and three-part form, and an overview of American music forms and styles. The course includes a continuation of ear-training, sight-singing and keyboard skills.

**MUS 220 Chamber Singers**

0-1 credit

*(Audition required)*

An ensemble of auditioned voices that perform chamber choral literature from all eras. The ensemble meets three hours weekly, performs in concerts and liturgies, and may tour throughout the year. *(Repeatable for credit.)*

**MUS 224 Beginning Conducting**

2 credits

*Prerequisite: MUS 212*

The study of basic conducting skills: beat patterns, attacks, releases, dynamics, tempos, expressive devices, and score reading.

**MUS 226 Choral Conducting**

2 credits

*Prerequisite: MUS 224*

A course leading to the refinement of skills learned in beginning conducting. Emphasis is placed on score preparation, interpretation of styles, expressive conducting, and ensemble balance and blend unique to choirs.

**MUS 234 Instrumental Conducting**

2 credits

*Prerequisite: MUS 224*

A course leading to the refinement of skills in beginning conducting. Emphasis is placed on score preparation, interpretation of styles, expressive conducting, and ensemble blend and balance.

**MUS 281 Introduction to the Music Industry**

3 credits

*Music Administration majors only*

An introduction to the careers in the music industry, including the areas of merchandising, songwriting, arranging, publishing, and artist management. The class will include at least two required field trips to area music businesses.

**MUS 282 Promotion and Marketing in Music**

3 credits

*Prerequisite: MUS 281*

A continuation of MUS 281. Emphasis on music product advertising and promotion, artist management and concert promotion, and retail store policies and procedures relative to sales and service to school music programs. The class will include at least two field trips to area music businesses.

**MUS 292 History and Literature of Christian Church Music**

2 credits

A survey of music used in worship, from its beginnings to the 21<sup>st</sup> century, and criteria for its evaluation for practical use in modern worship.

**MUS 293 Music in Liturgy**

2 credits

A course designed to prepare the student to select and prepare music for Sunday and special liturgies, including Mass and other Christian worship, religious

feast days and other days of the Liturgical year, weddings, and funerals.

**MUS 294 Administration in Liturgical Music**

2 credits

A course designed to develop practical management skills needed by a church music leader, including organizational techniques, promotional skills, and musical leadership skills necessary to work effectively with church staff, worship team members, and other members of a congregation.

**MUS 301 History and Literature of Music I**

3 credits

*Prerequisite: MUS 212*

A study of music in the Western art tradition from the early Greeks through 1600. While the historical, sociological, philosophical, and artistic setting of the musical examples is examined, the style and interrelationships of the examples and their composers are the main emphasis.

**MUS 302 History and Literature of Music II**

3 credits

*Prerequisite: MUS 212*

A continuation of MUS 301; history from 1600 to 1900.

**MUS 303 Music Since 1900**

2 credits

*Prerequisite: MUS 312*

An integrative study of the history and theory of art music in the 20<sup>th</sup> Century. This course will examine the historical, sociological, philosophical, and artistic setting of twentieth century music through an examination of compositional methods and materials, history, critical listening, and research.

**MUS 308 Jazz Arranging**

2 credits

*Prerequisite: MUS 210*

Arranging and composing for small and large jazz ensembles. Proper notation, voicing, ranges and various combinations of the instruments and sections are studied. All work is done using music notation software.

**MUS 310 Advanced Jazz Improvisation**

2 credits

*Prerequisite: MUS 208 or permission*

A continuation of the study of basic tools of jazz improvisation including scales, jazz chord nomenclature, basic keyboard voicings, the blues, and other basic jazz forms.

**MUS 311 Music Theory III**

3 credits

*Prerequisite: MUS 212*

A continuation of MUS 212, including 16<sup>th</sup> century polyphony, fugue, variation forms, and harmonic practices of the 18<sup>th</sup> and 19<sup>th</sup> century. Ear-training, sight-singing, and keyboard skills are continued.

**MUS 312 Music Theory IV**

3 credits

*Prerequisite: MUS 311*

A continuation of MUS 311, including harmonic practices of the late 19<sup>th</sup> century, sonata allegro and rondo forms, and 20<sup>th</sup> century compositional techniques. Ear-training, sight-singing, and keyboard skills are continued.

**MUS 376 Junior Recital**

½ credit

*(Music majors and minors only)*

A course leading to the culminating performance on an instrument or voice for which the student will be evaluated.

**MUS 381 Legal Issues in Music**

3 credits

*Prerequisite: MUS 282*

A survey of legal issues in the music business, including international copyright law, music licensing agencies, and contracts in the performance and music publishing and recording industry.

**MUS 382 Practicum in Music Administration**

3 credits

*Prerequisite: MUS 381*

Field experience in the student's area of interest in the music industry. Taken for at least two semesters; repeatable for credit.

**MUS 397 Internship**

1–3 credits

*Prerequisite: MUS 382, BUA 203*

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.

**MUS 404 Special Topics**

1–3 credits

*Prerequisite: Permission*

An individual project which could include, but is not limited to, musical composition, analysis, research, or performance.

**MUS 408 Jazz Techniques for the Music Educator**

3 credits

*Prerequisite: MUS 208 and MUS 210*

This course is designed to prepare the future music educator for successful experiences in teaching jazz at the secondary level. Students will gain insights into performance and rehearsal techniques for the instrumental jazz ensemble. In addition, approaches for teaching jazz improvisation and selecting literature for young students will be explored. Other topics will include programming, style considerations, articulation, and jazz festival participation.

**MUS 411 Arranging**

1 credit

*Prerequisite: MUS 311*

A course that prepares the prospective music teacher to arrange and adapt music for various ensembles.

**MUS 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.

**MUS 476 Senior Recital**

1 credit

*(Music majors and minors only)*

A course leading to the culminating performance on an instrument or voice for which the student will be evaluated.

**MUS 497 Internship**

1–3 credits

*Prerequisite: MUS 382, BUA 203*

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.

**NUR NURSING****NUR 002 Math for Meds**

1 credit

*Concurrent enrollment: NUR 201*

Student are provided the opportunity to acquire the knowledge necessary to pass the Math for Meds comprehensive examination (Part A), prerequisite for admission to NUR 202 Introduction to Professional Nursing II with a score of 80% or higher; and to pass

the Math for Meds comprehensive examination (Part A and B), prerequisite for admission to upper division with a score of 90% or higher. This knowledge also will assist the student to administer medications and intravenous (IV) fluids safely. *(This course is a pre-college level course and does not fulfill degree requirements.)*

**NUR 100 Concepts of Health and Wellness**

2 credits

The student will explore concepts of wellness and health promotion from a holistic perspective. Assessment strategies will be identified and the student will have the opportunity to experience selected wellness and self-care activities. The student will explore his or her role in the health care system and strategies for becoming an informed health care consumer will be discussed.

**NUR 201 Introduction to Professional Nursing I**

4 credits

*Prerequisite: PSY 105**Concurrent enrollment: NUR 002*

The student acquires knowledge about the fundamental concepts, values, and skills of professional nursing as defined by the philosophy and organizing framework of the School of Nursing. The role of the baccalaureate prepared nurse generalist is explored. Emphasis is placed upon assisting the well person (including self) in maintaining and enhancing his or her own potential for health. The laboratory component assists the student in using the processes of acquiring knowledge, forming values, and developing the skills of communication, critical thinking, and decision-making while beginning the mastery of the psychomotor skills. Professional growth, especially the achievement of self-direction in acquiring knowledge, is facilitated.

**NUR 202 Introduction to Professional Nursing II**

5 credits

*Prerequisite: NUR 201 and appropriate test score*

The student acquires knowledge of the professional nurse role in the promotion of health of people whose met need status is threatened or changed by common life experiences. Emphasis is placed on stress, aging, illness, surgery, rehabilitation, pain, sensory deprivation or overload, nutrition, sleep, rest, sexuality, loss, grief, and spiritual distress. The clinical component assists the student in employing the processes of acquiring knowledge, forming values, and developing the skills of communicating, critical thinking, and decision-making, while applying the nursing process to the care of an older adult with no evident, or minimal, unmet health needs. In the

laboratory, the development of fundamental psychomotor skills and professional growth are continued, as is the application of the fundamental concepts, values, and process skills of professional nursing.

### **NUR 211 Introduction to Baccalaureate and Higher Degree**

3 credits

(For RNs only)

The student acquires knowledge of the concepts values, and process of professional nursing as defined by the philosophy and organizing framework for the School of Nursing. The roles of the baccalaureate-prepared nurse generalist and the advanced practice registered nurse are discussed. Professional growth is facilitated especially with respect to the synthesis of the expanding theory base and new role expectations encountered during the socialization of the registered nurse into the professional baccalaureate and/or advanced practice nurse roles. Students must have completed all liberal arts and science courses and are currently registered in the State of Wisconsin to practice professional nursing (RN).

### **NUR 220 Introduction to Medical Terminology**

2 credits

(Also BIO 220)

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.

### **NUR 221 Nursing Diagnosis: Theory and Application**

2 credits

*Prerequisite: NUR 201*

This theory course will assist students in utilizing the nursing process as it relates to the simple health promotion needs of people. The processes of acquiring knowledge and developing skill related to communication, critical thinking, and decision-making regarding assisting people toward maximum health potential will be utilized.

### **NUR 223 Biological Changes with Aging**

2 credits

*Prerequisite: NUR 201 or permission*

This course explores the biological changes of the normal aging process and how they affect the individual using a systems approach. Multiple theories of biological aging are explored. Pharmacological aspects of geriatrics are identified. The physiology of death and dying as the final stage in life is also explored.

### **NUR 225 Nutritional Concepts**

2 credits

*Prerequisite: NUR 201 or permission*

The student is provided the opportunity to acquire knowledge about selected nutrients in nutritional health. Emphasis is placed on nutritional physiological needs, assessment and support throughout the lifespan, and implications surrounding nutritional deficits. Elements of client education are also examined. Knowledge gained promotes insights into the professional role by enabling the student to form values, communicate, think critically, and make decisions related to maximum nutritional health potential. (*Open to non-nursing majors.*)

### **NUR 230 Health Assessment**

4 credits

*Prerequisite: BIO 201 and NUR 201*

The student acquires knowledge about the nursing process. Emphasis is placed on assessment, including the interview, the history, and the examination, which enables the student to identify health maintenance, health enhancement, and health restoration needs of the person. The laboratory component assists the student in acquiring knowledge, forming values, and developing skills related to communication, critical thinking, and decision making within the evolving professional nurse role while assessing a person and assisting that person toward maximum health potential. (*May be concurrent with BIO 202 and NUR 202, if not already taken.*)

### **NUR 301 Transcultural Immersion**

1 credit

*Corequisite: NUR 305*

The student is involved in an immersion experience in a diverse under-served health setting. The student can seek out an opportunity or request the assistance of nursing faculty. The immersion experience must be approved by the faculty member that is coordinating the course. The student is responsible for any expenses incurred during the immersion experience. The deadline for registration is the semester prior to the experience. The student must submit written assignments and meet with faculty the semester prior to the experience.

### **NUR 303 Legal Issues in Nursing Practice**

2 credits

*Prerequisite or Corequisite: NUR 211*

The student acquires knowledge about the legal boundaries, political action, and ethical/legal issues that influence the profession of the nurse role. Knowledge gained promotes the process of professional growth by enabling the student to think critically, identify personal values, communicate

assertively in both oral and written communication skills, and make decisions related to public and private laws. The student's maturing role within the process of professional growth continues with activities related to employment as a professional nurse and an understanding of the professional regulation of practice through standards of care.

**NUR 304 Pathophysiology**

3 credits

*Prerequisite:* C (2.00) or higher in BIO 201, BIO 202, NUR 201, NUR 202, NUR 230

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.

**NUR 305 Transcultural Nursing and Health**

2 credits

*Prerequisite:* NUR 202

*Prerequisite or Corequisite:* NUR 211

The student acquires knowledge through opportunities to learn about culture and its relationship to health practice from a personal and global perspective. The course assists the student to acquire knowledge about his or her own culture and other cultures. This provides the student with different cultural insights and a deeper appreciation of human life and values.

**NUR 309 Pharmacological Intervention of Disease Process**

4 credits

*Prerequisite:* NUR 211

The student will expand the understanding of pharmacological agents that may be used to alter pathophysiological mechanisms. Specific drug actions and interactions at the cellular level to promote repair, alter, or interfere with cell function will be analyzed.

**NUR 310 Introduction to Nursing Research**

2 credits

*Prerequisite:* NUR 202

*Prerequisite or Corequisite:* NUR 211

The student acquires fundamental knowledge about the research component of the professional nurse role. Emphasis is placed on the fundamental steps of the

research process, methods of critiquing research, and ways of utilizing nursing research findings. The student grows in the evolving professional nurse role by acquiring knowledge, forming values, and developing skills related to communication, critical thinking, and decision-making by critiquing research and identifying its use in assisting the person toward maximum health potential.

**NUR 315 Intraoperative Nursing**

2 credits

*Prerequisite:* NUR 340 or 350.

This two-credit elective is designed to give students advanced knowledge of intraoperative nursing. Students acquire knowledge related to aseptic technique, principles of positioning the unconscious or sedated client, and prioritizing care for the surgical client. Students gain an understanding of the duties of the nurse in the pre-operative holding room, the circulating nurse and scrub nurse in the operating room, and the nurse in the post-anesthesia care unit. While doing so, students will focus on meeting patients' biopsychosocial, intellectual, and spiritual needs. Students will identify commonly used anesthetic agents and nursing implications associated with usage. Students will use critical thinking, problem-solving, and decision-making skills both to anticipate the needs of the clients and to collaborate with other members of the surgical team.

**NUR 330 Psychosocial Nursing I**

3 credits

*Prerequisite:* NUR 202 and 230

Students are provided an opportunity to acquire knowledge and awareness of critical thinking skills related to the simple and complex health maintenance, health promotion, and health restoration needs of the client and family. The student continues to grow in the process of self-awareness and communication within the evolving professional nurse role by selecting and utilizing components of the nursing process and the teaching-learning process. Content includes biological and psychobiological theories of mental health and mental illness, substance abuse and dual diagnosis, psychopharmacology, family dynamics in mental health, and legal and ethical factors. The clinical component provides experience in providing care for the client and family with acute and chronic psychiatric illness in acute care/community settings.

**NUR 335 Psychosocial Nursing II**

2 credits

*Prerequisite: NUR 330*

Students are provided an opportunity to acquire knowledge and awareness of critical thinking skills related to the simple and complex health maintenance, health promotion, and health restoration to grow in the process of self-awareness and communication within the evolving professional nurse role by selecting and utilizing components of the nursing process and the teaching-learning process. Content includes psychiatric diagnosis and treatment, continuity of care with a recognition of service delivery gap, community psychiatric problems, health policy, psychotherapeutic modalities, group dynamics and beginning group leadership skills, psychiatric home care, and consumer/advocacy groups. The clinical component provides experience in providing care for the client and family with serious and persistent mental illness in acute care settings.

**NUR 340 Nursing of Adults I**

6 credits

*Prerequisite: NUR 202 or and 230*

The student is provided the opportunity to acquire knowledge about the simple and complex health restoration needs of the person. Emphasis is placed on the unmet biopsychosocial, intellectual and spiritual needs related to disrupted homeostatic mechanisms, basic fluid and electrolyte balance, and the musculoskeletal, sensory, disrupted cell growth, respiratory, and cardiac functions of the adult. The student continues to grow in the processes of critical thinking and decision-making within the evolving professional nurse role by selecting and utilizing the components of the nursing process and the teaching-learning process for patients with simple and complex health enhancement, health maintenance and health restoration needs. The clinical component assists the student in using the processes of acquiring knowledge, forming values and developing the skills related to communication, critical thinking, and decision-making while assisting the person toward maximum health potential.

**NUR 341 Pharmacology I**

2 credits

*Prerequisite: NUR 201 and 202**Concurrent enrollment: NUR 340*

The student is provided the opportunity to acquire knowledge about the principles of pharmacology and the nursing process with selected classifications of pharmaceutical agents. Emphasis is placed on the physiology, nursing interventions, nursing evaluations, and patient education associated with selected topics and classes of pharmaceutical agents including

pharmacologics, antimicrobials, cardiovascular, respiratory, immune/antineoplastic, anti-inflammatory, blood forming, and dermatologic. Knowledge gained promotes the enrichment of the professional nurse role by enabling the student to form values, communicate, think critically, and make decisions related to pharmaceutical agents while assisting the person toward maximum health potential.

**NUR 350 Nursing of Adults II**

6 credits

*Prerequisite: NUR 202 and 230*

The student is provided the opportunity to acquire knowledge about the simple and complex health restoration needs of the person and his/her family. Emphasis is placed on the unmet biopsychosocial, intellectual and spiritual needs related to the integumentary, reproductive, gastrointestinal, endocrine, urological, and neurological functions of the adult. The student continues to grow in the processes of critical thinking and decision making within the evolving professional nurse role by selecting and utilizing the components of the nursing process and the teaching-learning process for patients with simple and complex health enhancement, health maintenance and health restoration needs. The clinical component continues to assist the student in using the processes of acquiring knowledge, forming values, and developing the skills related to communication, critical thinking, and decision-making while assisting the person and his or her family toward maximum health potential.

**NUR 351 Pharmacology II**

2 credits

*Prerequisite: NUR 201 and 202**Concurrent enrollment: NUR 350*

Students are provided the opportunity to acquire knowledge about the principles of pharmacology and the nursing process with selected classifications of pharmaceutical agents. Emphasis is placed on the physiology, nursing interventions, nursing evaluations, and patient education associated with selected topics and classes of pharmaceutical agents including pharmacologics, autonomic nervous system, endocrine, gastrointestinal, psychotherapeutics, central nervous system, ophthalmic, and optic. Knowledge gained promotes the enrichment of the professional nurse role by enabling the student to form values, communicate, think critically, and make decisions related to pharmaceutical agents while assisting toward maximum health potential.

**NUR 403 Nursing Perspectives and Legal Issues**

3 credits

*Prerequisite: NUR 310, 330, 335, 340, 341, 350, 351*

The student acquires knowledge about the past and present nursing issues and legal and ethical questions that influence the evolution of the professional nurse role. Legal boundaries, ethical dilemmas, and political implications to nursing are examined. Selected nursing theories and theorists and potential research applications are explored. Knowledge gained promotes the process of professional growth by enabling the student to think critically, identify personal values, communicate assertively in both oral and written communication, and make decisions related to public and private laws. The student's maturing role within the process of professional growth continues with activities related to employment as a professional nurse.

**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 414 Independent Study**

1–3 credits

*Prerequisite: 3.0 GPA and permission*

A student-designed learning experience which is submitted in proposal form to a nursing 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.

**NUR 415 Maternal–Newborn Nursing**

4 credits

*Prerequisite: NUR 310, 330, 335, 340, 341, 350, 351*

Students are provided the opportunity to acquire knowledge about families experiencing the birth of a child. Emphasis is placed on the biopsychosocial, intellectual and spiritual needs of the mother, father, baby and significant others. The student grows in the maturing professional nurse role by prescribing, designing, developing, utilizing, and evaluating the nursing process and the teaching–learning process in assisting the family with health enhancement and health maintenance needs. The clinical component enables the student to demonstrate the processes of acquiring knowledge, forming values, and developing skills related to communication, critical thinking, and decision-making while assisting with health

enhancement and health maintenance needs toward maximum health potential.

**NUR 420 Nursing of the Child and Family**

4 credits

*Prerequisite: NUR 310, 330, 335, 340, 341, 350, 351*

Students are provided the opportunity to acquire knowledge about the highly complex health promotion, restoration, and maintenance nursing care of the child and his or her family in a diverse population. Emphasis is placed on biopsychosocial, intellectual, and spiritual needs of children with acute and chronic problems and their families. The student advances in the maturing role of the professional nurse by utilizing all phases of the nursing and teaching learning process. The clinical component enables the student to demonstrate the processes of acquiring knowledge, forming values and developing skills related to communicating, critical thinking, and decision formulation. The student in a variety of clinical settings will assist children and their families toward their maximum health potential.

**NUR 435 Public Health Nursing**

4 credits

*Prerequisite: NUR 310, 330, 335, 340, 341, 350, 351; or NUR 211*

The student is provided an opportunity to acquire knowledge on the art and science of public health nursing exploring concepts of epidemiology, natural history of disease and disease surveillance and control. Through the use of community needs assessments and National Health Care Objectives (Healthy People 2010), the nursing process is applied to care of aggregates established by geopolitical boundaries. The continued development of cultural diversity, infectious disease, policy development, and community health education strategies are explored. The clinical component enables the student to demonstrate the processes of acquiring knowledge, forming values, and developing skills related to communication, critical thinking, and decision-making to assist clients toward maximum health potential.

**NUR 444 Parish Nursing**

3 credits

Prepares registered nurses for a ministry that integrates spirituality, health, and wholeness within their faith community. Parish nurses minister to members of faith communities by working collaboratively with the pastoral team. Parish nurses may function in one or more of the following roles: health educator, health counselor, health advocate, referral agent, community liaison, volunteer

coordinator, integrator of faith and health, and developer of support groups.

### **NUR 455 Nursing Leadership and Management**

3 credits

*Prerequisite:* NUR 310, 330, 335, 340, 341, 350, 351; or NUR 211

Students are provided the opportunity to acquire knowledge about the leadership and management processes utilized to influence, manage, and collaborate with consumers and providers within the health care system. Emphasis is placed upon the processes of communication, critical thinking, and decision-making within the maturing professional nurse role as group leader and group member. Special consideration is given to research.

### **NUR 462 Critical Care Nursing**

4 credits

*Prerequisite:* NUR 211

Students are provided the opportunity to acquire knowledge about the highly complex health restoration needs of the person and his/her family. Emphasis is placed on the unmet multi-system biopsychosocial, intellectual, and spiritual needs related to the cardiovascular, respiratory, neurologic, and integumentary functions of the adult. The student grows in the ability to think critically and make decisions within the maturing professional nurse role by prescribing, designing, developing, utilizing, and evaluating the nursing process and the teaching-learning process for patients with simple, complex, and highly complex health enhancement, health maintenance, and health restoration needs.

### **NUR 463 Advanced Nursing of Adults I**

4 credits

*Prerequisite:* NUR 304, 310, 330, 335, 340, 341, 350, 351

Students are provided the opportunity to acquire knowledge of and care for patients with unmet multisystem needs. Emphasis is placed on critical thinking and decision making using the nursing process for clients with highly complex needs related to the neurological, gastrointestinal, endocrine, renal/urology, hematology, and oncological functions.

### **NUR 464 Advanced Nursing of Adults II**

4 credits

*Prerequisite:* NUR 304, 310, 330, 335, 340, 341, 350, 351

Students are provided the opportunity to acquire knowledge of and care for patients with unmet multisystem needs. Emphasis is placed on critical thinking and decision making using the nursing process for clients with highly complex needs related

to the cardiovascular and pulmonary systems, burn care, and multisystem alterations.

### **NUR 475 Structure and Philosophy of Palliative Care**

3 credits

(For RNs only)

This course assists the RN to describe and differentiate the structure and practice of palliative care. It adds knowledge upon which the RN can build/add interventions. The course expands not only the nurse role in palliative care interventions, but also provides knowledge of the expanding role of other members of the health care team. It addresses both identified and expressed spiritual, religious, and existential needs of the patient and family, and utilizes this information in the development of the individualized plan of care. The focus is on holistic care of the patient and family.

### **NUR 480 Psychosocial and Cultural Aspects of Palliative Care II**

3 credits

*Prerequisite:* NUR 475

(For RNs only)

This course assists the RN to assess psychological, social, psychiatric, pharmacologic, non-pharmacologic, and complimentary alternative medicine issues, and integrates assessments and intervention strategies of other health care disciplines to develop an individualized plan of care within the realm of the patient and family goals. Provides knowledge of how to employ and facilitate grief and bereavement support to the patient and family utilizing accepted community, cultural, religious, and spiritual programs.

### **NUR 485 Physical Care of the Imminently Dying**

3 credits

*Prerequisite:* NUR 480

(For RNs only)

This course assists the RN to analyze differential diagnosis and develop appropriate clinical judgments for pain, other symptoms, and treatment of side effects that include multi-system and functional health problems. It provides knowledge to recognize the signs and symptoms of the dying process from the life review period to the imminent death period. Communicate treatment, grief, and bereavement alternatives to patient and family, and document appropriately, and coordinate plan of care modality to family and other health care disciplines.

### **NUR 500 Health Care Systems**

2 credits

Health care policy, organization of health care delivery systems, health care financing, and their relationships are analyzed. Emphasis is placed on nursing's role in

affecting the health care environment with special emphasis on the advanced practice of nursing roles.

### **NUR 511 Theories in Nursing**

4 credits

The student is given the opportunity to examine and evaluate the components of theory, methods of theory development, and major theoretical/conceptual models used in professional nursing practice. Selected theoretical frameworks from education and behavioral sciences will be examined and compared in terms of their utility for nursing practice and research for advanced nursing practice. Nursing theory will be explored through selected grand theories, middle-range theories, and practice theories.

### **NUR 520 Advanced Nursing Research**

3 credits

Focuses on the acquisition, evaluation, and interpretation of information designed to link nursing theory and science as a foundation for advanced practice nursing. Working from a body of literature related to broad and middle range theoretical frameworks, students are actively involved in a program of research critique with emphasis on applications to and implications for nursing practice. Focus is on development of skills necessary to conduct nursing research including the critique of research studies, identification of research problems, communication of research findings, and application of research-based knowledge in advanced practice nursing.

### **NUR 522 Evidence Based Practice**

2 credits

*Prerequisite:* NUR 520

Evidence based nursing practice is the integration of evidence that guides practice. Evidence for the advanced practice nurse is derived from research, practice and various other sources. This course focuses on the evaluation and integration of evidence into practice. The graduate student is provided the opportunity to explore, evaluate, and integrate evidence into advanced nursing practice.

### **NUR 524 Nursing Informatics**

2 credits

*Prerequisite:* NUR 520, 522

Informatics applications that affect health care and nursing will be emphasized. This course is consistent with the American Nurses Association Nursing Informatics Scope and Standards. It is designed to introduce students to the use of informatics and technology to inform and support nursing practice and to further develop computer technology skills.

The theoretical underpinning of the course is the Foundation of Knowledge Model.

### **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 540 Advanced Pathophysiology**

3 credits

This course focuses on the study of pathophysiology. Emphasis is placed on correlating the altered structure with the altered function of human systems. Illness and disease processes are explored but not emphasized. The conceptual approach used focuses on the metabolic, infectious, immunologic, degenerative, and neoplastic alterations at the cellular and organ levels.

### **NUR 545 Advanced Health/Physical Assessment**

3 credits

Through clinical practice, this course provides the student with an opportunity to build on previously learned knowledge and skills. 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 data base. The incorporation and interpretation of basic laboratory and diagnostic tests to complete the data base is expected. Students learn to utilize targeted, age-appropriate assessment approaches. Focused history and physical examination techniques are emphasized as the basis for collecting significant positive and pertinent negative data in support of the differential diagnosis process.

**NUR 605 Advanced Pharmacology**

3 credits

This course focuses on the pharmacotherapeutics, and pharmacokinetics, and pharmacodynamics of broad categories of pharmacologic agents. In addition, this course provides the future Advanced Nurse Practitioner with the knowledge and skills to use pharmacotherapeutics in prevention and treatment of health problems common to adults. Prescriptive privileges/authority and prescription writing for advanced practice nurses are discussed.

**NUR 624 Adult Nurse Practitioner Theory I**

3 credits

This is the first of three sequential courses on clinical management that is based on a health promotion/disease prevention framework for holistic primary health care. The student's knowledge base of physiology and pathophysiology will be expanded and the critical thinking and diagnostic reasoning process will be emphasized to establish clinical assessments and treatment approaches. The graduate student is provided the opportunity to expand knowledge of acute and chronic care of the adult client experiencing common health complaints seen in primary care settings. Health monitoring, management strategies, and referrals are examined. Health counseling and health education are emphasized. Primary care topics emphasized in this course include: general primary care and nutrition; health promotion and health maintenance; employee/occupational health; adolescent health and sports physicals; geriatric considerations; information technology and patient care; alternative and complementary modalities; dermatological problems; gastrointestinal problems; communicable and infectious diseases; mental health; allergic/immunological disorders; pulmonary diseases; and diseases of the eye, ear, nose, and oropharynx.

**NUR 625 Practicum I: Adult Nurse Practitioner and Role Development**

2 credits

The graduate student begins to implement the role of the adult nurse practitioner. Using critical thinking, the student develops decision-making, and clinical management skills in family-centered adult health. The student utilizes data-gathering techniques and diagnostic reasoning in order to enhance, maintain, and restore health. The focus of the first practicum is on practicing advanced health assessment skills, establishing therapeutic relationships with clients, the differential diagnostic process, and collegial relationships with other health care providers. Health education is emphasized. The student manages acute and chronic health problems under the direction of a health care preceptor provider. Discussion of

practicum experiences with a focus on the client case presentations and role development occurs weekly.

**NUR 629 Adult Nurse Practitioner Theory II**

3 credits

*Prerequisite: NUR 624*

This is the second of three sequential courses on clinical management for the adult nurse practitioner. It will continue to build a holistic approach to advanced primary health care acknowledging age, gender, sexuality, culture, family, and community needs. The graduate student is provided the opportunity to expand knowledge of acute and chronic care of the adult clients experiencing more complex health problems managed by adult nurse practitioners in primary care settings. Health monitoring, management strategies, and referrals are examined. Health counseling and health education are emphasized. Primary care topics emphasized in this course include: genitourinary problems; women's health, gynecological, preconception, and prenatal care; STD's; office emergencies; preoperative screening; cardiovascular problems and heart emergencies; and endocrine and metabolic health problems.

**NUR 630 Practicum II: Adult Nurse Practitioner and Role Development**

3 credits

The graduate student continues to implement the role of the adult nurse practitioner. Using critical thinking, the student continues to develop decision-making and clinical management skills in adult health. The student utilizes data-gathering techniques with analysis in order to enhance, maintain, and restore health. The focus of the second practicum is on differential diagnosis of common complaints managed by nurse practitioners. Comprehensive treatment plans are emphasized based on standards of practice in primary care. Health education and alternative, complex approaches are emphasized. The student manages acute and chronic health problems in cooperation with a health care preceptor provider. Discussion of the practicum experiences with a focus on the client case studies and role development occurs weekly.

**NUR 633 Adult Nurse Practitioner Theory III**

2 credits

*Prerequisite: NUR 629, 630*

This is the last of three sequential courses on clinical management with content focusing on the physiology and pathophysiology of complex and multi-system health problems managed by adult nurse practitioners in primary care settings. The graduate student is provided the opportunity to expand knowledge of acute and chronic care of the adult client experiencing

complex health problems in primary care. Health monitoring, management strategies, and referrals are examined. Health counseling and health education are emphasized. Topics emphasized in this course include: musculoskeletal, rheumatological, hematological, multi-system, neurological, HIV, rehabilitation and long term care, palliative and end of life care, and oncology health concerns.

### **NUR 635 Practicum III: Adult Nurse Practitioner and Role Development**

3 credits

Graduate students synthesize the role for the adult nurse practitioner. Using critical thinking skills, the graduate student synthesizes decision-making and clinical management skills in adult health. The graduate student utilizes data-gathering and diagnostic reasoning techniques with analysis in order to enhance, maintain, and restore health of complex clients and families. Health education and program planning are emphasized. Students manage acute and chronic health problems in collaboration with a health care provider and demonstrate the ability to recognize less common health issues. Discussion of practicum experiences with a focus on the client case studies and role development occurs weekly. This is the final clinical preceptor course with adjunct nurse practitioner and/or physician faculty in a primary health care setting. The course focuses on greater responsibility and accountability in managing care of acute clients as well as family groups. Collaborative management of acute and chronic problems for the complex client/family with multi-system problems are presented.

### **NUR 640 Practice Management for Nurse Practitioners**

1 credit

The graduate student is provided the opportunity to examine the practical aspects of developing an adult nurse practitioner practice.

### **NUR 652 Nursing Focus Clinical Practicum**

3 credits

*Prerequisite: NUR 645*

*Concurrent enrollment: NUR 650*

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 672 Nurse Educator Theory I**

3 credits

*Prerequisite: NUR 511, 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, 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 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.*)

## **OLQ ORGANIZATIONAL LEADERSHIP AND QUALITY**

### **OLQ 615 Leadership: Organizational Structure and Theory**

3 credits

Organizational Structure and Theory reviews the history of management from scientific management through the human potential movement to contemporary systems theory. Issues of roles, power, communication, life cycles, and effectiveness criteria are addressed along with the strategic implications of organizational structures (bureaucratic/mechanistic, organic, matrix, project).

### **OLQ 617 Building a High-Performance Organization**

3 credits

Transformation to a high-performance organization requires a culture change, yet few organizations spend the effort in attempting to change culture. This requires leadership, not management, with the belief that cultural change must occur. This course will focus on Lean methodology as a process improvement strategy that is applicable to all enterprises, and focused on the elimination of waste. All business operations contain waste, and Lean is one of the solutions to attack waste and provide value to the customers who purchase our goods and services. This course is not focused on the technical aspects of Lean, although the elements are reviewed. Instead it focuses on critical implementation issues. Other continuous improvement methods will be discussed.

### **OLQ 635 Globalization and the International Perspective**

3 credits

Globalization focuses on cultural, social, economic, and political aspects of creating globally competitive organizations. Topics include leadership; management and globalization; international trade agreements; national and international currencies; barriers and

entry to international markets; and organizational structures.

### **OLQ 655 Managerial Finance and Budgeting**

3 credits

This course focuses on the concepts managers need to understand, plan for, and attain positive financial results for the organization. Topics include: reading and understanding financial statements, operational budgeting, capital budgeting, cash flow analysis, activity based costing, and cost of quality.

### **OLQ 675 Human Resources Strategies**

3 credits

Human Resources Strategies focuses on systems for aligning organizational objectives with the skills, potential, and well-being of employees. Topics include human resources planning, job analysis, recruitment, training and development systems, employee satisfaction, performance evaluation (including 360 degree feedback), workplace change, regulation and compensation.

### **OLQ 695 Operations Management**

3 credits

An overview of the transformation processes that convert resources into goods and services, this course 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.

### **OLQ 701 Consulting Team Project**

3 credits

Using techniques and approaches from previous coursework in the program and traditional analytic techniques, each team of students will examine a functioning organization and report their findings making analytic comments and recommendations for organizational change. Copies of the final report will be provided to the organization and to the review committee. Grading will be based on committee review of the final presentation and project report and on peer evaluation as designed by the team.

## **PHE PHYSICAL EDUCATION**

### **PHE 100 Tennis**

½ credit

Stresses fundamental skills for the beginner: forehand, backhand, volley, and serve. The course also includes singles and doubles play.

**PHE 120 Volleyball**

½ credit

Development of serving, spiking, and blocking techniques along with an introduction to team strategy.

**PHE 150 Bowling**

½ credit

Designed to introduce bowling skills to beginners. Emphasis is given to stance, approach, delivery and release, scoring, and consistency.

**PHE 180 Aerobics and Active Lifestyle**

½ credit

Participation in aerobic activities that promote the modern concept of fitness. The course is self-paced and offers individual selection of activities.

**PHE 200 Golf**

½ credit

An introduction to the fundamentals and techniques of the basic swing and various types of strokes for the beginning golfer.

**PHE 281 Aerobic Dance I**

½ credit

Development of physical fitness through rhythmical fundamentals and body conditioning.

**PHE 282 Aerobic Dance II**

½ credit

Promotion of physical fitness through advanced rhythmical dance routines.

**PHE 404 Special Topics**

½ credit

A study of selected topics offered at the discretion of the instructor.

**PHI PHILOSOPHY****PHI 130 Philosophy and Values**

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 or permission*

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 130 or 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 130 or 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 130 or 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 130 or 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 232 Philosophy of Education**

3 credits

*Prerequisite: PHI 130 or 132*

A course aimed at developing value-awareness for those interested in education. The course examines the philosophic value system underlying the writings of selected educational thinkers. Emphasis is placed on developing critical thinking and evaluative skills, as positions and theories are analyzed for their logical consistency and coherence and their validity as value guides.

### **PHI 304 Art and Culture**

3 credits

*Prerequisite: PHI 130 or 132*

A study of the arts as creative vehicles expressing personal, moral, aesthetic, social, and political values. The course stresses the arts as individually creative and personal, but also as value-laden expressions.

### **PHI 305 Philosophy of Love and Friendship**

3 credits

*Prerequisite: PHI 130 or 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 130 or 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 308 Philosophy of Religion**

3 credits

*Prerequisite: PHI 130 or 132*

A reflective study of the relation of humans and their environment to the transcendent. Some issues it studies are the notion of transcendence itself, its basis, and its significance, as reflected in various historically formulated theories about God and God's relation to the human sphere.

### **PHI 311 Philosophy of Science**

3 credits

*Prerequisite: PHI 130 or 132*

A study of thinkers who combine scientific background with philosophic reflection. Through these thinkers, the course considers issues such as the methods of science and philosophy, the nature of knowledge from a scientific and a philosophical perspective, and the relation of technology to human values.

### **PHI 312 Existentialism**

3 credits

*Prerequisite: PHI 130 or 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 130 or 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 130 or 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 130 or 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 130 or 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 397 Internship**

1–3 credits

*Prerequisite: PHI 130 or 132*

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.

**PHI 404 Special Topics**

1–3 credits

*Prerequisite: PHI 130 or 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 414 Independent Study**

1–3 credits

*Prerequisites: 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.

**PHI 425 Seminar in Philosophy**

3 credits

*Prerequisite: Permission*

This course provides a seminar setting for students to do original research and independent writing in philosophy. Students will produce a substantial written work appropriate in length, form, and topic to a capstone course. Students will also gain experience with the format of philosophy conference and philosophy journals. Topics will vary. This course may be taken more than once.

**PHI 497 Internship**

1–3 credits

*Prerequisite: PHI 130 or 132*

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.

**PHS PHYSICAL SCIENCE****PHS 100 Introduction to Physical Science**

3 credits

A general introduction to the basic principles of chemistry and physics and their application in contemporary society.

**PHS 102 Introduction to Physical Science and Lab**

4 credits

A general introduction to the basic principles of chemistry and physics and their application in

contemporary society. The course, for non-science and non-nursing majors, includes a laboratory experience with experiments designed to assist the student in understanding the concepts discussed in lecture.

### **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 110 Introduction to Meteorology and Lab**

4 credits

A course in the basics of meteorology in which students study the atmosphere and its physical processes, including large-scale climatological and local weather phenomena and their impact on society, and on other aspects of ecological systems. Measurement of such physical characteristics as temperature, atmospheric pressure, humidity, and wind along with data collection and analysis are included in laboratory exercises. Mathematical problem-solving skills will be emphasized. Professional meteorology and climatology are examined. Unusual and dangerous weather conditions and their causes and effects are studied, and students are introduced to microclimatology.

### **PHS 111 Introduction to Meteorology**

3 credits

*(MAAP 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 115 Introduction to Astronomy**

3 credits

*(MAAP students only)*

This introductory course in astronomy for liberal arts students concisely covers the field of astronomy from our own solar system to the consideration of our universe as a whole. Each class meeting will include hands-on experiments that will make use of

planetarium software (included in textbook) and real astronomical data.

### **PHS 150 Introduction to Physical Science Laboratory**

1 credit

*Prerequisite: Grade of C or higher in PHS 100*

This laboratory is intended for students who are required to take a one-credit physical science laboratory. *(Not available to students who have taken a 4-credit physical science course with a laboratory.)*

### **PHS 201 General Physics I**

4 credits

*Prerequisite or Corequisite: MAT 112*

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 203 or 201, and permission*

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 112 with a grade of C or better, or appropriate math placement test score*

A one-semester lecture and laboratory physics course for health professions students. Topics addressed include the fundamentals of kinematics, dynamics, statics, oscillation, electromagnetism, and optics.

**PHS 331 Transmission Electron Microscopy I**

2 credits

*Biology or Chemistry major only*

(Also BIO 331)

*Prerequisite: Permission*

An introduction to the use of the electron microscope and the observation of cellular, bacterial and viral ultrastructure. The student receives individual instruction in the use of the instrument, preparation of materials for examination and photographic techniques for recording observations, including developing film and printing images.

**PHS 332 Advanced Topics in Transmission Electron Microscopy**

2 credits

(Also BIO 332)

*Prerequisite: BIO/PHS 331*

A continuation of BIO/PHS 331 in which students learn and practice advanced hands-on techniques involved in TEM: specimen manipulation, including selection, staining, dehydration and embedding; ultramicrotomy, including block shaping, glass knife production and use, and ultra thin sectioning, and advanced microscopy and photography. Students will develop the skills necessary to produce high quality specimen grids that result in micrographs for scientific publication.

**PHS 404 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.

**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 100 Psychology as a Career**

1 credit

This course is designed for psychology majors, as well as students who are considering a change of major to psychology. Students will develop an understanding of themselves in addition to developing an appreciation for the extensive options available to a graduate with a psychology degree.

**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 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 111 Interpersonal Skills**

3 credits

(Also SWK 111)

A general purpose skill-development course that enhances assertive behavior, interpersonal communication, problem-solving, and group member skills for effective teamwork in organizational environments. Consideration of multicultural variables that influence human relations skills. An applied community service component consists of 50 clock-hours of participant observation in community service agency. Teaching methodology includes lecture-discussion and interactive exercises.

**PSY 151 General Psychology Lab**

1 credit

A laboratory section that accompanies the general psychology course with the emphasis on interactive hands-on activities via computer simulations, application of ideas and theories presented in PSY 101, and the development of beginning research skills.

**PSY 202 Social Psychology**

3 credits

*Prerequisite: PSY 101 or 105*

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 Statistical Techniques for Research Data Analysis**

3 credits

(Also CRJ 214, HOS 214, SWK 210)

*Prerequisite:* Appropriate math placement test score or MAT 001 with a 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, 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

This course explores the major types of psychopathology to include anxiety disorders, personality disorders, mood disorders, schizophrenia, organic brain disorders, substance-related disorders, somatoform disorders, dissociative disorders, eating disorders, sleeping disorders, mental retardation, adjustment disorders, sexual and gender identity disorders, impulse control disorders and delirium, dementia and amnesic disorders. Emphasis is given to the issues surrounding classification, etiology, and treatment.

### **PSY 222 Human Sexuality**

3 credits

*Prerequisite:* PSY 101 or 105

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**

3 credits

*Prerequisite:* PSY 101 or 105

An examination of the relationship between brain chemistry and behavior. Special attention is paid to drug use/abuse and the application of drugs to the treatment of psychological disorders.

### **PSY 302 Introduction to Clinical Counseling**

3 credits

*Prerequisite:* PSY 101 or 105, and 308

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 306 Tests and Measurements**

3 credits

*Prerequisite:* PSY 101 and 105

A critical analysis of principles underlying the construction, administration, and interpretation of a broad range of general intelligence, special aptitude, achievement, and personality tests. Attention is given to the benefits and limitations of tests.

### **PSY 308 Theories of Personality**

3 credits

*Prerequisite:* PSY 101 and 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 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 312 Experimental Psychology**

3 credits

*Prerequisite:* PSY 101 and 210 or permission

An examination of the various methods of data collection and interpretation with emphasis on the design of experiments and the use of elementary

statistical methods in the analysis of data. It involves both lecture-discussion and actual experience with collecting, analyzing, and reporting data.

### **PSY 321 Applied Behavior Modification**

3 credits

*Prerequisite: PSY 101 or 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 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 331 Neuroscience**

3 credits

*Prerequisite: PSY 101 or 105 and BIO 100 or 101*

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 332 Psychology of Women**

3 credits

*Prerequisite: PSY 101 or 105*

A consideration of the emerging knowledge about women and their behavior and the influences which affect them in contemporary society. This course includes such topics as myths and stereotypes of women in an historical context as well as the early psychoanalytic view of women and its critics. Focus will also be on research concerning critical issues and events of the female experience from the prenatal period through adulthood. Contemporary lifestyles and their effects upon women, mental disorders, and women growing old in our society will also be covered.

### **PSY 340 Field Experience**

1–3 credits

*(Psychology major only)*

*Prerequisite: PSY 101 and 105 and permission*

Exposure to the realities of work through experiences in settings where psychological services are being provided.

### **PSY 341 Cognitive Psychology**

3 credits

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 342 Research Methods**

3 credits

(Also HOS 342, SWK 342)

*Prerequisite: CRJ 214 or HOS 214 or PSY 210 or SWK 210*

This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings in practice. Students also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

### **PSY 360 Practicum in Research I**

1–3 credits

(Also CRJ 360, SWK 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, SWK 362)

*Prerequisite: PSY 360 and 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 397 Internship**

1–3 credits

Planned and supervised work experience in psychology. A faculty mentor supervises the experience and evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**PSY 402 Senior Seminar in Psychology**

2 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 in Psychology**

3 credits

*Prerequisite: PSY 101 or 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 411 Preparation for Research**

1 credit

*Prerequisite: PSY 101 or 105, 210, 312 or PSYISWK 342 or permission*

Identification of an issue, performance of a literature search, and statement of a research question or hypothesis. Development of a research study to test the idea, including working out the required methodological aspects.

**PSY 412 Data Collection and Report Preparation**

2 credits

*Prerequisite: PSY 411*

Implementation of the research study, collection of the data, and analysis of it. Writing a complete report of the research, with appropriate conclusions.

**PSY 414 Independent Study**

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.

**PSY 422 Law and the Helping Profession**

3 credits

*(Also SWK 422)*

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.

**PSY 497 Internship**

1–3 credits

Planned and supervised work experience in psychology. A faculty mentor supervises the experience and evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**RAD RADIOLOGIC TECHNOLOGY****RAD 380 Radiologic Technology Clinical Review I**

15 credits

This course will be taken by students entering 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 and the student will receive a grade of "CR" for maintaining successful progress in the clinical program.

**RAD 390 Radiologic Technology Clinical Review II**

15 credits

This course will be taken by students continuing 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 and the student will receive a grade of "CR" for maintaining successful progress in the clinical program.

**RAD 400 Radiologic Technology Clinical Review III**

15 credits

This course will be taken by students continuing 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 and the student will receive a grade of "CR" for

maintaining successful progress in the clinical program.

#### **RAD 410 Radiologic Technology Clinical Review IV**

15 credits

This course will be taken by students continuing 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 and the student will receive a grade of "CR" for maintaining successful progress in the clinical program.

### **SDM SELF-DESIGNED MAJOR**

#### **SDM 425 Senior Project**

1 credit

Under the direction of a faculty advisor, the student will develop and present a final paper, project, or performance that assimilates and integrates the disciplines studied in the student's self-designed major.

### **SEC MIDDLE-SECONDARY EDUCATION**

#### **SEC 305 Adolescent Literacy**

3 credits

This course is designed for teachers of adolescent students. Emphasis will be placed on teaching reading and writing in the content areas while meeting the needs of the students. Strategies for teaching comprehension in the various curricular areas will be studied to enable learners to become independent and competent readers. Students will survey literature judged to be appropriate for adolescents at various stages of their development. The course will explore options of utilizing technology in grades 6-12 in the areas of literacy. The course will explore effective ways of motivating all students to integrate literacy throughout the curriculum and methods of maintaining the integral connection between reading and writing.

#### **SEC 322 Curriculum and Instruction in the Middle and Secondary School**

3 credits

A course that develops theoretical knowledge concerning the effective use of objects, instructional materials, methods of interaction, instruction, and evaluation with special emphasis on procedures for

competent application to the major teaching area in middle and secondary schools.

#### **SEC 410 English/Language Arts Curriculum and Methods**

3 credits

A course 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, evaluation, grading, and curricular trends.

#### **SEC 420 Social Studies Curriculum and Methods**

3 credits

Designed to assist aspirant social studies teachers in establishing curricular objectives, planning for instruction, evaluating 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.

#### **SEC 430 Science Curriculum and Methods**

3 credits

A course in writing objectives, building curriculum models, selecting evaluation procedures, 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.

#### **SEC 440 Mathematics Curriculum and Methods**

3 credits

A study of the goals and objectives of mathematics education in the middle and secondary school; the current trends in curriculum, instruction, assessment and evaluation; and the methods and materials used in teaching mathematics.

#### **SEC 450 Clinical Practice and Seminar — Secondary — Grades 9-12**

1-12 credits

A supervised teaching experience at the secondary level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and

analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**SEC 455 Clinical Practice and Seminar — Middle Level — Grades 5–8**

1–6 credits

*(Middle–secondary education majors only)*

A supervised teaching experience at the middle level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**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 201 Social Problems**

3 credits

*Prerequisite: SOC 100 or permission*

A course providing students with the analytical skills for understanding the dynamics of social problems in the United States. Various social problems are highlighted such as racism, sexism, militarism, alienation, economic crisis, poverty, inequality, environmental destruction, homelessness, AIDS, and addiction.

**SOC 202 Sociology of the Family**

3 credits

*Prerequisite: SOC 100 or permission*

A discussion of the various terms, concepts and theoretical perspectives used in studying the family. The course investigates the family from a cross-cultural perspective and gives attention to the history and future direction of the family in the United States.

**SOC 203 Juvenile Law**

3 credits

(Also CRJ 203)

*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.

**SOC 204 Special Topics**

1–3 credits

*Prerequisite: SOC 100 or permission*

A detailed examination of a current issue or problem in sociology.

**SOC 207 Sociology of Popular Culture**

3 credits

*Prerequisite: SOC 100*

Examines the development of popular culture and its influence on individuals and societies.

**SOC 209 Sociology of Religion**

3 credits

*Prerequisite: SOC 100*

Examines the development and roles of religions and their influences on individuals and societies.

**SOC 211 Sociology of Race & Ethnicity**

3 credits

*Prerequisite: SOC 100*

Examines the roles and influences of race and ethnicity among individuals and societies.

**SOC 213 Sociology of Gender**

3 credits

*Prerequisite: SOC 100*

Examines the role of gender and gender differences among individuals and societies.

**SOC 215 Sociology of the Schools**

3 credits

*Prerequisite: SOC 100*

Examines the role of schools and the educational system in societies and the impact of schools on the development of individuals and societies.

**SOC 301 Crime and Deviance**

3 credits

*Prerequisite: SOC 100 or permission*

A review of theories and concepts useful in understanding crime and deviance in the United States. Specific areas of analysis may include organized crime, white collar crime, domestic abuse, sex crimes, the criminal justice system, mental illness,

homosexuality, drug use, juvenile gangs, religious cults, and collective rebellion.

### **SOC 302 Social Theory**

3 credits

*Prerequisite: SOC 100 or permission*

An examination of past and present trends in sociological theory with an emphasis placed upon 19<sup>th</sup> and 20<sup>th</sup> century developments. The works of Durkheim, Weber, Marx, and Mills are given special attention.

### **SOC 303 Population and Demography**

3 credits

(Also BUA 303)

*Prerequisite: SOC 100 OR PSY 101 and MAT 122 or SWK/POS/BUA 210 or CRJ/HOS 214*

An introductory study of the techniques and applications of population and demographic data. Emphasis will be on sources of data and their application in formulating public and business policy. World and national population history will be studied to understand demographic transitions and current trends.

### **SOC 321 Organizational Behavior and Communication**

3 credits

(Also COM 321/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 as well as organizational goals.

### **SOC 401 Social Change and Change Agents**

3 credits

*Prerequisite: SOC 100 or permission*

An interdisciplinary approach to the study of social, political and economic change. Social changes both in the United States and the developing world are discussed in relation to major theories of social change and development. The role of the individual as change agent is also discussed. Social movements such as the women's, welfare rights, and civil rights movements are explored, as are deindustrialization, global development, and a variety of grassroots movements.

### **SOC 404 Special Topics in Sociology**

3 credits

*Prerequisite: SOC 100 or permission*

A detailed examination of a current issue or problem in sociology.

### **SOC 405 Sociology of Disasters**

3 credits

(Also HOS 405)

*Prerequisite: SOC 100*

This course examines assumptions people make about catastrophes by way in-depth analysis of the way social and cultural processes which shape the experience and understanding of catastrophe, whether natural, accidental, or intentional. Students will learn how disasters emerge from the convergence of hazard, risk, and the social construction of vulnerability. This course offers students an overview of a variety of natural and man-made disasters and how society prepared for, responded to, and recovered from specific events from a sociological perspective. In doing so, students will access scientific storytelling, as well as social research and their effects on disaster theory. Students will gather an increased appreciation of the complexities associated with planning for and responding to natural and man-made disasters.

### **SOC 407 Sociology of Terrorism**

3 credits

(Also HOS 407)

*Prerequisite: SOC 100*

This course will examine terrorism as a weapon of power, a forensic issue, and a social phenomenon. Types of terror, types of groups and governments involved in terror, and the people who become terrorists and their victims will be examined. Theories of political policy, group dynamics, and individual predilections will be evaluated so that terrorism can be understood to be combated. The course is designed to give students an overview of terrorism and its impact on American society. It will prepare students to understand the contemporary problems associated with terrorism and to anticipate problems society will face in the 21<sup>st</sup> century.

## **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 104 Spanish for Business I**

3 credits

This is a practical course for professionals in the field of business. Students will develop conversational and written skills necessary in business settings that serve the Hispanic population. The course will be a combination of online and in person instruction include topics such as: business travel, Spanish speaking airports, hotels, food, import-export, filling out forms, means of communication, transportation of people and transport of goods. Mexican business contracts and business correspondence. This course may be audited.

**SPA 105 Spanish for Business II**

3 credits

*Prerequisite: SPA 101 or SPA 104 or permission*

This is a practical course for professionals in the field of business. Students will develop conversational and written skills necessary in business settings that serve the Hispanic population. The course will be a combination of online and in person instruction to include topics such as business correspondence: memos, faxes, email in a cultural context, numbers, math and accounting, public relations in the Spanish speaking world, cultural sensitivity, loans, purchasing a house or business locale, the law office, insurance in Hispanic society, and securities exchange. This course may be audited.

**SPA 107 Spanish for Law Enforcement I**

3 credits

This is a practical course for professionals in the law enforcement field. Students will develop conversational and written skills necessary in the settings that serve the Hispanic population. The course will include topics, such as interviewing techniques; reporting accidents and robberies; making and accepting emergency calls; preventing crimes; giving warnings; controlling traffic; investigating burglaries; and inquiring into episodes of domestic violence, etc.

**SPA 108 Spanish for Law Enforcement II**

3 credits

*Prerequisite: SPA 101 or SPA 107 or permission*

This is a practical course for professionals in the law enforcement field. Students will develop conversational and written skills necessary in the settings that serve the Hispanic population. The course will include topics such as interviewing techniques; reporting accidents and robberies; making and accepting emergency calls; preventing crimes; giving warnings; controlling traffic; investigating burglaries; inquiring into episodes of domestic violence, etc. This course may be audited.

**SPA 109 Spanish for Medical Personnel I**

3 credits

This is a practical course for professionals in the field of health care such as nurses, physicians, medical technicians, and allied professionals. Students will develop conversational and written skills necessary in health care settings that serve the Hispanic population. The course will be a combination of online and in person instruction to include topics such as interviewing techniques; explaining medical conditions and preventive health care options; explaining procedures; giving advice; comforting patients; etc. This course may be audited.

**SPA 110 Spanish for Medical Personnel II**

3 credits

*Prerequisite: SPA 101 or SPA 109 or permission*

This is the continuation of SPA 109 Spanish for Medical Personnel I that builds on the grammar concepts, the practical vocabulary and the linguistic skills developed in that course. It is a practical course for professionals in health care such as nurses, physicians, medical technicians, and allied professionals. Students will continue to develop conversational and written skills necessary for basic communication in settings that serve the Hispanic population. The course will include topics such as interviewing techniques; explaining medical conditions and preventive health care options; explaining procedures; giving advice; comforting patients; etc.

**SPA 112 Spanish for Social Work I**

3 credits

This is a practical course for professionals in the field of social services. Students will develop conversational and written skills necessary in the social work settings that serve the Hispanic population. The course will be a combination of online and in person instruction to include topics such as: welfare office, Social Security (including the ITIN form), IRS forms, interviewing techniques, food stamps, employment office, etc. This course may be audited.

**SPA 113 Spanish for Social Work II**

3 credits

*Prerequisite: SPA 101 SPA 112 or permission*

This is a continuation of the practical course for professionals in the field of social services. Students will continue to develop conversational and written skills necessary in the social work settings that serve the Hispanic population. The course will be a combination of online and in-person instruction to include topics such as job service: employment and training, medicare and medicaid office, dealing with child abuse, help for the aged, prenatal and post-partum care, and the culture role of women and men in Latin American society and cultural expectations. This course may be audited.

**SPA 201 Intermediate Spanish I**

3 credits

*Prerequisite: SPA 102 or appropriate Spanish placement test score*

A continued development of competence in the basic 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 basic 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

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 or permission*

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 or permission*

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 301 Latin American Civilizations**

3 credits

*Prerequisite: SPA 202 or appropriate placement test score*

An introduction to cultural diversity and historical legacies of peoples of Hispanic America. Through the study of texts from multiple genres, the course addresses the evolution of social structures, the construction of gender, the role of indigenous peoples, economics, etc. Historical themes include pre-Colombian civilizations, exploration, conquest, colonialism, independence, and socio-economic revolutions.

**SPA 302 History and Culture of Spain**

3 credits

*Prerequisite: SPA 202 or appropriate Spanish placement test score*

An introduction to the cultural diversity and history of Spain. Through the study of texts from multiple genres, the course addresses the evolution of social structures, languages, religion, the economy, the arts, politics, etc. from the Middle Ages until the 20<sup>th</sup> century.

**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 the study of foreign languages, cultures, and literature.)*

**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 21<sup>st</sup> 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 the study of foreign languages, cultures, and literature. It also may be used as a literature elective in the liberal arts core and as an elective in women's studies.)*

**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 the study of foreign languages, cultures, and literature. It also may be used to fulfill the requirement of a literature elective in the liberal arts core.)*

**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 397 Internship**

1–3 credits

*Prerequisite: Permission*

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.

**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 411 Masterpieces of Spanish Literature**

3 credits

*Prerequisite: SPA 202*

Study of representative works of Peninsular Spanish literature from the Middle Ages to the present. This course presents literary movements in a socio-historical context to foster greater understanding of currents of thought and literary style in each era.

**SPA 412 Masterpieces of Spanish–American Literature**

3 credits

*Prerequisite: SPA 202*

Analysis of the major literary works of Latin America from pre-Columbian times to the present. Students study texts of all genres representing literary movements in a socio-historical context.

**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: 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.

**SPA 497 Internship**

1–3 credits

*Prerequisite: Permission*

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.

## 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 204 Special Topics**

1-3 credits

Selected topics are presented in the area of sport and recreation management depending upon the students' interest, the appropriateness of the topic, and the research currently available.

**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**

0–3 credits

*Prerequisite: BUA 203, SRM 201*

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. ("0" credit receives CR/NC grade.)

**SRM 401 Finance and Economics of Sport and Recreation Management**

3 credits

*Prerequisites: ACC 201, ECO 201, FIN 300 or 301*

This course is designed to examine finance in sports and recreation management. The course investigates the finances of sports teams and the communities in which they operate as well as the economic impact of sport and recreation on society by examining such areas as budgeting, law, policy, development, the impact of the media, and the general economic principles of sport and recreation management.

**SRM 402 Leadership in Sport and Recreation Management**

3 credits

*Prerequisite: SRM 201, 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 404 Special Topics in Sport and Recreation Management**

1-3 credits

*Prerequisite: Permission*

Selected topics are presented in the area of sport and recreation management depending upon the students' interest, the appropriateness of the topic, and the research currently available.

**SRM 414 Independent Study**

3 credits

*Prerequisite: Permission*

A course designed for qualified students interested in pursuing research into topics of significance in sport and recreation management not available through regular courses. The student is expected to read a substantial number of major works in the field and prepare a critical documented paper and/or field project to be contracted between the instructor and student.

**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**

0-3 credits

*Prerequisite: BUA 203, SRM 201*

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. ("0" credit receives CR/NC grade.)

**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 111 Interpersonal Skills**

3 credits

(Also PSY 111)

A general purpose skill-development course that enhances assertive behavior, interpersonal communication, problem-solving, and group member skills for effective teamwork in organizational environments. Consideration of multicultural variables that influence human relations skills. An applied community service component consists of 50 clock-hours of participant observation in community service agency. Teaching methodology includes lecture-discussion and interactive exercises.

**SWK 204 Special Topics**

1-3 credits

Detailed examination of a current issue or problem in social work.

**SWK 210 Statistical Techniques for Research Data Analysis**

3 credits

(Also CRJ 214, HOS 214, PSY 210)

*Prerequisite: Appropriate math placement test score or MAT 001 with a 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, and probability distributions, as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

**SWK 301 Human Behavior and the Social Environment I**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 311, 321, and 331*

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 302 Human Behavior and the Social Environment II**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 312, 322 and 342*

A continuation of the application of an ecological systems framework for integrated understanding and assessment in generalist practice. This course emphasizes the additional theories which aid in understanding social network, neighborhood, community, and organizational behavior as they apply to comprehensive assessment of person and environment dynamics. This content is linked to other foundation content through its application in the problem-solving process. Teaching methodology includes lecture–discussion, films, and exercises in applied assessment.

**SWK 311 Generalist Practice I: Natural Resource Systems**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 301, 321, and 331*

Teaches a theoretical framework for practice based on three professional assumptions: a regard for human dignity and social justice as fundamental for a democratic society, a recognition of the interconnectedness between person–environment well-being, and the acceptance of holistic problem-solving as optimal for achieving individual and social change. The course focus is on individuals, families, and groups whose concerns may immediately initiate direct services provision on their behalf. These services engage both natural supports and societal resources

to favorably influence client well-being. Theoretical content in SWK 301 is conjointly used to implement an ecological social systems approach to assessment, intervention, and evaluation. Teaching methodology incorporates case studies and guest practitioners, as well as lecture–discussion.

**SWK 312 Generalist Practice II: Societal Resource Systems**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 302, 322, and 342*

As an extension of the theoretical framework for generalist practice, the course focus is on societal units (the professional's agency, other community organizations, the social work profession at large, and the social welfare institution) where concerns exist which may initiate indirect services provision. These services engage colleagues, agency constituents and clients, other professionals, community members, and regional or national groups to critically reflect upon and favorably influence the public well-being through changes in social policies, programs, and practices. Theoretical content from SWK 302 is conjointly used to implement an ecological social systems approach to assessment and intervention. Content from SWK 331 and 342 is similarly used to evaluate policy and program at agency, community, state, regional, and national levels and to suggest strategies for intervention.

**SWK 321 Skills Laboratory I**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 301, 311 and 331*

A basic skills development course linked to the theoretical content of the concurrent foundation courses. The course focus is primarily on direct practice skills for working with clients (individuals, families, and groups) to effect changes in their private well-being. Teaching methodology includes modeling, observation, simulation, role-play, structured exercises, use of audio–video and computer equipment, and peer or instructor feedback.

**SWK 322 Skills Laboratory II**

3 credits

*Prerequisite: Admission to the major**Concurrent enrollment: SWK 302, 312 and 342*

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 Policies and Programs**

3 credits

*Prerequisite: Admission to the major*

*Concurrent enrollment: SWK 301, 311 and 321*

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 impact 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.

### **SWK 342 Research Methods**

3 credits

(Also HOS 342, PSY 342)

*Prerequisite: CRJ 214 or HOS 214 or PSY 210 or SWK 210*

*Concurrent enrollment: SWK 302, 312, 322*

*(Admission to major or permission by program)*

This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings into practice. Students also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. 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, PSY 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, PSY 362)

*Prerequisite: SWK 360 and 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

*Prerequisite: 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 411 Seminar I**

2 credits

*Prerequisite: Admission to degree candidacy*

*Concurrent enrollment: SWK 497*

This course is intended to provide a forum for sharing practice accomplishments and practice issues that have arisen during the field experience. Teaching methodology incorporates a seminar format for the discussion of 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 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 412 Seminar II**

1 credit

*Concurrent enrollment: SWK 498*

This course provides a continuing forum for sharing practice accomplishments and practice issues which have arisen during the field experience. Teaching methodology incorporates a seminar format for the discussion of 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.

**SWK 414 Independent Study**

3 credits

*Prerequisite: Permission*

A student-designed learning experience that is submitted in proposal form to a Social Work faculty member 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.

**SWK 421 Family Intervention**

3 credits

*Prerequisite: Admission to degree candidacy*

This course builds upon foundation course knowledge about families as well as prerequisite knowledge and skills in assessment and intervention. 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. Students are introduced to a number of different models of family treatment, including structural, psychodynamic, communications/strategic, and crisis models. Assessment, intervention, and evaluation techniques specific to work with families are presented, while at the same time maintaining a holistic perspective that includes the social context of the family and relevant cultural aspects. Guest practitioners are brought in to share their experiences and perspectives about family interventions.

**SWK 422 Law and the Helping Professions**

3 credits

(Also PSY 422)

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

*Prerequisite: Permission*

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 I**

4 credits

*Prerequisite: Admission to degree candidacy**Corequisite: SWK 411*

The first course in a two-course sequence, the field experience is designed to provide 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. A learning contract is used to focus on learning expectations, applied practice activities, a time frame for their accomplishment, and the suggested means for their evaluation.

**SWK 498 Social Work Internship II**

4 credits

*Prerequisite: Admission to degree candidacy; SWK 497**Corequisite: SWK 412*

The second course in a two-course sequence, the field internship is designed to provide 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. Use of the learning contract is continued as a means of assuring a generalist approach to practice and a systematic plan for the application of learning.

**TCH TEACHER EDUCATION****TCH 600 Orientation to the Program**

0 credit

The seminar introduces students to the Teacher Education program policies and procedures, the assessment system, the Wisconsin Teacher Standards, and how this certification program can lead to a Masters of Arts in Education.

**TCH 601 Field Experience One**

½ credit

An initial, field-based experience focusing on observation and interaction with students, teachers, and other school personnel that provides an opportunity to apply theory and teaching strategies to the teaching experience. Seminars provide

opportunities to reflect on classroom experiences and provide a pedagogical base for the implementation of the Wisconsin Teacher Standards.

### **TCH 602 Field Experience Two**

½ credit

A field-based experience in which content from methods courses is applied to classroom teaching. Emphasis is placed on the integration of content, technology, and the use of various teaching strategies. Seminars provide the student an opportunity to reflect on and dialogue about the multiple facets of the teaching-learning situation and continue the development and understanding of the Wisconsin Teacher Standards.

### **TCH 604 Special Topics**

1–3 credits

An examination of a significant topic related to the field of teacher education.

### **TCH 620 Literacy in the Primary Grades**

3 credits

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 621 Literacy in the Intermediate Grades**

3 credits

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.

### **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

This course is designed to provide students with experiences using methodologies recommended for the effective teaching of mathematics. Students review mathematics theory and content 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 630 Science and Health Curriculum and Instruction**

3 credits

This course develops professional expertise in the design and evaluation of science curriculum and instruction, including the health sciences, 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, plan for the assessment of student learning, and critique peer designed units.

### **TCH 632 Social Studies and Multicultural Curriculum and Instruction**

3 credits

This interdisciplinary course integrates the social sciences and multiculturalism focusing on pedagogical knowledge, dispositions, and skills related to diversity in correlation with the professional and state standards. Social, economic, cultural, and political factors essential to teaching and learning in the elementary and middle grades will be examined. Various approaches and strategies in teaching social studies interwoven with multicultural perspectives will be explored. The democratic principles of equality and justice will also be emphasized along with the current global and environmental issues.

**TCH 645 Clinical Practice and Seminar - Grades 1-3**

4 credits

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.

**TCH 655 Clinical Practice and Seminar (Grades 4-8)**

4 credits

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.

**TCH 665 Clinical Practice and Seminar**

2-8 credits

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.

**TDE DIFFERENTIATED INSTRUCTION FOR ALTERNATIVE LEARNING****TDE 610 Planning for Advanced Professional Development**

1 credit

This course is an introductory seminar for Curriculum and Instruction candidates to explore program standards, assessments, the concept of at risk educational programming, and identify professional goals over the course of their degree program. Candidates reflect on their personal and professional goals, the Wisconsin Teacher Standards and the conceptual framework of the curriculum and instruction program and the School of Education. Candidates begin their electronic portfolio and create a program plan during this seminar series.

**TDE 612 Action Research**

3 credits

This online course will examine the role of action research in improving the effectiveness of curriculum and instruction focusing on at-risk learners. Candidates use action research in the classroom to address questions related to the improvement of their practice. Candidates develop skills in creating research

questions, using a variety of information sources, exploring quantitative and qualitative methods of data gathering, and applying basic statistical techniques useful for evaluating classroom practices. Candidates develop a research methodology, conduct an action research project focusing on at-risk learners or issues, and report their findings. Candidates will complete components of this course across two semesters.

**TDE 613 Action Research in Education: Reporting the Findings**

2 credits

*Prerequisite: TDE 612*

This online course is designed to help participants draw conclusions and write up the results of their action research project. The culminating project for this course will be an action research project that presents a study focusing on at-risk learners or issues, in the learning environment.

**TDE 616 Perspectives in American Education**

3 credits

Philosophical, social, historical, and political foundations of American education will be explored. Specifically, this course will focus on selected contemporary and historical thought in American education as it interrelates to society at large.

**TDE 618 Advanced Educational Psychology**

3 credits

This course explores individual differences as well as normative development in children from birth to adulthood. Children vary in physical, intellectual, emotional, and social development, and this course will familiarize educators with conceptual foundations and applied methodologies that are consistent with current human development and learning theory. Learning needs of at risk learners are the focal point for discussion, review of methodologies, and applications to development and learning theories.

**TDE 628 Classroom Strategies and Practices**

3 credits

The purpose of this course is to carefully examine how educators teach all children, including children at-risk. Development and learning theories and practices will be reviewed and used in the course and diverse methods for diverse students will be identified. Students will be asked to reflect upon their approach to students and to recognize strategies already in use that can be enhanced for more effective teaching. The course will target recent research and practical applications in using a variety of methods and strategies to allow students to engage in the

educational process. The result should be more cooperative and productive classrooms.

### **TDE 636 Understanding At-Risk 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 at-risk 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.

### **TDE 638 Effective Schools' Research: What Works**

3 credits

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 at-risk learners at the classroom, building, and district levels. Special emphasis will be given to the effective schools body of research.

### **TDE 640 Education in the Age of Technology**

2 credits

This online course examines the history of education, education today, and the future of education in the age of technology. The students will discuss various software programs and computer peripherals that are just now being developed and discuss the future implications for their use in the educational setting. Students will analyze key technological trends that will affect our personal lives and educational institutions, interact with assigned websites, conduct research, address equity and ethical issues, examine software programs used with at-risk learners, examine ways to differentiate instruction with technology, and participate in online discussions.

### **TDE 642 Creating the Professional Portfolio**

1 credit

The course focuses on the preparation of the professional portfolio for the completion of the degree program. Candidates prepare evidence from their program courses and professional practice using the frameworks of the Wisconsin Teacher Standards. Portfolio entries are the basis for candidate reflection and documentation of professional practice and growth.

### **TDE 658 Analyzing Student Achievement in Diverse Learning Contexts**

3 credits

Candidates will demonstrate professional planning, applied research, evaluation and reflective skills to support the delivery of more effective teaching of diverse or at-risk 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 to document at-risk student progress toward specific learning goals.

## **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

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 204 Special Topics**

3 credits

*Prerequisite: TEC 102*

This course will address the use and operation of special and timely software technologies for the development of professional skills. This course focuses on the application of the software in addressing specific business processes or functions. Students engage in skills development, identifying appropriate applications, and evaluating the future growth of the software. Students produce a professional quality project using the new software application.

**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 210 Data Concepts**

3 credits

*Prerequisite or Corequisite: TEC 200*

Focuses on how to design database management systems and how to use database systems effectively. Other course topics of concern include data modeling, physical design, relational and other models, and distributed databases. The use of database management and development software is emphasized in lab exercises.

**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 214 Web Design & E-Commerce**

3 credits

*Prerequisite: TEC 102 or TEC 200*

This course focuses on the principles of effective website design and how sound design forms the foundation for successful e-commerce initiatives. It will emphasize the effective use of multimedia in producing attractive and useful websites. This course will also address the overall role of a website, website management and the contribution each web page should make to the web design plan. Relating design decisions to website purpose and commerce principles will be the consistent concentration of this course.

**TEC 223 Visual Programming I**

3 credits

An introductory programming course involving current, available visual programming techniques and languages. Course curriculum will be continually revised to reflect ongoing changes in the field.

**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 304 Data Communications and Networking**

3 credits

*Prerequisite: TEC 205*

This course provides an in-depth knowledge of principles, structures, and methods for data communications and computer networks. The emphasis is on the analysis and design of networking applications in business. The course aims also at giving practical readiness managing telecommunications networks, cost-benefit analysis, and the evaluation of connectivity. The OSI reference model is used universally to teach and understand network functionality.

**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

*Prerequisite: TEC 210*

This course continues study from TEC 210. 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 315 Computer Forensics**

3 credits

*Prerequisite: TEC 102, 205*

Computer forensics is one of the fastest growing segments of IT and law enforcement. This course will provide an introduction to the legal, technological,

social, and political issues involved. This class will focus on the fundamentals of computer forensics, principles of electronic evidence and data capture, and computer forensic analysis. This course will also address current issues related to email threats, information warfare, and identity theft.

### **TEC 397 Internship**

0–3 credits

*Prerequisite: BUA 203, TEC 200*

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. ("0" credit receives CR/NC grade.)

### **TEC 400 Information Technology and Society**

3 credits

This course addresses materials related to the following themes: privacy issues; intellectual property issues; crime and punishment; risks and reliability; and social, political, and economic issues. It explores the questions raised by emerging new technologies and their potential impact on business, research, and society.

### **TEC 403 Advanced Computer Applications and Systems**

3 credits

*Prerequisite: TEC 102, BUA 210 or MAT 122*

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.

### **TEC 405 Systems Design and Implementation**

3 credits

*Prerequisite: TEC 300*

A project-oriented course continuing and applying the systems analysis and tools from Systems Development. It covers the information systems design and implementation within an integrated information systems environment. Mastery of content requires the design process acquired from a series of database and systems courses by designing and constructing a physical system incorporating integrated technologies.

### **TEC 450 Senior Technology Seminar**

1 credit

The senior seminar is the culmination of the information technology major's experience in the program. The focus of this course will be on developing professionalism and assessing individual strengths and weaknesses. In the seminar, students will engage in literature reviews of the latest emerging technologies; evaluate the current status of technology in such areas as business, health care, and education; and participate in a capstone evaluation. Students will produce a professional quality paper and presentation on a technology-related topic or question of their choice. (*For students with senior standing in final semester.*)

### **TEC 497 Internship**

0–3 credits

*Prerequisite: BUA 203, TEC 200*

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. ("0" credit receives CR/NC grade.)

## THE THEOLOGY

### **THE 101 Introduction to Christian Theology**

3 credits

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 204 Special Topics**

1–3 credits

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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 21<sup>st</sup> 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 100 or 101 or 102*

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 216 History in Theology**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An introduction to the significance of the historical study of the Christian tradition. Major ideas, figures, and movements are viewed through the perspective both of historical-critical methods and of the Christian tradition.

**THE 218 World Religions**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 Theology of Death**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 conceptions of the afterlife and/or ways of attaining ultimate meaning in the context of death. Specific attention will be given to the experience of terminal illness, the experience of loss and strategies for dealing with loss, ethical issues related to the process of dying in a technological age, suicide and suicide prevention, and Eastern and Western religious views of life after death.

**THE 221 Theology of Love**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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 230 Introduction to Pastoral Ministry**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An introduction to the theological and biblical foundations of the call to minister to the people of God's Kingdom, the practical dimensions of Christian pastoral ministry, and a contemporary spirituality for ministry through the practice of theological reflection. The mission and ministry of Jesus, the Kingdom of God, the models of church, the historical development of Christian ministry, the contemporary understanding of ministry, and the future direction of church ministries are among the key topics.

### **THE 231 Introduction to Religious Education**

3 credits

*Prerequisites: THE 100 or 101 or 102*

An examination of the various models of religious education today through study of the works of past and 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.

### **THE 303 Topics in Biblical Theology**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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 100 or 101 or 102*

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 100 or 101 or 102*

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 310 Women and Religion**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An exploration of the role of women in religion from various points of view. A broad historical overview of perspectives will be examined with particular emphasis on the contemporary context. The course will examine the role of women in ancient cultures, the shift to patriarchy, the early Judaeo-Christian tradition, women's representation in myth, the role of women in the shaping of religious traditions, and contemporary issues.

### **THE 327 Vatican II**

3 credits

*Prerequisite: THE 100 or 101 or 102*

A critical and reflective examination of the significance of the Second Vatican Council (1962-1965), commonly referred to as Vatican II, in the overall history of the church. It looks at the historical context of the council, significant leaders and theologians, major themes, and final documents. The course further explores how the events of Vatican II impact the church and world today, with special attention given to students' chosen major(s) as a way to continue the ongoing spirit of Vatican II. The students will study the events of Vatican II through a hermeneutics of reception (hermeneutics of authors, texts, and receivers) and determine how Vatican II can be meaningful to people today.

### **THE 332 Interreligious and Interfaith Dialogue**

3 credits

*Prerequisite: THE 100 or 101 or 102*

Dialogue between Christians, Jews, and Muslims has become increasingly important in the 21<sup>st</sup> century. What are these faith traditions, what are their basic beliefs and sacred texts (and the prejudices and stereotypes that accompany them), and how do people who align themselves with these traditions worship? These questions are examined through the practice of genuine dialogue that fosters unity, validation, and work for the common good. In this way, students can understand their own religious tradition more deeply in relation to other traditions.

The practicality of interreligious and interfaith work is considered. This course is both theoretical and experiential, requiring students to visit a synagogue, church, and mosque outside of class sessions.

### **THE 333 Theological Investigations I**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An exploration and examination of foundational Christian doctrines associated with revelation and faith, God (Trinity), creation, Jesus Christ (Christology), and salvation (soteriology). Students will study core doctrinal beliefs and practices in light of their scriptural, historical, and theological foundations, and ponder the question: how might these foundations inform our contemporary understanding and practical application of Christian doctrines and belief?

### **THE 334 Theological Investigations II**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An exploration and examination of foundational Christian doctrines associated with church (ecclesiology), sin and grace, the saints and Mary, sacraments, and the end of life and time (eschatology). Students will study core doctrinal beliefs and practices in light of their scriptural, historical, and theological foundations, and ponder the question: how might these foundations inform our contemporary understanding and practical application of Christian doctrines and belief?

### **THE 340 Moral Theology**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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 350 Christian Spiritual Traditions**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An exploration of various spiritual, meditative, and service-oriented traditions within Western and Eastern Christianity. Significant contributions from individuals and religious communities such as the Desert Fathers and Mothers, St. Benedict, St. Theresa of Avila, St. Ignatius of Loyola, St. Francis of Assisi, St. Dominic, the Congregation of St. Agnes, St. Vincent de Paul, and the Missionary Sisters of Charity will be explored. This is a service learning course.

### **THE 360 Faith Development**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An examination of various theoretical understandings of faith development and moral development, as well as an exploration of how these theories are used in church-related ministerial and catechetical settings in light of modern cultural influences. The course content flows from the Judaeo-Christian understanding of the nature of the human, as a child of God and made in the image of God.

### **THE 365 Child and Youth Ministry**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An overview of child and youth ministry that examines the theoretical foundations of a ministry to children and adolescents and the implementation of such a ministry, including analysis of the theological, cultural, psychological, and sociological understandings of the world of children and youth. The course also explores the practical aspects of developing a comprehensive child and youth ministry program in various settings. This is service-learning course.

### **THE 366 Adult and Family Ministry**

3 credits

*Prerequisite: THE 100 or 101 or 102*

An overview of adult and family ministry that examines the theoretical foundations of a ministry to adults—with or without families—and the practical implementation of a ministry to adults and families through an analysis of the theological, cultural, psychological, and sociological realities that influence adult and family life in today's world. The course also explores the practical aspects of developing a comprehensive adult and family ministry program. This is a service-learning course.

**THE 370 Worship and Service**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 such topics as the dynamics of the sacramental life; ministering to adults, families, children, youth, and young adults through the sacraments and Christian service in the community; and the application of Catholic social teaching in ministry with children, youth, and adults. This is a service-learning course.

**THE 380 Jewish-Christian Relations**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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. THE 327 (Vatican II) is highly recommended, but not mandatory, before taking this course.

**THE 385 Curriculum, Methods, and Theories of Religious Education**

3 credits

*Prerequisites: THE 100 or 101 or 102*

This course helps students know how and what to teach within the context of religious education. Students will apply educational theory to religious education by paying attention to people's age, cultural background, and faith development to planning of curriculum and programs. Attention is given to how religious education is administered in various settings including website design and other online resources. This is an experiential and service-learning course.

**THE 397 Internship**

1–3 credits

*Prerequisite: THE 100 or 101 or 102*

Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. This experience ultimately serves to directly tie students' academic coursework to non-academic professional experiences.

**THE 404 Special Topics**

1–3 credits

*Prerequisite: THE 100 or 101 or 102*

A treatment of particular theological and/or biblical questions chosen because of special relevance or student interest.

**THE 414 Independent Study**

3 credits

*Prerequisite: THE 100 or 101 or 102 and 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.

**THE 420 Science, Technology, and Theology**

3 credits

*Prerequisite: THE 100 or 101 or 102*

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 100 or 101 or 102*

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?

**THE 450 Theological Research**

3 credits

*Prerequisite: THE 100 or 101 or 102 and permission (Theology major or minor)*

This course is designed for students who plan on attending graduate school following their graduation from Marian University. In this seminar class, students explore both humanistic and social science research methodologies as they pertain to religious education. Students complete an extensive research project throughout the semester that utilizes a methodology presented in class.

**THE 495 Senior Seminar**

3 credits

*Prerequisite: THE 100 or 101 or 102 and permission (Theology major or minor)*

A seminar and capstone course for theology minors and majors that will provide an opportunity to integrate one's theological studies and gained perspectives into a summative senior research paper. Students will also produce a portfolio that demonstrates the development of their theological understanding and reflection.

**THE 497 Internship**

1–3 credits

*Prerequisite: THE 100 or 101 or 102*

Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. This experience ultimately serves to directly tie students' academic coursework to non-academic professional experiences.

**THR THEATRE****THR 203 Theatre Concepts**

3 credits

*Prerequisite: ENG 101 or ENG 105*

A study of theatre/drama as literature, performance art, social expression, and popular culture, focusing on a wide variety of dramatic, theoretical, and historical texts. Texts read include works from classical Greece to the present, possibly including Greek tragedy and comedy, Elizabethan comedy and tragedy, traditional and contemporary Asian theatre, African plays, British restoration comedies, French Neo-Classic tragedy, modern theatre from Ibsen to Beckett, and contemporary avant-garde plays — all from a diversity of playwrights operating from a diversity of perspectives.

**THR 242 Theatre Practicum: Directing**

1–3 credits

*Prerequisite: Permission*

In consultation with the instructor, students develop a directing project to be completed in the context of the production of a Marian University theatrical presentation. The project will include a written component that includes description, analysis, evaluation, and reflection. (*Repeatable for credit.*)

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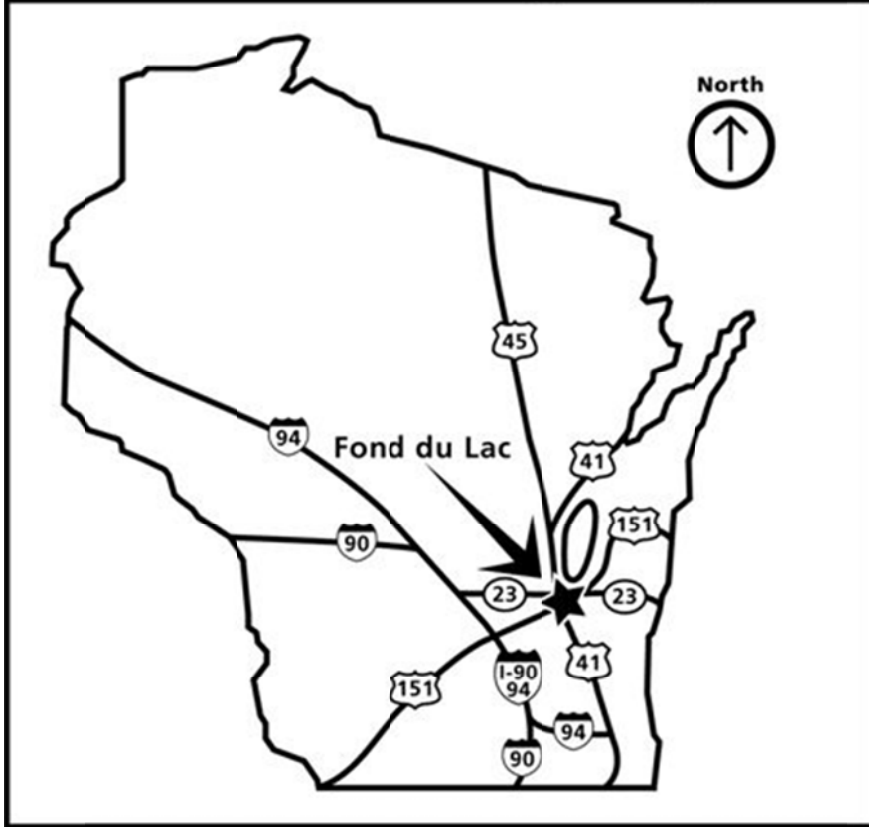
# Marian University Offices

45 South National Avenue Fond du Lac, Wisconsin 54935  
Telephone: (920) 923-7600 Fax: (920) 923-7154

## ***Specific Inquiries:***

Office of the President.....	923-7617
Academic Information	
Executive Vice President for Academic and Student Affairs.....	923-7604
Office of Admission (traditional undergraduate programs) .....	923-7650
Office of Student Life (activities, housing) .....	923-7666
Office of Financial Aid (scholarships, loans, work study).....	923-7614
Office of the Registrar (transcripts and records) .....	923-7618
Office of Business and Finance (business affairs, tuition payments, accounts) .....	923-7611
Office of Graduate Program	
Business .....	923-7632
Education .....	923-7177
Nursing .....	923-8094
Professional, Adult and Continuing Education Office	
(Admission and Marketing for adult and graduate programs).....	923-7632
Appleton Center .....	923-8541
(local).....	920-749-1000
Milwaukee Center .....	923-8535
(local).....	414-258-6757
Office of Advancement (gifts, bequests, foundations, grants) .....	923-7613
Office of Alumni and Parent Relations .....	923-8119
Office for Mission, Learning and Retention .....	923-8963
Marian One-Stop.....	923-8555
Office of University Relations (Public Relations) .....	923-7602

# Wisconsin Highways



# Map of Fond du Lac

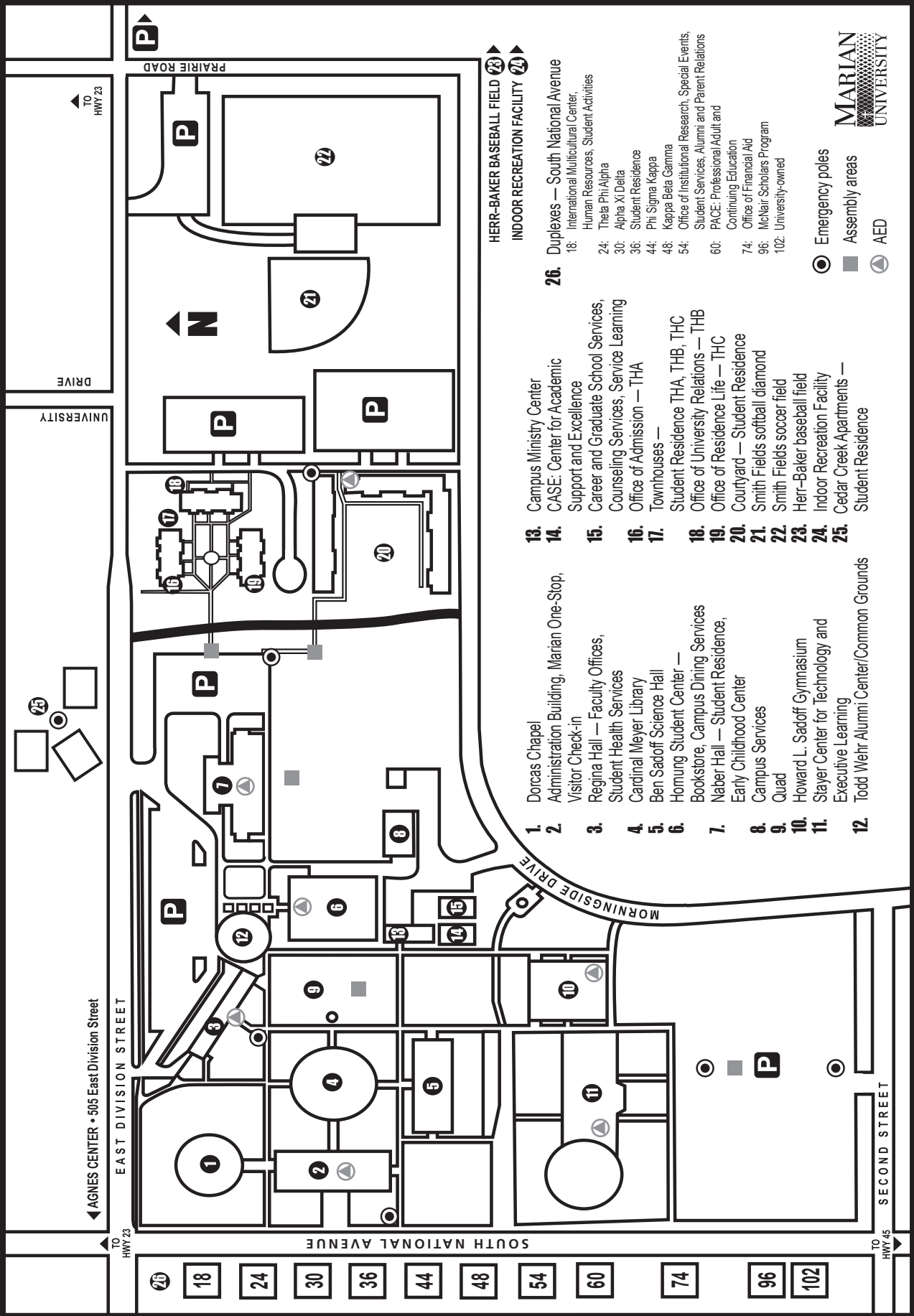


## Notes

## Notes

## Notes

# Marian University Campus Map



- 1.** Dorcas Chapel
- 2.** Administration Building, Marian One-Stop, Visitor Check-in
- 3.** Regina Hall — Faculty Offices, Student Health Services
- 4.** Cardinal Meyer Library
- 5.** Ben Sadoff Science Hall
- 6.** Hornung Student Center — Bookstore, Campus Dining Services
- 7.** Naber Hall — Student Residence, Early Childhood Center
- 8.** Campus Services
- 9.** Quad
- 10.** Howard L. Sadoff Gymnasium
- 11.** Slayer Center for Technology and Executive Learning
- 12.** Todd Wehr Alumni Center/Common Grounds
- 13.** Campus Ministry Center
- 14.** CASE: Center for Academic Support and Excellence
- 15.** Career and Graduate School Services, Counseling Services, Service Learning
- 16.** Office of Admission — THA
- 17.** Townhouses — Student Residence THA, THB, THC
- 18.** Office of University Relations — THB
- 19.** Office of Residence Life — THC
- 20.** Courtyard — Student Residence
- 21.** Smith Fields softball diamond
- 22.** Smith Fields soccer field
- 23.** Herr-Baker baseball field
- 24.** Indoor Recreation Facility
- 25.** Cedar Creek Apartments — Student Residence
- 26.** Duplexes — South National Avenue
  - 18: International Multicultural Center, Human Resources, Student Activities
  - 24: Theta Phi Alpha
  - 30: Alpha Xi Delta
  - 36: Student Residence
  - 44: Phi Sigma Kappa
  - 48: Kappa Beta Gamma
  - 54: Office of Institutional Research, Special Events, Student Services, Alumni and Parent Relations
  - 60: PACE: Professional/Adult and Continuing Education
  - 74: Office of Financial Aid
  - 96: McNair Scholars Program
  - 102: University-owned

Emergency poles  
 Assembly areas  
 AED



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