

MARIAN UNIVERSITY



Graduate Academic Bulletin 2017–18

UNIVERSITY INFORMATION

Marian University, Inc.

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

Mission

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

Vision

Developing potential, and enriching lives through teaching and learning – united in service for a just and humane world.

Core Values

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

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

History

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

Under the leadership of Sisters Aloysia Leickem and Vera Naber, the Congregation of Sisters of St. Agnes opened Marian College on September 8, 1936. Seventeen full-time and 25 part-time students attended the College on the first floor of one wing of their convent. The College remained at the convent on East Division Street until moving to the present campus, at the corner of South National Avenue and East Division Street, in 1966. Soon after its founding, the College offered a degree completion program for graduates of the St. Agnes Hospital School of Nursing; Marian absorbed the program in 1966, three years after Marian's Bachelor of Science in Nursing program began. Medical Technology was added in 1953 and Secondary Education in 1959.

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

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

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

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 to all students and employees with disabilities. For complaints or concerns related to the Non-Discrimination Policy and/or the Statements related to the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, please contact the Office of Mission and Student Engagement.

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.

As a Catholic institution, Marian University is rooted in respect for the inherent dignity of each person. The University fosters a campus community that is inclusive of persons of diverse backgrounds and faiths and does not tolerate discrimination in any form by any University employee or member of the student body. The following policies and procedures reflect this commitment as well as the University's ongoing compliance with applicable federal and state laws and regulations. It is your responsibility as a member of the Marian University Community to review and abide by these policies and procedures.

Veteran Support

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

Marian University is a member of the Servicemembers Opportunity Colleges (SOC) Consortium. SOC, established in 1972, consists of national higher education associations and approximately 1,900 institutional members. SOC

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

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 56% of the faculty holds an earned doctorate or terminal degree 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, Marian offers study abroad, independent study, field trips, practica, clinicals, student teaching, seminars, summer institutes, cooperative education, 100 percent online classes, and hybrid classes which combine online and on-ground instruction.

Strengths Based Campus

Marian University dedicates itself to inspiring students to achieve success and fostering their well-being. Since 2008, students have been encouraged to take the Gallup StrengthsQuest survey, which identifies their unique talents and strengths on which goals can be set for personal and professional development. To create the positive climate necessary to empower students to take responsibility for their individualized talents and strengths, Marian University:

- Supports the unique strengths of each student;
- Focuses on strengths in relationship building;
- Emphasizes strengths in developing leadership skills;
- Explores career options based on talent patterns;
- Builds confidence, sense of well-being, happiness, and hope for the future; and
- Empowers students to design their preferred future based on their strengths.

ACCREDITATION

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

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

APPROVALS AND AUTHORIZATIONS

Marian has several state level approvals to demonstrate that students receive a quality education. These approvals demonstrate that we are held to programmatic and operational standards. Marian also holds memberships in several educational associations through which faculty, staff and administrators gain valuable insight into emerging

research and trends in higher education. These organizations also provide professional development and student learning opportunities. The university's participation in these organizations demonstrates our commitment to our mission, and to our core values of community, learning and service.

For a full listing of Marian University's accredited programs and approvals, please visit the [Accreditation and Approvals](#) page on our website.

MEMBERSHIPS

American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Suicidology
 American Association of University Women
 American Council on Education
 Association for Death Education and Counseling
 Association for Student Affairs at Catholic Colleges and Universities
 Association of American Colleges and Universities
 Association of Catholic Colleges and Universities
 Association of Governing Boards of Universities and Colleges
 Association of Graduate Schools in Catholic Colleges and Universities
 Association of Independent Liberal Arts Colleges for Teacher Education
 Catholic College Cooperative Tuition Exchange
 Consortium for Student Retention Data
 Council for Accreditation of Educator Preparation
 Council for Adult and Experiential Learning
 Council for Advancement and Support of Education
 Council for Opportunity in Education
 Council of Graduate Schools
 Council of Independent Colleges
 Council on Law in Higher Education
 Financial Executives International
 Fond du Lac Area Association of Commerce
 Fond du Lac County Economic Development Cooperation
 Fox Cities Chamber of Commerce
 Green Bay Area Chamber of Commerce
 Innovative Users Group
 Management Association, The
 Metropolitan Milwaukee Association of Commerce
 National Alliance for Grieving Children
 National Association for Campus Activities
 National Association for College Admission Counseling
 National Association of College and University Business Officers
 National Association of Colleges and Employers
 National Association of Independent Colleges and Universities
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Catholic College Admission Association
 National Collegiate Athletic Association
 National Hospice and Palliative Care Organization
 National League for Nursing
 Northeast Wisconsin Consortium for Adult Education

Northern Athletics Collegiate Conference
Northern Collegiate Hockey Association
Oshkosh Chamber of Commerce
Society for Human Resource Management
Southeastern Wisconsin Educational Consortium
Study Wisconsin
Tuition Exchange Inc., The
Waukesha County Business Alliance
Wausau Region Chamber of Commerce
West Allis/West Milwaukee Chamber of Commerce
West Bend Area Chamber of Commerce
Wisconsin Academic Advising Association
Wisconsin Association for College Admission Counseling
Wisconsin Association of Colleges and Employers
Wisconsin Association of Colleges for Teacher Education
Wisconsin Association of Collegiate Registrars and Admissions Officers
Wisconsin Association of Higher Education and Disability
Wisconsin Association of Independent Colleges and Universities
Wisconsin Campus Compact
Wisconsin Emergency Management Association
Wisconsin Independent College of Teacher Education
Wisconsin Institute for Peace and Conflict
Wisconsin Library Association
Wisconsin Women in Higher Education Leadership

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 student contributions are computed according to a federal formula known as Federal Methodology. Complete financial aid information is available at www.marianuniversity.edu/financialaid.

Application process for students seeking financial aid:

1. Be accepted for admission to Marian University in a degree program.
2. Be registered at least half-time.
3. File a Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov.

All Marian University financial aid awards are for one academic year only. Students must reapply, following steps 2 & 3 above, each year of attendance. Summer eligibility is determined separately from the fall and spring awarding year. Summer applications are available on the Financial Aid website beginning April 1.

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

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

Loans

Federal Direct Unsubsidized Loan

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

Further information

Due to the quantity and complexity of financial aid programs, only basic descriptions of the various sources of aid are 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/financialaid.

Satisfactory academic progress

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

Consumer information

Marian University is required to notify students on an annual basis about information important to their education at Marian, including financial aid. Consumer information regarding financial aid and the process, student rights and

responsibilities, terms and conditions of aid offered, policy for returning aid for students who withdraw from classes, criteria for meeting satisfactory academic progress (the Financial Aid SAP process is different from the academic retention standards), information about University programs and staff/faculty, campus crime information, Privacy Act information, athletic information and more can be found online at <http://www.marianuniversity.edu/admission-financial-aid/financial-aid/student-consumer-information-for-financial-aid>.

TUITION

Graduate studies 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, which can be obtained from the Office of Business and Finance or the Office of Adult and Graduate Admission.

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

Graduate Studies:

Graduate Business:	\$590
Graduate Education:	\$570
Graduate Nursing:	\$750
Other Graduate Programs:	\$570
Doctorate:	\$710

Payment Options:

1. Pay the balance in full by the first day of class to avoid all late fees, service charges, and payment plan charges.
2. Sign up for a Payment Plan with TMS at marianuniversity.afford.com

Accepted Payment Methods:

1. Mail a payment

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

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

*Please make sure the student's name and University ID number are listed on the check. Checks can be made payable to Marian University. Please allow enough time for postal delivery services.

2. In person payment

Payments may be dropped off at the Office of Business and Finance, 18 S. National Ave., 8:00 a.m. – 4:30 p.m. Monday through Friday. We will accept cash, personal check, cashier's check, or money order.

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

To make a payment with one of these methods above, please visit marianuniversity.afford.com

- Credit and debit card transactions will automatically be charged a processing fee of 2.75%
- No processing fee for bank account withdrawal

Financial holds

Students are required to pay their accounts in full before registering for the next semester courses. If balance is above \$500, then the account is placed on financial hold, which prevents a student from registering for future courses.

If a balance is above \$0, then the account is placed on a transcript hold, which prevents a student from receiving a transcript or diploma.

Course audit fees

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

- 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.

Books and supplies

Students may purchase or rent textbooks from the Marian University Bookstore, located in the Hornung Student Center.

FEES

One-time charges

Graduate Application fee	\$ 50
Doctoral Application fee	\$ 75
Graduation fee	\$100

Course fees

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

University refund policy

Students are responsible for adding, dropping, and withdrawing from courses. This includes the completion and submission of Course Drop forms. The day on which the Office of the Registrar receives the Course Drop form is the official drop date. To avoid a failing grade, students must drop any courses not attended. Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration for the semester. The following refunds and academic notations are applicable:

Drop before first class	100% refund	No notation on transcript
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All students withdrawing from the University or changing enrollment status are issued tuition refunds based on the following scale:

Length of class	Amount of refund	Academic notation
<u>14 weeks or longer:</u>		
1 st week	100%	No notation on transcript
2 nd , 3 rd , or 4 th week	75%	WD on transcript
5 th or 6 th week	50%	WD on transcript
After 6 th week	None	WD on transcript
After 10 th week	None	WF on transcript
<u>7 to 13 weeks:</u>		
1 st week	90%	WD on transcript
2 nd week	75%	WD on transcript
3 rd week	50%	WD on transcript
After 3 rd week or up to		
69% of course completed	None	WD on transcript
70% or more of course completed	None	WF on transcript

1 to 6 weeks or more than 2 course meeting days:

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

2-day courses:

1 st day	50%	WD on transcript
2 nd day	None	WF on transcript

Additional information

- For purposes of determining refund and academic action, the official date of course drop/withdrawal or University withdrawal is the day upon which properly completed course drop or withdrawal 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 from a course or the University.
- 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. Drop forms must be filed in the Office of the Registrar in order to avoid receiving a failing grade for the course.
- Through the appropriate action of its administration and Board of Trustees, the University 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.

GRADUATE STUDIES

ACADEMIC SUPPORT AND STUDENT SERVICES

CENTER FOR ACADEMIC SUPPORT AND EXCELLENCE

Mobile Units East and West
(920) 923-8097

Academic services

Available services include study groups directed by staff and student leaders, individual tutors, and assistance with study skills (i.e. time management, goal setting, preparing for and taking tests, using support systems within the University). Information and assistance is available in the CASE Office and the Learning and Writing Center. Other resources provided include, study guides for the Praxis I and II exams and support for using test to voice technology (Kurzweil).

Academic testing

Academic Testing is responsible for the coordination and administration of academic tests (internal and external). The CASE Office serves as a national test center site for the following exams:

- Castle Worldwide
- Comira
- ESCO Institute
- International Fluid Power Society (IFPS)
- ISO
- Kryterion
- Miller's Analogy (MAT)
- Proctor service – external
- Smarter Proctoring

Career services

Career guidance assistance is available for all students through the Career Services Office. Career and graduate school preparation resources is available. Career assistance includes:

- Career exploration and interest inventory interpretation
- Career fairs
- Dining etiquette
- Dress for success
- Internship and job shadow assistance
- Interviewing techniques
- Job postings
- Multi-faceted job search techniques
- Mock interviews
- Resume and cover letter development

Disability services

Marian University Disability Services is dedicated to maintaining an inclusive and accessible educational environment, wherein individuals with disabilities are assured equal opportunity for full participation and the ability to benefit from its facilities, services, and programs. Marian University is committed to fulfilling the mandates set forth by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008, 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. For additional information on Marian University's Policy Applying to Nondiscrimination on the Basis of Disability or to access

Disability Services, contact the Coordinator for Disability Services at the Center for Academic Support & Excellence, Mobile Unit West (920) 923-8951.

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 University's policies and procedures in order to obtain reasonable academic accommodations.

The Coordinator for Disability Services assists students with disabilities as they transition to Marian University through to graduation by facilitating reasonable academic accommodations, and offering personal/academic support, and advocacy.

To access Disability Services, students meet with the Coordinator for Disability Services to disclose a disability, submit appropriate documentation (see Marian University's Documentation Guidelines) and discuss reasonable academic accommodations. The Coordinator for Disability Services determines eligibility for services, and reasonable academic accommodations on a case-by-case basis, based upon student's self-report, appropriate documentation and professional judgment. Requests for reasonable accommodations are reviewed on a semester-by-semester basis and granted as supported by the documentation and individual needs. It is strongly recommended that requests be made at least 4-6 weeks in advance of when they are needed in order to avoid delays that could potentially impact participation in a program, service, or activity. All information is regarded as confidential.

Reasonable academic accommodations include, but are not limited to:

Classroom modifications: preferential seating, priority registration, permission to record lectures, note-takers, assistive hearing devices, 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 modifications: text books in alternate formats, enlargement of syllabi, notes, exams, and academic documents, and Kurzweil 3000 text-to-speech learning software.

Students with temporary impairments/injuries

Students with temporary impairments due to injury, surgery, or recovery from surgery, may request short-term accommodations from Lisa Olig, Coordinator for Disability Services and Academic Support at 920-923-8951.

Tutor program

Tutoring is available free of charge to any registered student during the fall and spring semesters through the CASE Office.

Learning and writing center

Staff provides academic assistance in math, science, reading, writing, and study skills. Assistance is available to students who speak English as their second language. The Learning and Writing Center is an optimal learning space that serves individual students and small groups.

Counseling Center

Confidential personal counseling is available to all currently enrolled students at no extra charge for issues such as anxiety, stress, depression, adjusting to college life, or relationship distress. Group counseling, outreach presentations, and self-help resources are also available, based on demand. The Counseling Center offers crisis intervention when needed and can provide referrals to mental health professionals in the Fond du Lac community. For more information or to schedule an appointment, please call (920) 923-8799.

INTERNATIONAL STUDENTS

All international students are required to check in with the Head of Human Resources upon arrival on campus. International students must update the Head of Human Resources or the International Student Advisor with change of address or status within 10 days.

Information is also available on the following topics:

- Banking
- Campus employment
- Driver's license
- Employment authorization (CPT and OPT)
- 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.

GENERAL ACADEMIC INFORMATION

This section of the Graduate 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 two colleges: the College of Professions and the College of Arts, Sciences and Letters.

Academic year

The University conducts academic programs primarily in two semesters: the first from late August or early September to mid-December, and the second from mid-January to mid-May. Graduate and doctoral courses are offered in full semester and varying week length sessions, with some programs running throughout the entire year.

Definitions

Degree

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

Baccalaureate programs: 120

Master Programs: 30

Doctoral Programs: 60

Major

A major is a program of study offering both depth and breadth in a particular discipline or field of study. A major must comprise a minimum of 30 credits. The major must consist of at least 15 unique credits that are over and

above the defined requirements of a student's additional major or minor. Students must complete at least 50% of major credits through Marian University. The major appears on the official transcript.

Minor

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

Certificate

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

Licensure Program

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

Track

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

Degrees awarded by Marian University

Master of Arts in Education (MAE)

Master of Science (MS)

Master of Science in Nursing (MSN)

Doctor of Philosophy (PhD)

Graduate programs

At Risk and Alternative Education

Educational Leadership

Educational Technology

Family Nurse Practitioner *

Nurse Educator*

Organizational Leadership

Special Education

Teacher Education

Thanatology

*Includes RN to MSN

DEGREE

MAE

MAE

MAE

MSN

MSN

MS

MAE

MAE

MS

Doctoral programs

Curriculum and Instruction Leadership

Ph.D.

Educational Administration

Ph.D.

Leadership Studies

Ph.D.

Graduate licensure programs

Alternative Education License (952)

Director of Instruction

Director of Special Education and Pupil Services
 Principal
 Reading Teacher
 School Business Administrator
 Special Education
 Superintendent
 Teacher Education Certification Program

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

Nursing Education
 Online Teaching
 Technology Integration Coach
 Thanatology

ACADEMIC POLICIES AND PROCEDURES

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

Course numbering system

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

Course cancellations and changes

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

The University reserves the right to change a sequence of courses for an individual or group of students. This would require the approval of the Vice President for Academic Affairs and the Dean of the College in which a student is matriculating.

Academic load

For each fall/spring semester, the maximum credit load for full-time graduate candidates is 12 graduate credits; the maximum credit load for half-time graduate candidates is 6 credits. For summer, the maximum credit load is 12 credits. Permission from the department chair is required for any candidate to take more than the maximum load.

Graduate candidates 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 candidate appeal must be submitted to the department chair prior to the beginning of the semester. Candidates 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.

Full- and half-time student status

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

	Full-time	¾ time	½ time
Undergraduate	12+	9-11	6-8
Graduate	9+	6-8	3-5
Doctoral	6+	n/a	3-5

Alternative Course Options

Courses for audit

Enrollment in courses for audit requires admission to graduate study, and approval of the appropriate college dean and the instructor. Audited courses are assessed at 50 percent of the regular tuition rate. Students can take courses for audit only when space is available, and are subject to the same regulations and expectations as all other students in the course with respect to registration, but do not take examinations or receive credit for the course.

Independent study

Independent study is an intensive study of a chosen subject within an academic discipline that is not available through regular courses. No faculty member is required to accept a request for an independent study course. Independent study courses are listed on student records as XXX 614 for master's level courses or XXX 914 for doctoral level courses.

The following guidelines pertain to independent study courses:

- Students must be accepted and in full standing in the graduate level degree program, unless the independent study is required to make up an admission deficiency.
- Full-time faculty guide independent study.
- The faculty member and the department chair under which the student's program is listed must give approval to the study request and amount of credit being granted.
- Work may be done off campus provided regular meetings are held with the faculty member directing the study.
- 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.

The following procedure is to be followed in developing an independent study course:

- The student discusses the need for an independent study with the department chair, who approves or denies the request.
- The student requests an independent study from a full-time faculty member who is qualified to teach the course.
- The student develops an outline for the study including study objectives, learning activities, outcomes, and evaluations. The student presents this to the faculty member for approval.
- Once the student has completed the study outline, the faculty member recommends amount of credit (1–3) to be received and submits the outline to the department chair.
- If approved, the student submits a completed registration form to the department chair who adds the course to the course offerings and forwards the registration to the Office of the Registrar.

Failure to officially register

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

Validation of enrollment policy

Enrollment for all University courses will be validated by the student's attendance in class. For courses meeting for 14 weeks or more, the instructor may request an administrative drop or the Registrar may administratively drop a student from the course if the student has not attended any class meetings during the published add/drop period.

Students administratively dropped from a course during the add/drop period for sessions meeting 14 weeks or more 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 student's responsibility to manage their course schedule and complete the necessary process for dropping a course if they do not plan to take the course.

Grading policy

Grades and Academic Standards

The University uses the following grading and grade point system:

A	Excellent	4.00
A–		3.75
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 (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 College 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. This grade is calculated as an “F” in determining grade point average.

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

- Only elective courses may be taken. Courses required for fulfillment of the General Education Liberal Arts Core Curriculum, a major program, or minor program may not be taken on an S/U basis. Approval of the student’s academic advisor is required. (Exception: clinicals in the College of Professions and thesis or dissertation.)
- 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 “I” must be removed by the deadline date within twelve (12) calendar weeks after the close of the semester in which the “I” was issued (i.e., 12 weeks after final grades were due in the Office of the Registrar for the Fall, Spring, or Summer semester); if the course work is not completed within this time period, the grade is automatically changed to “F.” Exceptions to this policy require approval of the appropriate College Dean. Once an incomplete grade has lapsed to an “F” grade, it may not be changed back to an Incomplete grade.

The Incomplete grade carries 0 quality points and is not computed in the GPA. Undergraduate students who have received an Incomplete do not qualify for the Dean’s List.

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

Applicants for Graduation: 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 deadlines of January 15 for December graduation, June 15 for May graduation, and August 31 for August graduation.

In Progress (IP) — If a course has been designed to 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 field study courses, such as internships, co-operative experiences, practicum, clinicals, student teaching, portfolio,

action research, and independent research projects when, through no negligence by the student, the faculty member determines that an extension of time is warranted. Use of this grade must be confirmed with the Registrar before issuance to be certain it is more appropriate than the incomplete "I" grade.

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

The "IP" grade must be completed by the end of the next semester; however, all "IP" grades must be completed and grades that apply toward the degree must be received in the Office of the Registrar after the end of a student's last semester of attendance within the published degree completion deadline.

If a grade is not received by the deadline, the "IP" grade will be changed automatically to an "F", with both the semester and the cumulative GPAs adjusted accordingly. An F may not be changed back to an "IP" 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 College Dean or department chair, to grant a grade of "PI." 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 student's GPA.

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

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

Unreported grades (NG) — The grade of "NG", indicating that no grade was 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 the NG grade to a letter grade. The instructor's and College 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. Courses in which failing grades are received must be included in the computation of the GPA, unless the student repeats the course and earns a passing grade. Courses taken on an S/U basis are not included in the computation of the grade point average. GPAs are not rounded up. Transfer and audit grades are not included in the Marian University GPA. A cumulative average of 3.00 is required for graduation.

Grade requirements of department or professional programs

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

Grade change

If an instructor finds an error in a student's final grade, the instructor may file a Grade Change form in the Office of the Registrar. Changes of grades cannot be made on the basis of further work completed after the end of the course. Once terminal grades are recorded, they are considered final and cannot be changed to an Incomplete or In Progress. If an Incomplete or In Progress has lapsed to an F, it cannot be changed back to an Incomplete or In Progress grade.

Students should consult with the instructor if they believe that an incorrect grade has been assigned. If no resolution occurs, the student may choose to appeal the decision, following the Grade Appeal Process. Students should contact the College Dean of the instructor's academic school for the timelines, the complete policy, and detailed procedures for appealing a grade.

Repeated courses

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

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

Academic probation and suspension

MSN students must adhere to guidelines set forth by the Nursing Programs which differs from guidelines below. Please see the Nursing Student Handbook.

Education students must adhere to guidelines set forth by the Education Department Program they are enrolled in.

Students admitted unconditionally or students who have been admitted to candidacy are considered on probation for the following semester if their cumulative GPA drops below 3.00. If the semester GPA for the following semester is 3.00 or higher and cumulative GPA is 3.00 or higher, 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 with a GPA below 3.00.

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 cumulative 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 are not counted toward meeting degree requirements. All graduate courses taken are considered in the computation of the GPA. See program handbooks for any additional requirements, such as exit exams and/or portfolios.

A student suspended from graduate studies may apply for readmission after one year. Reinstatement to graduate studies does not necessarily indicate reinstatement to a particular graduate program. The MSN program is more restrictive regarding reinstatement to the program. Refer to the MSN student handbook for additional information.

Graduation application

All students who are planning to graduate are required to submit an application for graduation to the Office of the Registrar at the beginning of the semester in which all degree requirements will be completed. Graduation applications are available online at www.marianuniversity.edu/registrar.

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

If you will be

You should apply

finished with classes:	for graduation by:
Fall semester	October 1
Winterim session	February 15
Spring semester	February 15
Summer session	June 1

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

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

August graduates (master degrees)

August graduates may participate in the May commencement ceremony if they have completed all program requirements and/or have completed all program requirements and are registered for 6 or fewer credits to be completed by the end of the summer sessions. They must submit an application for graduation by February 15 if they intend to participate in the May ceremony. Doctoral program students must refer to their program requirements.

December graduates

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

Degree completion deadline

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

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

Graduation reapplication

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

Withdrawal from graduation

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

Withdrawal and Refund Policy

Withdrawal from the University

Students withdrawing from the University must file a Withdraw from the University Request form with the Registrar and follow specified withdrawal procedures. The official date of University withdrawal for purposes of

determining refund and academic action is the day upon which the properly completed Withdraw from the University Request form is received in the Office of the Registrar. 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. International students on an F-1 visa must meet with the International Student Advisor prior to withdrawing.

Military call to active duty

If called to active duty, a student should present an original copy of his or her service orders to the Office of 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 provided.

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 consult the Office of the Registrar for the complete policy.

Administrative withdrawal

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

- Nonattendance (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.

Academic Record and Transcript Policy

Academic record information

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 sent by fax or email or as the result of telephone or third party requests. Marian University is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics of students' rights under this Bill are available from the Office of the Registrar or online at <http://www.marianuniversity.edu/consumerinfo/>.

Academic records of former or deceased students

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

Failure to provide required documents

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

Academic record change

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

Change of personal information

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

Change of major or degree requirement

Degree requirements indicated in the academic bulletin at the time of a student's entry into Marian University remain in effect as long as the student is degree-seeking and attends Marian on an uninterrupted basis. A student enrolled at Marian who decides to change programs or add an additional program, must apply for admission to the program which he/she wishes to pursue. There is no guarantee that a currently enrolled student will be admitted to an additional or different program. Enrolled students admitted to a new program must meet the requirements of new degree program as stated in the academic bulletin that is current when they start the program. A degree program consists of the requirements of a particular degree.

Transcript information

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

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

Transcripts may be held due to outstanding financial obligations. The Office of the Registrar notifies students if a hold will prevent the release of their transcript. The student must resolve this matter before the transcript is sent. Financial obligations may be satisfied with the University by contacting the 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.

ACADEMIC COMPUTING

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

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

Additionally, there are six computer classrooms that students can use during class times. Computers are also available at the Appleton and West Allis Centers.

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

There are internet hookups in each residence hall room. Wireless internet is available in the following common areas:

- Administration Building
- Agnes Center
- Cardinal Meyer Library
- Cedar Creek Apartments
- Courtyards
- Hornung Student Center
- Howard L. Sadoff Gymnasium
- International Multicultural Center
- Naber Hall
- Regina Hall
- Stayer Center
- Todd Wehr Alumni Center
- Townhouses
- Upward Bound Math and Science Program office

Technical considerations

1. **Have access to an Internet connection.** Online learning is exactly how it sounds, learning online. Having access to a reliable, high-speed Internet connection is the key component to learning online.
2. **Have access to a reliable computer.** An up-to-date computer will allow you to access course content, view multimedia files and engage in online forums and discussions with a minimum of trouble.
3. **Have current software.** Viewing multimedia files is an important part of online learning. Older computers may not have the appropriate software that allows these types of files to be downloaded quickly or viewed at all. You will also be expected to use Microsoft Word (not Works) to complete some written assignments. You have access to a free version of Microsoft Word, PowerPoint and Excel through your OneDrive account. Check your course syllabus for each class to see if any special software is required. Take a moment to make sure your computer is set to deliver all aspects of your course to you.
 - If you are using a PC, make sure your Microsoft Windows is up-to-date. Direct link: windowsupdate.microsoft.com/
 - Have Adobe Reader installed so you can open, read and print pdf documents. Direct link: get.adobe.com/reader/
 - Ensure that you have the latest Shockwave and Flash players installed. Direct link: get.adobe.com/shockwave/ Direct link: get.adobe.com/flashplayer/
 - Have Microsoft Office installed on your computer. If you do not own it, you may purchase it for less than \$100 because you are a Marian University student, using this link: <http://www.journeyed.com/WAICU>
 - Turn off pop-up blocker for Marian Online. If you are unsure of how to do this, or any other of these steps, please contact the Helpdesk by phone (920.923.8793) Monday - Friday 8:00 - 6:30 or Saturday 8:00 - noon; or by email: helpdesk@marianuniversity.edu
4. **Browsers and Browser Settings**

Recommended minimum browsers:

- Google Chrome 11 or higher
 - Firefox 4 or higher
 - Safari 5 or higher
 - Internet Explorer 8 or higher. (Note: IE 10 required for drag and drop of files from outside the browser into Marian Online.)
5. Cookies need to be enabled in your browser to maintain your Moodle session (Usually cookies are enabled by default.)
 6. JavaScript must be enabled in your browser. Usually JavaScript is enabled by default, but you or someone else might have changed this setting.

Acceptable use

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

Contact the Information Technology Help Desk via email at helpdesk@marianuniversity.edu or phone at (920) 923-8947 with any questions or concerns.

RIGHTS AND RESPONSIBILITIES

This section of the Academic Bulletin includes pertinent rules, rights, and responsibilities that may be of special assistance to students. Because this section is not all-inclusive, students are encouraged to study the rest of this 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.

MARIAN UNIVERSITY EXPECTATIONS

Attendance

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

Classroom and campus expectations

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect, and active engagement is valued and observed by all participants. Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful, or uncivil in their conduct, including language,

in any setting at Marian University (this includes Facebook and other social media outlets or web-based venues). A student who is deemed to be acting inappropriately in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

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 College 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 College 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.

GRADE APPEAL

Appealing grades not yet recorded: If, during a grading period, a student believes he/she is being evaluated unfairly, the student should first consult the instructor of the course to explain his/her objection and to better understand the instructor's evaluation. If no resolution is achieved, the student may consult the College 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 Appeal as follows:

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

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

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

1. The terminal grade was based on something other than the student’s performance in the course;
2. The instructor applied standards that were more exacting or demanding than those applied to other students in that course; and/or
3. The terminal grade was a result of significant, unannounced, and unreasonable departures from those articulated in the course syllabus distributed at the beginning of the course.

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 College 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 stands as submitted.

If the College Dean or designee cannot achieve a resolution between the instructor and the student, the student may file a formal written grade appeal with the College 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 College Dean or designee may extend the timelines under extraordinary circumstances.

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

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

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

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

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

1. That the grade be 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 Vice President for Academic 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 are kept in the Office of Academic Affairs.

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

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

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

Academic grievances

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

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

Academic 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 (i.e. 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: 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 defined as presenting another person's work as one's 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 to 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, be suspended from the University for one semester, or be asked to leave the University permanently.

Cheating – Cheating is defined as 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 (i.e. cell phones, PDAs) consulting with others, and using other unauthorized materials.
Possible penalties: The student may receive a failing grade on the exam or receive a grade of WF or F for the entire course.
- Using a stolen exam or having another person take the exam on the student's behalf.
Possible penalties: The student may receive a failing grade for the course, be suspended from the University for one semester, or be asked to leave the 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 asked to leave the University permanently.

Procedures

The College Dean or designee has the responsibility of notifying the Vice President for Academic Affairs of any student who is in 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 is used to investigate violations of this policy and to implement the suggested penalties.

- 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 College 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.
- The instructor may first pursue the matter informally. The College Dean needs to be informed and will keep a record of all violations of academic honesty. The College Dean notifies the student's academic advisor and necessary departmental personnel of the course of all violations of academic honesty. After discussing the matter with the College 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 Vice President for Academic Affairs as part of the informal process. The student

may either accept the penalty or request a formal hearing before the Marian University Academic Appeals and Grievance Committee.

- The instructor or the student may pursue the investigation formally through the appropriate College Dean, who notifies 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 College Dean gives written notice to the individual(s) involved and notifies the Chair of the Academic Appeals and Grievance Committee.
 2. The committee determines 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 applies 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 is dismissed from the University.
 3. The decision of the Academic Appeals and Grievance Committee is final. The Committee Chair notifies the College Dean, who notifies the Vice President for Academic Affairs.

STUDENT COMPLAINT POLICY

The Student Complaint policy is an institution-wide, policy and procedure for addressing, tracking and evaluating student complaints and applies to all members of the University community. It is not meant to override current procedures in place for consumer complaints, academic appeals, disciplinary procedures or school-specific procedures. Students are encouraged to address their complaints informally and directly with the individuals with whom they have concerns before taking any formal actions as defined here.

This policy locates the responsibility for tracking student complaints within the Office of Institutional Effectiveness; however, all employees of the University will need to be prepared to utilize the procedure and forms for addressing student complaints. This will insure standard practice regardless of the nature of the students' complaints, the area of the University within which the concern takes place, as well as the resolution of the situation.

This policy provides all students (or their delegate) with a common form for filing a formal complaint, which then allows the University to track, analyze, identify trends, and use the data to improve institutional processes. This policy fosters data-driven decision making and a uniform practice of addressing and tracking student concerns.

To be clear, particular schools, and other non-academic units have very specific processes in place to deal with student concerns. Student looking for redress from the outcome of these processes are making appeals. The process is firmly in place and tracked through the Office of Academic Affairs.

This policy and corresponding procedure for implementation is flexible and adaptable in format and structure so that new requirements such as new Title IX and campus SaVE policies may also be easily retro-fitted to the form and process.

Notification of rights under FERPA for postsecondary institutions

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

1. **The right to inspect and review the student's education records within 45 days after the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy right under FERPA.** A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the University decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records,, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Marian University. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

- To other school officials, including teachers, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)-(a)(1)(i)(B)(2) are met. (§99.31(a)(1))
 - To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and Local Educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. §99.31(a)(3) and 99.35)
 - In connection with financial aid for which the student has applied or which the student has received if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. ((§99.31(a)(4))
 - To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10))
 - Information the school has designated as "directory information" under §99.37.(§99.31(a)(11))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
 - The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.
5. **The University designates the following as public or "Directory Information":** student name, address, telephone number, email address, photograph, dates of attendance, previous institutions attended, major

fields of study, enrollment status (undergraduate/graduate/full or part time), awards (but not scholarships), honors, degrees conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, and date and place of birth.

6. **Students may restrict the release of "Directory Information," except to school officials with legitimate educational interests and others as indicated in point #3 above.** To do so, a student must make the request in writing to the Registrar's Office, 45 S. National Ave., Fond du Lac, WI 54935. Once filed, this request becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

Student Right-to-Know

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

<http://www.marianuniversity.edu/consumerinfo/>

For additional information, contact the Office of Institutional Effectiveness at (920) 923-8943.

COLLEGE OF ARTS, SCIENCES AND LETTERS

Administration Building, room 121
(920) 923-8132

The nature of the College of Arts, Sciences and Letters is interdisciplinary. Within its academic departments, the College strives to build students' knowledge across a spectrum of the liberal arts, to include the arts, sciences and the humanities. Courses and programs emphasize the mastery of a broad range of fundamental concepts, critical thinking skills, scientific evidence, creative expression, mathematical proofs, effective communication, technical competence, and research skills.

The College of Arts, Sciences and Letters takes an explicitly values-based approach to learning and works to develop the rational, affective, and spiritual dimensions of the whole person. The College cultivates students' interpersonal, expressive, and interactive abilities; activates and intensifies students' commitment to service, vocation, human dignity, and diversity; and heightens students' appreciation of continuity, innovation, and global community. It prepares students to: engage in scientific inquiry and thought; select and pursue appropriate career options; become productive members of an increasingly interdependent, global, technological, and scientific society; and develop an appreciation of their own capabilities and accomplishments.

COLLEGE OF THE PROFESSIONS

Linda Matheson, Ph.D., Dean
Regina Hall, room 222
Center for Health, room D122
(920) 923-7668

Excellence in education is at the forefront of Marian's commitment to students. Graduates of our professional programs are prepared for a variety of careers in the ever-changing, complex, and challenging work environment. The College of the Professions builds upon founding principles and Marian's core values --- community, learning, service, social justice, and spiritual traditions into a professional education that fosters professional growth, professional development, and commitment to life-long learning. The College strives to create an educational environment that compels students to take personal responsibility for acquiring knowledge, forming values, developing effective communication and critical thinking skills, analyzing situations, and making independent judgments.

Graduate Studies

The College of the Professions offers programs at the masters and doctoral level. This includes a Master of Arts in Education with an emphasis on curriculum and instruction or leadership studies, a Master of Science in Organizational Leadership in an accelerated format, a Master of Science in Nursing with family nurse practitioner and nurse educator tracks, and 100% online Master of Science in Thanatology. A Ph.D. degree in Educational Administration and Leadership Studies allows students to pursue the superintendent licensure. A 100% online graduate level Certificate in Thanatology is available to any student who holds an accredited baccalaureate degree. Please refer to the Adult and Graduate Studies section of the academic bulletin for specific information on graduate and post-graduate programs.

Business Department

The Business department offers the following graduate program:

Master of Science (MS)

- Organizational Leadership

Admission requirements

To be considered for admission the applicant must submit the following:

- A completed Marian University application form;
- A \$50 non-refundable application fee;
- An official transcript from each college or university attended;
- 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;
- Career Goal Statement; and
- Critical Analysis Essay.

* Completed applications are due 30 days prior to the date of the program orientation.

Admission of international students

Additional admission requirements for international student applicants to the Master of Science 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 transcripts from each previous undergraduate or postgraduate institution attended. Academic transcripts must have a seal and signature in ink of an authorized official of the institution(s), such as the registrar or recorder of records.
- Foreign students are required to pay for any costs incurred by the University for the evaluation of equivalencies of academic course work.
- Every foreign applicant must provide evidence of adequate financial resources (including support for any family members who accompany the student to the University) as part of the application for admission. This statement must be provided in English and signed by the applicant and any financial sponsors.

Foreign students are required to pay one half of the first semester's tuition to the University, in U.S. dollars, before arriving at the University. The remaining tuition for the first semester is due when classes begin.

Credit transfer

Students can transfer up to 9 credits into the graduate program. Each potentially transferable course is reviewed individually for equivalence and appropriateness and must be less than 7 years old. Request to transfer credits must be made at the time of application for admission to the program. All coursework earned prior to admission to Marian, for which graduate credits are requested, must be reported on the application for admission and documented by means of an official transcript requested by the student from the registrar of the institution previously attended.

Re-admission requirements

A graduate student who withdraws from the MS-OLQ or MS-OL program and Marian University, and then is subsequently readmitted to the program must satisfy the requirements of the program at the time when they are re-admitted to resume participation in the program. A student absent from the program longer than 7 years, must reapply for admission. At the time of readmission, the student's prior academic record will be reviewed and granting of credit for courses previously completed will be determined on a case-by-case basis.

ORGANIZATIONAL LEADERSHIP (MS)

This program is designed for individuals to assume or enhance their leadership roles in organizations. It is strategically oriented, customer-focused, learner-centered, cohort-based, and founded on a generalist manager-leader orientation. Courses are project-based and integrate functional disciplines of business with the development of implementation and process skills. There is an emphasis on team and peer learning. Effective

leaders articulate goals, align support, identify resources, develop people, and reward successes. The program's fundamental approaches for developing these leadership skills include organizational learning, strategy, systems, integration, ethical and social responsibility, teamwork, and the quality philosophy.

Program outcomes

Participants will:

- Be able to articulate their leadership approach;
- Be able to develop and apply business strategy as a leader/manager;
- Be able to respond to systems problems as a leader/manager;
- Be able to solve practical problems as a leader/manager;
- Be able to engage in organizational assessment and improvement;
- Be able to make a professional presentation to a business audience;
- Be able to prepare a professional business document for a business audience;
- Be able to function effectively in group work as a team member and leader;
- Have an increased sense of competence and confidence as a business professional and leader/manager.

Students entering the program are expected to have basic competency in four areas: accounting, economics, finance, and statistics and research. Basic competency can be demonstrated by prior successful completion of a college-level course or proficiency examination. Students without prior preparation in these areas will complete a foundational (leveling) course in each area where they lack basic preparation. Foundational (leveling) courses are structured online learning modules including pre-test and post-test assessments.

All students are admitted on probation (some are admitted on special circumstances probation dependent upon admission requirements) and apply for candidacy after the completion of three courses. Students must have achieved a minimum GPA of 3.00 and be in good standing in order to receive full admission to candidacy.

Degree requirements

To receive the Master of Science in Organizational Leadership degree, the candidate must meet the following criteria:

- Completion of coursework with a minimum GPA of 3.00.
- Submission and approval of the final capstone project.
- Receive no final course grade lower than a "C" – courses in which a grade lower than "C" was received must be repeated to achieve an acceptable grade.

30 credits as follows:

- BUS 500 MS-OL Program Orientation, 0 cr.
- BUS 505 Leadership in Organizations, 3 cr.
- BUS 515 Systems, Strategy and Adaptation in Leadership, 3 cr.
- BUS 625 Strategy, Risk, and Leadership Ethics, 3 cr.
- BUS 635 Globalization and the International Perspective, 3 cr.
- BUS 645 Applied Quantitative Methods, 3 cr.
- BUS 647 Research Foundations, 3 cr.
- BUS 655 Managerial Finance and Budgeting, 3 cr.
- BUS 675 Human Resources Strategies, 3 cr.
- BUS 695 Operations Management, 3 cr.
- BUS 701 Consulting Team Project, 3 cr.

Delivery

Cohorts: When students start the MS Program, they join a cohort of peers with whom they take their courses and complete the program.

Face-to-face Method: The program is delivered to a cohort face-to-face at several locations in Wisconsin, where the number of students interested are large enough to form a cohort.

Online: The program is also delivered to a cohort as an asynchronous online offering.

Orientation: Students are required to complete an orientation one week prior to the start of the program.

Synchronous online learning: In several scheduled class sessions students will participate in pre-scheduled live online conference sessions using appropriate video conferencing software.

Accelerated model: Courses are delivered in an accelerated delivery schedule. Most courses are 7 weeks in length. Face-to-face accelerated courses meet one night each week for four hours. Several specified courses may be longer – e.g. 8 weeks.

Education Department

The Education department 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 At Risk and Alternative Education (formerly DIAL), Educational Leadership, Educational Technology, Special Education, and Teacher Education. All applicants for these programs must meet the admission requirements for a Master of Arts in Education degree as follows, but may also be required to meet a program's additional requirements or to submit additional information.

Application procedure

To be considered for candidacy into programs leading to the MAE degree, the applicant must present the following:

- Completed application form
- \$50 non-refundable application fee

The applicant must present the following prior to the completion of six credits at Marian University:

- Official college/university transcripts sent directly from the registrar, verifying completion of a baccalaureate degree and any other course work completed at the undergraduate or graduate level (Marian University alumni need not submit Marian University transcripts).
- Completed course sequence plan signed by an advisor, if required by the program.
- Copy of Wisconsin 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.)

Admission with full standing

To be admitted in full standing to the MAE degree program, degree-seeking applicants must have the following:

- A bachelor's degree in education or related area from a regionally or nationally accredited program;
- A teaching license or evidence of eligibility to hold such a license; and
- A minimum undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale) or a minimum GPA of 3.30 in the last 60 credits of their undergraduate program.

Admission with deficiencies

Students admitted with deficiencies may be required to complete up to twelve credits of academic work in education or other related areas. Applicants who seek licensure, but 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, applicants are not eligible for licensure until all other State of Wisconsin Department of Public Instruction and 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. Completion of nine 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. Completion of 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 results 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

Waiving probationary status is considered only if:

- The last 30 credits in the applicant's undergraduate program are completed with a minimum GPA of 3.00;
- Graduate coursework from other institutions meets the criteria normally used for credit transfer;
- 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.

Credit transfer

All college and university coursework earned prior to admission, including graduate credits, must be reported on the application for admission and documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

A transfer of credit application must be filed in conjunction with the application for admission. Official syllabi/course descriptions must be provided upon request. Graduate credits earned prior to admission, but not reported on the Transfer of Credit Application are not considered for transfer after admission. No more than 9 credits are accepted in transfer. Individual programs may have additional restrictions.

To be considered for transfer, credits must be:

- Earned at an institution regionally or nationally accredited at the graduate level;
- Acceptable to the master's program in education of the transferring institution;
- Completed within the last 10 years; however, the department reserves the right to deny transfer of credit for courses in which the content or practice has significantly changed in the last 3 years;
- Grade of A or B (B– is not acceptable); however, such grades are not included in the computation of grade point average;
- Equivalent 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), or workshops.

Students admitted to the MAE 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.

If a student changes emphasis within the MAE program, graduate courses already accepted in transfer are not automatically accepted into the student's new emphasis. Such courses must be reevaluated and processed according to the above outlined procedures.

Degree time limit

All work applying to the MAE degree must be completed within a seven-year time period, which begins with formal acceptance into the degree program.

INSTITUTE OF PROFESSIONAL DEVELOPMENT

Established by Marian University's School of Education, the Institute of Professional Development (IPD) provides graduate courses and in-services, including those in educational technology methodologies for teachers and administrators in the K–12 educational setting. Educators are thereby provided with opportunities for life-long learning, recertification, and professional development. The Institute of Professional Development and (IPD):

- Offers graduate course for recertification, professional development in areas of need and interest including, literacy studies, special education, educational technology, Effective Teacher, Common Core in-services, and other educational areas as needed.
- Supports school district educational needs and interests through adjunct services.
- Assists schools in developing plans for continuing education as identified by the school.
- Provides meeting and instructional spaces for holding group in-service and conventions on Marian's campus.
- Enters into collaborative partnerships called Memoranda of Understanding with school districts and other educational agencies.
- Welcomes school districts, educational agencies, teachers, and administrators to contact us to create opportunities relevant to their educational needs and interests.

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. 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 Educational Leadership Program is 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). This 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 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). Students in the Educational Leadership Program complete a comprehensive master's exam; or EDL 735 and completed action research project.

Admission requirements

All applicants must meet the following requirements:

- Admission requirements for the MAE (see degree admission requirements)
- A signed course sequence plan
- Students seeking administrative licensure through Marian University must hold a valid Wisconsin Teaching License 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.

Degree requirements

The Educational Leadership program requires a minimum of 32 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 coursework or its equivalent with a minimum GPA of 3.00 (on a 4.00 scale). Grades below C (2.00) are not counted toward meeting degree requirements;
2. Successful completion of the online professional portfolio;
3. Successful completion of the master's comprehensive exam; or EDL 735 and completed action research project.
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.

32 credits as follows:

18 credits: Common Core Courses

EDL 600	Leadership Studies Program Orientation, 0 cr.
EDL 601	Educational Leadership Portfolio, 1 cr.
EDL 705	Educational Leadership, 3 cr.
EDL 745	Student Support Services for Diverse Student Populations, 3 cr.
EDL 765	School-Community Relations, 3 cr.
EDL 775	School Finance, 3 cr.
EDL 785	Law and Politics of Education, 3 cr.
EDL 792	Values and Ethical Leadership, 2 cr.

14 credits of Certification-specific courses:

For Principal, Director of Instruction, and Director of Special Education and Pupil Services licenses, 14 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, 3 cr.

or

For School Business Administrator license, 14 credits as follows:

EDL 762	Advanced School Business Administration, 3 cr.
EDL 764	Advanced Accounting and Computer Application in Educational Administration, 3 cr.
EDL 766	Human Resource Administration and Risk Management, 3 cr.
EDL 768	Auxiliary Services Management, 3 cr.
EDL 794	School Business Administrator Practicum, 2 cr.

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 and pupil services, or school business administrator. Students who already hold a Wisconsin principal license may seek licensure as a superintendent.

Admission

To apply for admission to the licensure only program, students must meet the following 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.

* Students seeking a school business administrator license are not required to hold a teaching license or to have teaching experience.

Additional admission criteria for Superintendent Licensure only

To apply for the Superintendent Licensure only program, students must meet the following criteria:

- Master's degree in educational administration, education, or related area from a regionally or nationally accredited institution;
- Cumulative GPA of 3.00 or higher (on a 4.0 scale) in the previous master's degree;
- Wisconsin principal's license or eligibility to hold such a license; and
- Two professional recommendations.

Additional license for Marian graduates

Individuals who have earned an MAE in Educational Leadership from Marian University and wish to seek additional administrative licenses should contact the Leadership Studies Department at (920) 923-8095.

Application procedure

The applicant must present the following:

- Completed application form;
- \$75 non-refundable application fee for the 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 coursework completed at the undergraduate or graduate level (Marian University alumni need not submit Marian University transcripts);
- Course sequence plan, signed by the department chair or academic advisor; and
- Copy of WI teaching or administrative license or evidence of eligibility to hold such a license.

Administrative licensure only coursework

Refer to the course requirements in the Educational Leadership Program for specific coursework required for the following administrative licenses: principal, director of instruction, director of special education and 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.

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).

AT RISK AND ALTERNATIVE EDUCATION (MAE) (formerly DIAL)**Online program offered for cohort groups only**

The At Risk and Alternative Education (AREA) master's program prepares concerned educators, youth workers, counselors, juvenile services and detention center personnel to be more effective in working with at-risk youth, especially those students at-risk of not achieving educational or personal success in their lives.

Admission requirements

All applicants must meet the following requirements:

- MAE admission requirements; and
- If teaching license is out-of-state, students must provide a copy of a teaching license from any state or evidence of eligibility to hold such a license in that state.

Degree requirements

Candidates must meet the following criteria:

- Completion of the coursework or its equivalent with a minimum GPA of 3.00 (on a 4.00 scale);
- Grades below C (2.00) are not counted toward meeting degree requirements;
- Successful completion of all three program gates;
- Submit an application for degree completion; and
- Portfolio completion.

30 credits as follows:

TCH 618	Advanced Educational Psychology, 3 cr.
TDE 628	Teaching Strategies for At Risk Education, 3 cr.
EDU 636	Understanding Alternative and Non-traditional Learners, 3 cr.
EDU 638	Effective Schools Research: What Works, 3 cr.
TDE 645	Differentiated Instruction and RtI, 3 cr.
RDG 674	Digital Literacies, 3 cr.

EDR 626	Social Justice Education, 3 cr.
TDE 658	Planning and Assessing Diverse Programs, 3 cr.
TDE 660	Prevention, Intervention and Community, 3 cr.
TDE 662	Resiliency, Holistic Health, & Stress Management, 3 cr.

Additional Requirements:

The Capstone Portfolio: In each course a portion of the Portfolio is completed and assessed. A reflective paper is required as the Portfolio's terminal activity.

ALTERNATIVE EDUCATION LICENSURE ONLY

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). Students must complete a portfolio or reflective paper based on Wisconsin's teaching standards.

6 credits:

EDU 636	Understanding Alternative and Non-traditional Learners, 3 cr.
EDU 638	Effective Schools Research: What Works, 3 cr.

Portfolio or reflective paper based on InTASC Teaching Standards.

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. 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. Participants investigate theoretical concepts and apply these to issues and problems in 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 are able to choose and use the tools they need to critically analyze leadership models and practices in their fields from 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.
- Provide advanced study and professional development to participants who are preparing for or currently working in leadership positions in a variety of professional sectors.
- Provide an interdisciplinary approach to the study of leadership that affords participants the opportunity to learn from the diversity of concepts, theories, and practices.
- Contribute to what is known regarding the theoretical and practical implementation of leadership concepts across various disciplines through study, research, and practice.
- 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 hold a master's degree with a cumulative GPA of 3.00 or higher (on a 4.0 scale) from a regionally or nationally accredited institution. Applicants for the superintendent license must have or be eligible to hold a Wisconsin license as a principal.

Probationary admission

An applicant with a cumulative master's GPA below 3.00 or scores on the MAT that do not indicate ability to do satisfactory graduate work may be admitted on probation when performance on the majority of the remaining criteria is acceptable. To be considered for full admission, those students are required to take six semester credits of graduate-level coursework specified by the Leadership Studies Chairperson and/or Ph.D. Program Director and achieve a GPA of 3.00 or higher.

Application procedure

- Completed Doctor of Philosophy Admission Application;
- \$75 non-refundable, non-waivable application fee;
- Official transcripts sent directly from each college/university attended;
- Official Millers Analogy Test (MAT) scores within the last 5 years;
- Official TOEFL scores (international students only);
- Letter of application;
- Current résumé or curriculum vitae;
- Three letters of recommendation from professionals familiar with the applicant's academic or work experience; and
- One sample of scholarly or professional writing.

Following receipt of complete application, the Leadership Studies Graduate Admission Committee reviews applications. Selected applicants are invited for an interview. Candidates may need to complete an in-person writing sample as part of the admission process. Following the interview and final review by the admission committee, notification of admission decisions is 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 take credits of concentration courses (based on transfer) in addition to the leadership and research core.

Full admission with provisional enrollment

All candidates who are reviewed for admission must have a complete application on file with the Leadership Studies Department. The Leadership Studies Admissions 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 Leadership Studies Admissions Committee recommends admission to the faculty. Candidates may be admitted in full standing or allowed to enroll provisionally. Provisional status allows candidates to demonstrate performance through successful completion of the first six credits of doctoral studies.

GPA progression standards

Doctoral students must maintain a cumulative GPA of 3.00 in all academic coursework. Students who fall below 3.00 are placed on academic probation. Grades of C- or below must be repeated.

Degree requirements

The Ph.D. program requires the following:

- Minimum of 60 credits, including at least 45 credits of coursework above the master's level and 15 credits of dissertation research;
- Minimum cumulative GPA of 3.00; *
- Completion of the degree requirements within eight years after admission to the program; and

- Acceptance of a dissertation by Graduate Studies by the posted submission deadlines.
*Grades below “C” are not counted towards degree requirements.

District administrator/superintendent Internship

After taking a minimum of 12 credits in the Educational Administration licensure program, including EDL 850, students enroll in a field-based component over three semesters under the supervision of a School of Education supervisor and a field-based administrator. Students register for one credit of EDL 854 each semester. Specific licensure requirements are the focus of the field-based assessment. Students complete an online portfolio and a project that may be research-based and present their findings at the conclusion of the internship.

Dissertation research seminar

The seminar in EDL 903 guides and facilitates the development of the dissertation research proposal with supervision of the dissertation chair and committee. The student identifies the dissertation research question(s); selects the method of research used to investigate the problem; defines, states, and justifies the thesis or theory; outlines the proposed study; and submits 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.

Dissertation

The dissertation is supervised by a faculty committee to guide the doctoral candidates in the completion of original research concluding in a written dissertation and oral defense. Minimum of 12 credits required to complete dissertation with continuous enrollment. 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.

PH.D. PROGRAM

60 credits as follows:

15 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.
EDL 853	Organizational Culture, 3 cr.*
EDL 856	Advanced Program Planning and Evaluation, 3 cr.*

12 credits: Research Methods

EDL 810	The Research Endeavor, 3 cr.
EDL 900	Foundations of Research, 3 cr.
EDL 901	Qualitative Research, 3 cr.
EDL 902	Quantitative Research, 3 cr.

15 credits minimum: Dissertation

EDL 903	Dissertation Research Seminar, 3–6 cr.
EDL 920	Dissertation, 3-9 cr.

18 credits from one of the following concentrations:

Curriculum and Instruction Leadership or

18 credits:

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 or

18 credits:

EDL 850	The Superintendency, 3 cr.*
EDL 851	Personnel Administration, 3 cr.*
EDL 852	Technology and Leadership, 3 cr.*
EDL 854	Superintendent Internship, 1–3 cr.*
EDL 855	Seminar in Law and Education, 3 cr.*
EDL 857	Curriculum and Leadership, 3 cr.*

Leadership Studies

18 credits:

EDL 814	Developing Leader Capacity, 3 cr.
EDL 817	Organizational Development and Change, 3 cr.
EDL 819	Adult Development, 3 cr.
EDL 821	Organizational Behavior, 3 cr.
EDL 826	Intercultural Leadership, 3 cr.
EDL 827	Leadership for Social Change, 3 cr.

* Courses required for the WI03 Superintendent's license.

Wisconsin superintendent licensure option

Marian University's Superintendent Licensure-only program prepares candidates to serve as a superintendent in PK–12 schools in Wisconsin. Leading to the WI #03 Superintendent's License, the program requires the completion of 24 credits and an electronic portfolio. Students may also apply these 24 credits to the doctoral program if they wish to obtain a Ph.D. at a later date.

DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education offers graduate teacher education programs in alternative learning, special education, and a teacher certification program (grades 1–8) leading to initial licensure and a master degree in education.

EDUCATIONAL TECHNOLOGY PROGRAM (MAE)

Online

The Master of Arts in Educational Technology in the Department of Teacher Education focuses on the use of technology to support teaching and improve learning. This asynchronous, 100% online program gives educators the knowledge base necessary to transform their curriculum and teaching practices for the 21st Century through integrating technology and participatory learning.

Graduate students in the program examine current educational theory and practice, and explore a variety of viewpoints and social issues to reflectively develop their professional competence and teaching style. During their course work, graduate students consider effective collaboration and explore the use of innovative technology that supports teaching and learning. Students assess themselves on established professional teaching and technology standards, and will develop a professional growth plan and electronic portfolio.

Throughout their program, students will demonstrate their proficiency by creating an electronic portfolio based on the Educational Technology Program learning outcomes. The program is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) professional education standards, the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers and Technology Coaches (ISTE-T, ISTE-C).

Technology Integration Coaching Certificate

Certificate programs do not qualify for Federal Financial Aid

Technology coaching is embedded throughout the program. Students examine the fusion of technology, pedagogy, and content knowledge in the educational environment with an emphasis on leadership for technology coaching. This program will also provide opportunities for learning how to lead school/district employees in the integration of technology through professional growth and development training and coaching. Learners will design and develop technology-enhanced learning experiences at the school/district level emphasizing creativity, higher-order thinking skills and processes. Upon completion of the MAE Educational Technology program, students will receive a Technology Integration Coaching Certificate.

Degree requirements

To receive the Master of Arts in Education degree with an Educational Technology emphasis and Technology Integration Coach Certificate, candidates must meet the following criteria:

- Completion of the coursework or its equivalent with a minimum GPA of 3.00 (on a 4.00 scale);
- Grades below C are not counted toward meeting degree requirements;
- Successful completion of all three program gates; and
- Submit an application for degree completion.

30 credits:

EDT 650	Foundations of Educational Technology, 3 cr.
EDT 652	Innovations in Education, 3 cr.
EDT 654	Educational Telecommunications, 3 cr.
EDT 655	Developing Grant Proposals Integrating Technology, 3 cr.
EDT 658	Teaching and Learning with Multimedia, 3 cr.
EDT 661	Educational Hardware and Systems Support, 3 cr.
EDT 672	Teaching and Learning Online, 3 cr.
EDT 674	Learning with Technology: Effective Strategies, 3 cr.
EDT 670	Mobile Learning, 3 cr.
EDT 680	Technology and Leadership in the Information Age, 3 cr.

ONLINE TEACHING CERTIFICATE

Certificate Programs do not qualify for Federal Financial Aid

The Online Teaching Certificate (OTC) provides a certificate to the graduates who complete all requirements. Candidates who complete the four credit graduate certificate will demonstrate the knowledge and skills to effectively teach or train online and serve as leaders in distance learning initiatives. Teachers who complete this certificate can apply EDT 672 toward a Master of Arts in Education degree in Educational Technology.

4 credits:

EDT 672	Teaching and Learning Online, 3 cr.
EDT 794	Online Teaching Practicum, 1 cr.

SPECIAL EDUCATION PROGRAM (MAE)

Online

The Special Education Program is designed for educators wishing to teach students with special needs in middle childhood–early adolescence (grades 1–8) and Early Adolescence-Adolescence (grades 5-12). It meets 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; special education teachers who desire a master’s degree who are already certified; and teachers who seek recertification and continuing education credits.

30–39 credits as follows:

9 credits:

SPE 600 Orientation to the Program, 0 cr.

SPE 644 Special Education Law: Families and Students, 3 cr.

SPE 674 Learning with Technology: Effective Strategies for Students with Disabilities, 3 cr.

SPE 618 Advanced Educational Psychology, 3 cr.

21–25 credits:

SPE 621 Reading Instruction for Students with Disabilities, 3 cr.

SPE 624 Collaboration and Consultation in Special Education Programs, 3 cr.

SPE 626 Curriculum and Instruction for Students with Disabilities, 3 cr.

SPE 634 Diagnosis and Assessment of Students with Disabilities, 3 cr.

SPE 637 Behavior Assessment for Intervention, 3 cr.

SPE 696 Literacy Special Education Field Experience, ½ cr.

SPE 697 Field Experience Seminar, ½ cr.

SPE 655 Clinical Practice and Seminar (required for WI Code 801 – CC), 4 cr. **and/or**

SPE 665 Clinical Practice and Seminar (required for WI Code 811 – SLD), 4 cr.

Field experiences and clinical practice not required for special education teachers who are already licensed and just getting a master's degree.

5 additional credits for master's degree:

EDU 612 Action Research, 3 cr.

EDU 613 Action Research in Education: Reporting the Findings, 2 cr.

Licensure only students do not need to take Action Research

READING TEACHER LICENSURE PROGRAM

This licensure only program is intended for those who currently hold a Wisconsin teaching license or have completed an approved teacher education program and have had at least two years of teaching experience. This 18 credit program meets criteria for the Wisconsin Reading Teacher (316) license. The Reading Teacher License is required for teachers specifically assigned to teach reading in grades Pk- 12.

18 credits:

RDG 601 Foundations of Reading, 3 cr.

RDG 621 Literacy for At-Risk and Struggling Learners, 3 cr.

RDG 630 Assessment of Reading, 3 cr.

RDG 640 Advanced Content Literacy, 3 cr.

RDG 648 Multicultural Literacy, 3 cr.

RDG 796 Literacy Practicum, 3 cr.

TEACHER EDUCATION PROGRAM (MAE)

The Teacher Education Program offers an alternative pathway to certification for students who possess a baccalaureate degree and are interested in making career changes. The program prepares students for teaching grades 1–8 and qualifies them for the middle childhood–early adolescence license offered through the Department of Public Instruction.

43 credits as follows:**40 credits:**

TCH 600 Orientation to the Program, 0 cr.

EDU 612 Action Research, 3 cr.

EDU 613 Action Research in Education: Reporting the Findings, 2 cr.

EDU 616 Perspectives in American Education, 3 cr.

TDE 618 Advanced Educational Psychology, 3 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 640 Education in the Age of Technology, 2 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.*

3 credits from the following:

TDE 628 Classroom Strategies and Practices, 3 cr.
 EDU 636 Understanding Alternative and Non-Traditional Learners, 3 cr.
 EDU 638 Effective Schools' Research: What Works, 3 cr.
 TDE 658 Analyzing Student Achievement in Diverse Learning Contexts, 3 cr.
 TDE 645 Differentiated Instruction and Response to Intervention, 3 cr.

TEACHER EDUCATION CERTIFICATION ONLY PROGRAM

This program reflects the integration of content, pedagogy, and professional studies. 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:

TCH 600 Orientation to the Program, 0 cr.
 EDU 616 Perspectives in American Education, 3 cr.
 TDE 618 Advanced Educational Psychology, 3 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 640 Education in the Age of Technology, 2 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.*

* *Number of credits may be reduced for second licensure students.*

Admission

Students must meet the following criteria in order to be admitted to 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 undergraduate GPA of 2.75.
- 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 higher, from transcripts.
- Passing scores on Core Academic Skills Test.
- Approval for acceptance by the School of Education.

NURSING AND HEALTH PROFESSIONS DEPARTMENT

DEPARTMENT OF THANATOLOGY

The mission of the Edwin S. Shneidman Program in Thanatology is to educate students from diverse backgrounds in the fundamental concepts, knowledge, research, techniques and skills of thanatology in order to (1) prepare them for employment in a wide variety of thanatology-related positions and (2) prepare them to contribute to the discipline of thanatology academically and professionally. The Program is committed to the education of the whole person, integrating professional preparation with a liberal arts foundation and embracing justice, compassion, and service to the local and global community. The five core values of Marian University of community, learning, service, social justice and spiritual traditions inspire and inform the curricula within this Program.

MASTER OF SCIENCE IN THANATOLOGY (MS)

The Master of Science in Thanatology is designed to prepare individuals for employment in organizations that focus on the delivery of care for individuals and families confronting end-of-life healthcare and subsequent bereavement issues, and/or to prepare individuals for employment in organizations that specialize in suicide prevention, intervention, and postvention. The program combines rigorous study across the spectrum of end-of-life studies with content in palliative and hospice care, ethics, spirituality and religion, suicide and suicide prevention, unnatural death, end-of-life decision-making, communication with service providers and families, program development and assessment, diversity, death education, and a core curriculum grounded in thanatology theory and practice.

THANATOLOGY CERTIFICATE PROGRAM

Certificate Programs do not qualify for Federal Financial Aid

This program is designed for students who already hold a master's degree in another discipline. To receive the Graduate Certificate in Thanatology, the candidate must complete coursework with a minimum GPA of 3.00.

Admission requirements:

To be considered for admission into the thanatology graduate programs, applicants must submit the following:

- A completed application form
- A \$50 non-refundable application fee
- An official transcript from each college or university attended
- Minimum cumulative GPA of 2.75 (on a 4.0 scale). Students may be considered for admission on a probationary status with less than a 2.75 GPA
- Two confidential letters of recommendation
- Career goal statement

Credit transfer

A Transfer of Credit Application must be filed in conjunction with the application for admission. Official syllabi/course descriptions must be provided upon request. Graduate credits earned prior to admission, but not reported on the Transfer of Credit Application are not considered for transfer after admission. Students may transfer up to 9 credits into the Master of Science in Thanatology degree program, and each potentially transferrable course is reviewed individually. All credits earned relating to the Master of Science in Thanatology must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

Credits will not be accepted for transfer for the Graduate Certificate in Thanatology.

To be considered for transfer, credits must be:

- Earned at a regionally accredited (Higher Learning Commission) institution graduate level program;
- Completed within the past 7 years;
- Completed successfully with a grade of B or better.
- Equivalent to or as rigorous as Marian University courses; and
- Appropriate for the Master of Science in Thanatology

The following are not transferable to the Master of Science in Thanatology: Undergraduate credit, continuing education units (CEUs), workshops, or credit for prior learning/experience.

Progression Policy

Students must earn a grade of “C” (2.00) or better in all courses. If a student earns a grade below “C” in any course, he or she may repeat that course one time only and must earn a “C” or higher in order to progress in the program. Students may repeat only one course one time only. A cumulative GPA of 3.00 is required for graduation from the program.

Master of Science in Thanatology Degree requirements

To receive the Master of Science in Thanatology, students must meet the following criteria:

- Completion of coursework with a minimum GPA of 3.00 (on a 4.00 scale); and
- Submission and approval of the final capstone project.

Graduate Certificate in Thanatology Requirements

To receive the Graduate Certificate in Thanatology the candidate must meet the following requirements:

- Completion of the coursework with at least a 3.00 grade point average (on a 4.00 scale).

Admission of international students

Additional admission requirements for international student applicants to the graduate degree programs in the School of Nursing and Health Professions include the following:

- Every foreign applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL), given through the Educational Testing Service of Princeton, New Jersey. The TOEFL must be taken at least three months before the proposed date of enrollment if the application is to be processed in time for admission. If an applicant’s TOEFL score is below 580, the applicant may be denied admission to the program or may be required to take steps to upgrade language proficiency.
- In addition to the TOEFL, foreign applicants must send (with English translation) official records (transcripts) from each previous undergraduate or postgraduate institution. Academic transcripts must have a seal and signature in ink of an authorized official of the institution(s), such as the registrar or recorder of records.
- Foreign students are required to pay for any costs incurred by the University for the evaluation of equivalencies of academic course work.
- Every foreign applicant must provide evidence of adequate financial resources (including support for any family members who accompany the student to the University) as part of the application for admission. This statement must be provided in English and signed by the applicant and any financial sponsors.
- Foreign students are required to pay one half of the first semester’s tuition to the University, in U.S. dollars, beginning the program. The remaining tuition for the first semester is due when classes begin.

MASTER OF SCIENCE IN THANATOLOGY

36 credits as follows:

18 credits:

THA 605 Foundations of Thanatology, 3 cr.

THA 615 Bereavement Theory and Practice, 3 cr.

- THA 625 Theological Perspectives in Thanatology, 3 cr.
- THA 630 Thanatology Research Methods, 3 cr.
- THA 640 Applied Ethics and the End of Life, 3 cr.
- THA 795 Applied Thanatology Capstone, 3 cr.

18 credits from the following:

- THA 604 Special Topics in Thanatology, 1-3 cr.
- THA 705 Death in the Lives of Children and Teens, 3 cr.
- THA 715 Grief after Traumatic Death, 3 cr.
- THA 725 Bereavement Program Development, 3 cr.
- THA 735 Palliative and Hospice Care, 3 cr.
- THA 745 Spiritual Formation and Thanatology, 3 cr.
- THA 710 Understanding Suicide, 3 cr.
- THA 720 Children, Teens, and Suicide, 3 cr.
- THA 730 Suicide Prevention and Postvention, 3 cr.
- THA 755 Death and the Literary Imagination, 3 cr.
- THA 797 Internship, 3 cr.

GRADUATE CERTIFICATE IN THANATOLOGY

Certificate Programs do not qualify for Federal Financial Aid

18 credits as follows:

12 credits:

- THA 605 Foundations of Thanatology, 3 cr.
- THA 615 Bereavement Theory and Practice, 3 cr.
- THA 625 Theological Perspectives in Thanatology, 3 cr.
- THA 640 Applied Ethics and the End of Life, 3 cr.

6 credits from the following:

- THA 604 Special Topics in Thanatology, 1-3 cr.
- THA 630 Thanatology Research Methods, 3 cr.
- THA 705 Death in the Lives of Children and Teens, 3 cr.
- THA 715 Grief after Traumatic Death, 3 cr.
- THA 725 Bereavement Program Development, 3 cr.
- THA 735 Palliative and Hospice Care, 3 cr.
- THA 745 Spiritual Formation and Thanatology, 3 cr.
- THA 710 Understanding Suicide, 3 cr.
- THA 720 Children, Teens and Suicide, 3 cr.
- THA 730 Suicide Prevention and Postvention, 3 cr.
- THA 755 Death and the Literary Imagination, 3 cr.

MASTER OF SCIENCE IN NURSING (MSN)

The School of Nursing and Health Professions provides a graduate program of study for registered nurses (RNs) who have previously earned a Bachelor of Science in Nursing (BSN) degree. The MSN program is also offered to registered nurses who meet the criteria for progression to the graduate portion of the RN-MSN program.

The MSN program offers two specialties: Family Nurse Practitioner (FNP) and Nurse Educator (NE). The baccalaureate degree program in nursing and master's degree program in nursing at Marian University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Family Nurse Practitioner Specialty

The Family Nurse Practitioner (FNP) specialty consists of a program based in nursing theory, research, and primary care for individuals and their families. The program content is guided by the Nurse Practitioner Core Competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and acknowledged by the

American Association of Colleges of Nursing (AACN). Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner or physician preceptors. Graduates are eligible to take the certification examination for Family Nurse Practitioners offered through either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Upon certification as a Family Nurse Practitioner, graduates are eligible to seek prescriptive authority in Wisconsin by taking a jurisprudence examination for advanced practice nurse prescribers (APNPs) which also qualifies the student to register with the federal Drug Enforcement Agency (DEA) for the prescribing of specified controlled substances.

Nurse Educator Track

The Nurse Educator (NE) specialty consists of a program based in nursing theory, research, and educational theory and practices. The program content is guided by the Core Competencies of Nurse Educators identified by the National League for Nursing (NLN) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a 150 clock hour nursing focus practicum in a specific clinical practice setting, as well as a 300 clock hour education practicum in an academic nursing program. Graduates are prepared to teach in academic programs, professional development settings, and organizations which plan and provide client education. Graduates are educationally prepared to sit for the NLN Certified Nurse Educator (CNE) examination and are eligible to take the certification examination once they have met all of the criteria specified by NLN.

Certificate Program in Nursing Education

Certificate Programs do not qualify for Federal Financial Aid

This post-graduate certificate program prepares nurses who possess a minimum of a graduate degree in nursing with the knowledge and experiences necessary to assume educator roles in academic or non-academic settings. The program content is guided by the Core Competencies of Nurse Educators identified by the National League for Nursing (NLN) and acknowledged by the American Association of Colleges of Nursing (AACN). Coursework consists of foundations of education, curriculum planning, instructional design, and assessment and evaluation strategies, in addition to an academic educator practicum. Graduates are educationally prepared to sit for the NLN Certified Nurse Educator (CNE) examination and are eligible to take the certification examination once they have met all of the criteria specified by NLN.

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 Admissions Office at least 3 weeks prior to the first class. 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 Bachelor of Science in Nursing (BSN) degree was earned must be requested by the student from the registrar at the institution where the degree was earned and sent directly to the Admissions Office. Official transcripts are also required to document acceptable grades for transferrable or 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 degree requirements successfully completed at Marian University;
- Current licensure as a registered nurse. RN license must be unencumbered and unrestricted, and have no limitations specified;
- A minimum cumulative GPA of 3.00 (on a 4.00 scale) for 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 10 years;
- Completion of an undergraduate physical (or 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;

- Two (2) academic and/or professional recommendations. One of these recommendations will be accepted from a previous instructor if the applicant has graduated within the past 3 years;
- A resume describing role, responsibilities, and function of all nursing or health care experiences;
- An educational and professional goal statement of approximately 500 words written according to criteria set forth in the evaluation rubric; and
- A personal interview if requested by the Graduate Nursing Program Chair.

Qualified applicants must also meet all Health and Safety Requirements as specified by the policies of the Marian University Nursing Programs and individual clinical and practicum agencies. Documentation of meeting all Health and Safety Requirements, including completion of a criminal Background Check, must be provided when requested, within the second semester of course work.

Background checks of students are implemented through the School of Nursing and Health Professions in order to be in compliance with state laws and regulations as well as clinical/practicum agency requirements. Although Marian University and the School of Nursing and Health Professions do not exclude students based on the results of their background checks, clinical/practicum agencies reserve the right to refuse to accommodate any student based on information obtained in the background check. Agency refusal to accept a student for clinical/practicum experiences may result in the student not being able to complete the requirements necessary for progression in and graduation from the MSN program. Cost of the background check is included in student course fees.

Prior to beginning the practicum courses, all MSN students must provide documentation of professional liability insurance in the amounts of \$1,000,000 per incident/\$6,000,000 aggregate. Students in the FNP track are required to have a Nurse Practitioner policy; students in the NE track are required to carry only the professional nurse (RN) policy.

Students will be prohibited from progressing in the MSN program if, at any time, the documentation of all Health and Safety Requirements is not complete and up to date.

Progression policy

Students must earn a grade of B (3.00) or better in all graduate nursing theory courses. If a student earns a grade below B in any theory course, he or she may repeat that course one time only and must earn a B or higher in order to progress in the MSN program. Students may repeat only one graduate nursing theory course one time only. A cumulative GPA of 3.00 is required for graduation from the MSN program. Failure in a practicum course will result in dismissal from the program.

Background checks

Background checks of nursing students are implemented through the School of Nursing and Health Professions 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 and Health Professions 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 and Health Professions. Cost is included in the student course fees.

Admission of international students

Additional admission requirements for international student applicants to the graduate degree programs in the School of Nursing and Health Professions include the following:

- Every foreign applicant whose native tongue is not English is required to take the Test of English as a Foreign Language (TOEFL), given through the Educational Testing Service of Princeton, New Jersey. The TOEFL must be taken at least three months before the proposed date of enrollment if the application is to be processed in time for admission. If an applicant's TOEFL score is below 580, the applicant may be denied admission to the program or may be required to take steps to upgrade language proficiency.

- In addition to the TOEFL, foreign applicants must send (with English translation) official records (transcripts) from each previous undergraduate or postgraduate institution. Academic transcripts must have a seal and signature in ink of an authorized official of the institution(s), such as the registrar or recorder of records.
- Foreign students are required to pay for any costs incurred by the University for the evaluation of equivalencies of academic course work.
- Every foreign applicant must provide evidence of adequate financial resources (including support for any family members who accompany the student to the University) as part of the application for admission. This statement must be provided in English and signed by the applicant and any financial sponsors.
- Foreign students are required to pay one half of the first semester's tuition to the University, in U.S. dollars, before arriving at the University. The remaining tuition for the first semester is due when classes begin.

Transfer of credit policy

All college and university coursework, including graduate credits, earned prior to admission must be reported on the application for admission. All credits earned relating to the BSN degree, including all MSN prerequisite courses, must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

A transfer of credit application must be filed in conjunction with the application for admission to request transfer of graduate credits earned prior to applying for admission to Marian University. Official syllabi and/or course descriptions must be provided upon request. Graduate credits earned prior to admission but not reported on the transfer of credit application are not considered for transfer after admission. No more than 9 graduate credits will be accepted in transfer to the MSN program at Marian University.

To be considered for transfer, credits must be:

- Earned from a NLNAC- or CCNE-accredited graduate level program;
- Acceptable to the Master's program in nursing of the transferring institution;
- Completed within the past 10 years; however, the School of Nursing and Health Professions reserves the right to deny transfer of credit for courses in which the content or practice has changed significantly in the last 3 years;
- Completed successfully with a grade of B or better (a grade of B- is not acceptable for transfer credit); however, such grades are not included in the computation of the Marian University grade point average (GPA);
- Equivalent to or as rigorous as Marian University courses; and
- Appropriate for the student's proposed graduate program at Marian University.

The following are not transferable to the MSN program at Marian University: undergraduate credit, continuing education units (CEUs), workshops, or credit for prior learning.

Nursing Degree Requirements

To receive the Master of Science in Nursing (MSN) degree the candidate must meet the following requirements:

- Completion of the coursework or its equivalent with at least a 3.00 grade point average (on a 4.00 scale) and a minimum grade of B earned in each course;
- Completion of 600 clock hours of practicum experience for the FNP program or 450 hours of practicum experience for the NE program;
- Score 87% or higher on a comprehensive final examination (if applicable); and
- Completion of a competency-based academic portfolio.

Completion of a graduate project or thesis is optional and may be completed post-graduation.

MASTER OF SCIENCE IN NURSING

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 546 Advanced Health and Physical Assessment, 3 cr.
- NUR 606 Advanced Pharmacology, 3 cr.

3 credits from the following

- NUR 695 Graduate Project, 3 cr.
- NUR 699 Graduate Thesis, 3 cr.

Family Nurse Practitioner

17 credits:

- NUR 622 Family Nurse Practitioner Theory I, 3 cr.
- NUR 623 Practicum I: Family Nurse Practitioner and Role Development, 2 cr.
- NUR 631 Family Nurse Practitioner Theory II, 3 cr.
- NUR 632 Practicum II: Family Nurse Practitioner and Role Development, 3 cr.
- NUR 640 Practice Management for Nurse Practitioners, 1 cr.
- NUR 642 Family Nurse Practitioner Theory III, 2 cr.
- NUR 643 Practicum III: Family Nurse Practitioner and Role Development, 3 cr.

Nurse Educator

17 credits:

- EDT 672 Teaching and Learning Online, 3 cr.
- EDT 794 Online Teaching Practicum, 1 cr.
- 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.

POST-GRADUATE CERTIFICATE PROGRAM

NURSING EDUCATION CERTIFICATE

Certificate Programs do not qualify for Federal Financial Aid

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 ARTICULATED GRADUATE NURSING PROGRAM FOR REGISTERED NURSES

Registered nurses (RNs) prepared with an associate degree in nursing or a nursing diploma may complete a streamlined program of study that provides for the completion of a Master of Science in Nursing (MSN) degree in an articulated program. The RN-MSN student is given the option of completing a BSN degree during the RN-MSN course sequence in one of two ways. Students wishing to complete the BSN without progressing to graduate nursing studies will be able to do so through courses offered in the online RN-BSN program. Students who complete the first semester of graduate nursing studies (NUR 511, NUR 540, and NUR 546) are eligible to receive the BSN degree and still apply the credits earned in those courses toward the MSN degree.

Students in the RN-MSN program complete liberal arts courses, undergraduate nursing courses, and graduate nursing courses at Marian University. The sequence in which these courses are completed is crucial to the completion of prerequisite courses and the fulfillment of program progression requirements. Pre-determined cohort schedules are structured for registered nurse students to satisfy curriculum requirements for both the undergraduate nursing program and the MSN degrees.

PROGRAM ADMISSION REQUIREMENTS

Students seeking admission to the RN-MSN program are required to submit a completed application (online or paper form) to the Admissions Office. A \$20 non-refundable application fee must accompany the application. Before initiating course work, the RN applicant must submit official transcripts from all institutions of higher learning and the Registrar shall evaluate the transcripts for credit transfer. A high school transcript is required if fewer than 32 credits have been earned at a post-secondary institution. Transfer credit from other institutions may satisfy some general studies and science requirements along with articulated nursing credit.

During the graduate coursework, the following requirements for admission to the RN-MSN program must be met:

- Current licensure as a registered nurse. RN license must be unencumbered, unrestricted, and have no limitations specified;
- Two (2) academic and/or professional recommendations. One of these recommendations will be accepted from a previous instructor if the applicant has graduated within the past 3 years;
- Letter of intent;
- Current resume; and
- A personal interview if requested by the Graduate Nursing Program Chair.

Students who have acquired academic credits at another regionally accredited college or university may be admitted to Marian University with advanced standing. To be considered for admission as a transfer student, a minimum cumulative grade point average (GPA) of 2.00 (on a 4.00 scale) is required. To be accepted as transfer credit a grade C- or better must have been earned in college or university courses; however, a grade of C or better is required for transfer of credit earned in nursing, math, and science courses. The Marian GPA is based solely on courses taken at Marian University.

All official post-secondary transcripts will be evaluated upon receipt for previously earned credit. Credit accepted for transfer will be reported in a written evaluation provided to the applicant. Priority admission is given to those students enrolling full time who have met the necessary requirements and completed all prerequisite courses.

Transferred and Articulated Nursing Credit

A minimum of 32 nursing credits are applied to the undergraduate program requirements for demonstrated higher level knowledge evidenced by RN licensure. Additional nursing credit earned previously may transfer in accordance with Marian University articulation agreements and/or transfer policies.

General Education Program

The RN-MSN program includes the liberal arts core curriculum established by the University and described in the current Academic Bulletin.

RN-MSN UNDERGRADUATE NURSING COURSES

The RN-MSN student must complete the following undergraduate nursing core courses:

22 credits:

NUR 312	Professional Nursing Concepts, 3 cr.
NUR 309	Pharmacological Intervention of Disease Process, 4 cr.
NUR 321	Research Essentials for Evidence-Based Practice, 3 cr.
SWK 422	Law and the Helping Professions, 3 cr.
NUR 424	Nursing Leadership in Health Care, 3 cr.
NUR 435	Public Health Nursing, 4 cr.
NUR 458	Trends and Issues in Health Care, 2 cr.

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE

RN-MSN students who choose to earn a BSN degree only must complete, in addition to the undergraduate courses listed above, the following additional courses:

11-12 credits:

NUR 328	Health Care Informatics, 2 cr.
NUR 405	Health Care Delivery Systems, 3 cr.
NUR 467	Theoretical Foundations in Nursing Practice, 3 cr.
XXX	Health Care Elective, 3-4 cr.

Alternatively, RN-MSN students who choose to earn a BSN degree only may complete a 3-4 credit health care elective course in addition to the following MSN courses:

10 credits:

NUR 511	Theories in Nursing, 4 cr.
NUR 540	Advanced Pathophysiology, 3 cr.
NUR 546	Advanced Health and Physical Assessment, 3 cr.

BSN degree graduates who have completed their degree by taking three graduate nursing courses may continue to graduate nursing (MSN) studies having fulfilled 10 credits of the MSN program by taking NUR 511, NUR 540, and NUR 546.

RN-MSN without completing the BSN degree

To earn a MSN degree without completing the BSN degree, the RN-MSN student shall complete all undergraduate general education (liberal arts and science) requirements and the 22-credit undergraduate nursing curriculum prior to progression to graduate studies.

Progression to Graduate Nursing Studies

Upon successful completion of all undergraduate course requirements, NUR 511, NUR 540, NUR 546, and the Baccalaureate Nursing Portfolio, students are eligible to continue to the graduate courses in the RN-MSN degree program.

Students progressing to graduate studies in the RN-MSN program must also meet all Health and Safety Requirements as specified by the policies of the Marian University Nursing Programs and individual clinical and

practicum agencies. Documentation of meeting all Health and Safety Requirements, including completion of a criminal Background Check, must be provided upon request.

Background checks of students are implemented through the School of Nursing and Health Professions in order to be in compliance with state laws and regulations as well as clinical/practicum agency requirements. Although Marian University and the School of Nursing and Health Professions do not exclude students based on the results of their background checks, clinical/practicum agencies reserve the right to refuse to accommodate any student based on information obtained in the background check. Agency refusal to accept a student for clinical/practicum experiences may result in the student not being able to complete the requirements necessary for progression in and graduation from the MSN program. Cost of the background check is included in student course fees.

Prior to beginning the practicum courses, all RN-MSN students must provide documentation of professional liability insurance in the amounts of \$1,000,000 per incident/\$6,000,000 aggregate. Students in the NP track are required to have a Nurse Practitioner policy; students in the NE track are required to carry only the professional nurse (RN) policy.

Students will be prohibited from progressing in the MSN program if, at any time, the documentation of all Health and Safety Requirements is not complete and up to date.

Students who progress to the graduate portion of the RN-MSN program must meet the progression and graduation requirements and adhere to all policies and procedures applicable to the MSN program.

Readmission after leaving RN-MSN program

Students who leave the RN-MSN program after earning the BSN degree and who do not enroll in graduate nursing courses within 1 year following completion of the BSN portion of the program will not be eligible for progression to the graduate nursing program and must re-apply for admission as a MSN student. Students who leave either the RN-MSN or MSN programs before earning a degree and who do not re-enroll within 1 year must re-apply for admission to their respective program.

INTERPRETING COURSE DESCRIPTIONS

BUS	Business
CRJ	Criminal Justice
EDL	Educational Leadership
EDT	Educational Technology
EDU	Teacher Education
NUR	Nursing
OLQ	Organizational Leadership
RDG	Reading Teacher
SPE	Special Education
TCH	Teacher Education

TDE Differentiated Instruction for All Learners
 THA Thanatology

COURSE LEVELS

001–009

Undergraduate Pre-college level; do not fulfill degree requirements

010–299

Undergraduate Lower level; recommended for freshmen and sophomores

300–499

Undergraduate Upper level; recommended for juniors and seniors

500–999

Graduate & Ph.D courses

SCHEDULE OF COURSE OFFERINGS

Prior to registration, the Office of the Registrar publishes the schedule of course offerings. This schedule lists the courses offered during the upcoming semester, as well as any new or special courses that may not appear in this bulletin. The most current schedule is available online at

<https://selfservice.marianuniversity.edu/SelfService/Search/SectionSearch.aspx>.

DUAL-LEVEL COURSES

Dual-level courses are courses within a department that are offered at both the undergraduate and graduate level with the same course descriptions and the same title; however, the level of expectation for both quantity and quality of work performed for graduate credit is greater than that for undergraduate credit. Each dual-level course has both numbers listed (i.e. HIS 405/505).

BUS BUSINESS

BUS 500 MS-OL Program Orientation

0 credits

Admission to the MS-OL Program

Provides an orientation to the MS-OL Program and Marian. Includes coverage of program goals, expectations, structure, requirements, policies and procedures. Also introduces students to infrastructure such as Marian Mission & Core Values, Marian's course support system, resources and support services such as the Library, Learning Center and so forth. (Receives CR/NC grade.)

BUS 505 Leadership in organizations

3 credits

Introduction to leadership in contemporary organizations. Examines approaches and lessons applicable to today's organizational leaders. Relationship between the leaders, teams, and organization are explored. Learners participate in assessment of leader behaviors, use guided reflection on awareness of orientation to leadership and create a personal leadership development plan.

BUS 515 Systems Strategy and Adaptation in Leadership

3 credits

Prerequisite: BUS 505

Explores implications of systems theory within organization structures. Addresses strategic visioning, organizational alignment, knowledge management, organizational change, continuous improvement, adaptive systems. Examines leader's personal mastery, power, communication, organizational life cycles, and effectiveness.

BUS 625 Strategy, Risk and Leadership Ethics

3 credits

Prerequisite: BUS 515

Confronts the challenge of developing organizational strategy in a risky environment while reducing and mitigating risk. Examines the complex environment of ethical decision-making that challenge leaders in today's organizations.

BUS 635 Globalization and the International Perspective

3 credits

Prerequisite: BUS 505, BUS 515, BUS 625

Focuses on cultural, social, economic, and political aspects of creating globally competitive organizations. Addresses leadership, management, international trade agreements, currencies, barriers to international markets, and organizational structures.

BUS 645 Applied Quantitative Methods

3 credits

(Previous completion of undergraduate statistics course or leveling course)

Provides an overview of quantitative methods. Descriptive statistics are reviewed as a means of data summary and comparison. Methods of hypothesis testing are explored. Addresses ways to use statistical tools to filter, evaluate, and interpret data.

BUS 647 Research Foundations

3 credits

Prerequisite: BUS 645

An interdisciplinary introduction to graduate level research foundations skills for understanding, developing, and producing solutions to individual and organization problems. This course will assist in developing the research skills and critical analysis abilities for use in other core and concentration coursework.

BUS 655 Managerial Finance and Budgeting

3 credits

Prerequisite: BUS 515, BUS 625

(Previous completion of undergraduate courses or leveling courses in Accounting, Economics, and Finance)
Focuses on the concepts managers need to understand, plan for, and attain positive financial results for the organization. Includes reading and understanding financial statements, operational budgeting, capital budgeting, cash flow analysis, activity based costing, and cost of quality.

BUS 675 Human Resources Strategies

3 credits

Prerequisite: BUS 505, BUS 515, BUS 625

Focuses on systems for aligning organizational objectives with the skills, potential, and well-being of employees. Addresses talent management, human resources planning, and strategies for job analysis, recruitment, training and development, performance evaluation, workplace change, regulation and compensation.

BUS 695 Operations Management

3 credits

Prerequisite: BUS 515, BUS 625, BUS 635

Overview of the operation of organizations. Includes topics in operations strategy, supply chain management, workflow, demand management and forecasting, yield management, inventory control, and scheduling. The course is conducted employing examples from both the manufacturing and service sectors.

BUS 701 Capstone Project

3 credits

Prerequisite: BUS 645, BUS 647

Using techniques and approaches from previous coursework examine a functioning organization and report findings making analytic comments and recommendations for organizational change. Final report will be provided to the organization and the review committee. Evaluation based on review of the final presentation and project report and peer evaluation.

CRJ CRIMINAL JUSTICE

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.

EDL EDUCATIONAL LEADERSHIP**EDL 600 Educational Leadership Program Orientation**

0 credits

(Attendance in this non-credit online course is required for all new MAE in Educational Leadership and licensure-only students. Students need to complete EDL 600 during their first semester of courses in their program of study.)

Provides vital academic information and introduction to basic technology skills necessary for success in Educational Leadership programs. (Receives CR/NC grade.)

EDL 601 Educational Leadership Portfolio

1 credit

Assists students in the development of an administrative licensure portfolio to demonstrate proficiency of the required competencies for licensure by the State of Wisconsin (PI34.03).

EDL 638 Effective Schools' Research: What Works

3 credits

(Also EDU 638)

This course examines how philosophy, classroom strategies, and known research may be combined into a team approach including students, parents, and other professionals to better meet the intellectual, personal, social needs of diverse populations of alternative learners at the classroom, building, and district levels. Special emphasis will be given to the effective schools body of research.

EDL 644 Special Education Law: Families and Students

3 credits

(Also SPE 644)

This course will focus on basic educational rights of students with disabilities and school legal responsibilities. State and federal laws that outline the basic legal rights of students with disabilities will be examined with a focus on the five main principles that form the legal underpinnings of special education law: Free appropriate public education, least restrictive environment, parent and student participation, Individualized Education Program (IEP), and due process protections.

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. The valuing process will be explored in both its theoretical and practical aspects in curriculum. An emphasis on the implementation of curricular improvement efforts in an organizational setting and 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

3 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 School-Community Relations

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 Human Resource Administration and Risk Management

3 credits

The course is designed to foster a conceptual understanding of school human resources 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, negotiations 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

3 credits

The purpose of this course is to help educational leaders and administrators understand the financial and business aspects of the profession. Education within the United States – even non-profit – is big business. It is imperative that educational leaders understand the financial realm in which schools operate.

EDL 785 Law and 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 792 Values and Ethical Leadership

2 credits

Examination of values development and ethical leadership theory. Emphasis is on identifying values and ethics in one's own life and on the skills and practices necessary to be an ethical leader.

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

An examination of the conceptual and theoretical foundations of social research methods with particular emphasis on empirical, interpretive, and critical orientations.

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, and 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

A study of 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 will be examined. The relationship between the superintendent, the board of education and other legislative authorities will be analyzed and defined, with emphasis on the knowledge, skills, and dispositions that are necessary to build effective superintendent school board relations.

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 Leadership

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

1–3 credits

Prerequisite: EDL 850

(12 credits of coursework in Educational Administration concentration)

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 Seminar in 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 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 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

Prerequisites: EDL 900, EDL 901, EDL 902

(Minimum of 36 credits in program)

A seminar to guide and facilitate the development of the dissertation research proposal with supervision of the dissertation chair and committee. 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 914 Independent Study

1-3 credits

Intensive independent study of a chosen subject not available through regular courses. Available only to degree seeking students.

EDL 920 Dissertation

3-9 credits

Prerequisite: EDL 903 with a grade of CR

(Admission into Ph.D. candidacy)

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

Exploration of the foundational technology skills required in an educational technology environment. Analysis of theories for technology integration. Candidates create a reflective, professional blog to be used throughout the program that demonstrates proficiency in the Educational Technology Program Learning Outcomes. Candidates evaluate educational websites and web-based tools in the educational setting. Collaboration with peers includes rich discussion of the skill-set necessary to be successful in an online learning environment.

EDT 652 Innovations in Education

3 credits

This course examines the trends and issues of education in the age of technology. Students will analyze various aspects of teaching the digital learner in an online environment. Students will participate in online discussions of key talking points pertaining to learning theories, curriculum connections with standards, pedagogy, assessments, student-teacher-parent collaboration and 21st century skills. Students will also interact with assigned web sites and conduct research.

EDT 654 Educational Telecommunications

3 credits

Develop skills in using the tools of telecommunications to communicate and collaborate with others, access information, and apply expertise in schools, classrooms, and graduate studies. Utilize telecommunications responsibly and become articulate spokespersons on issues related to educational telecommunications. Engagement in social media for professional learning is a main curricular focus.

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 658 Educational Multimedia

3 credits

Focuses on the use of multimedia technology as an innovative teaching and learning strategy that both addresses diverse student needs and provides a constructivist approach for active participation in the learning process. Utilizes hands-on participation and collaborative learning to create advanced multimedia presentations. Includes K12 multimedia project planning, assessment tools, and theoretical knowledge base to enhance both teaching and learning.

EDT 661 Educational Hardware and Systems Support

3 credits

Exploration of educationally appropriate troubleshooting, networking, and maintenance. Analyze technical problems to improve function effectively in the educational setting. Examine technical aspects of computer hardware, operating systems, and mobile platforms including Macintosh, Windows, Linux, and Chrome OS. Explore and evaluate assistive technology solutions for differentiation of instruction and Universal Design for Learning. Evaluate hardware for K12 environment including application, usability, cost, and needs analysis.

EDT 670 Mobile Learning

3 credits

This course will examine the implications of mobile device integration in a learning environment which includes the proposal of bring your own device policies, curricular implementation plan with an emphasis on digital citizenship and responsible use of mobile devices. A variety of mobile devices, applications, digital content and application of mobile differentiation will be explored. Additionally, this course will include approaches to enhance personal and professional development through mobile learning.

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 680 Technology and Leadership in the Information Age

3 credits

This course will examine the fusion of technology, pedagogy and content knowledge in the educational environment with an emphasis on 21st century leadership skills. This course will also provide opportunities for learning how to lead the integration of technology through professional growth and development training and mentoring. This course will also require the completion of an electronic portfolio as the capstone assessment for the Educational Technology Program.

EDT 710 Introduction to Technology Coaching

3 credits

An overview of technology leadership topics in a school/district including: visionary leadership, teaching, learning, and assessments. In depth exploration of ISTE Standards for Coaches including: digital-age learning environments, professional development, program evaluation, digital citizenship, content knowledge, and professional growth. Identifying instructional strategies for the implementation of the standards. Evaluation of current technology practices, and the development of a plan for the effective implementation of the NETS-S and NETS-T.

EDT 720 Leadership for Technology Coaches

3 credits

Field-based exploration of technology, pedagogy, and content knowledge in the educational environment with an emphasis on leadership for technology coaching. Fundamentals of how to lead school/district employees in the integration of technology through mentoring, professional growth, and development training. Design and implementation of technology-enhanced learning experiences at the school/district level emphasizing creativity, higher-order thinking skills and processes.

EDT 794 Online Teaching Practicum

1 credit

Prerequisite: EDT 672

Practicum provides a mentored online teaching experience for candidates completing the Certified Online Instructor program. The candidate demonstrates the application of online pedagogy and technology evaluated through observation, discussion, reflection, and research.

EDU TEACHER EDUCATION

EDU 612 Action Research in Education

3 credits

This course will examine the role of action research in improving the effectiveness of curriculum and instruction focusing on alternative 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 alternative learners or issues, and report their findings. Candidates will complete components of this course across two semesters.

EDU 613 Action Research Findings

3 credits

This 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 alternative learners or issues in the learning environment.

EDU 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.

EDU 636 Understanding Alternative and Non-Traditional Learners

3 credits

This course is designed to assist both mainstream and alternative school educators to more effectively understand, assess, reach, and teach the increasing population of discouraged, difficult, and alternative learners. A major emphasis in the course is the discovery of how cultural, family, and societal issues can and do influence youth both outside and inside the school environment, and what alterations and adaptations educators may need to make to remain effective with the affected student.

EDU 638 Effective Schools' Research: What Works

3 credits

(Also EDL 638)

This course examines how philosophy, classroom strategies, and known research may be combined into a team approach including students, parents, and other professionals to better meet the intellectual, personal, social needs of diverse populations of alternative learners at the classroom, building, and district levels. Special emphasis will be given to the effective schools body of research.

NUR NURSING**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, the student is 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 for the ethical conduct of nursing research related to vulnerable populations and 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 or corequisite: 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

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 and Physical Assessment

3 credits

This course provides the student with an opportunity to build on previously learned knowledge and skills pertaining to the spectrum of young adults, adults and older adults. Through laboratory practice and simulation, students develop skills in obtaining and documenting a comprehensive assessment in order to determine appropriate and effective health care including health promotion strategies. Students develop advanced physical assessment skills, including functional assessment to be able to provide a comprehensive database. Performing and interpreting basic laboratory and diagnostic tests to complete the database is expected. Students learn to establish a differential diagnosis based on the data.

NUR 546 Advanced Health and Physical Assessment

3 credits

Through laboratory practice and simulation, this course provides the student with an opportunity to build on previously learned knowledge and skills, and prepares the student to care for individuals and families across the lifespan. Students develop skills in obtaining and documenting a comprehensive assessment in order to determine appropriate and effective health care including health promotion strategies. Students develop advanced physical assessment skills, including functional assessment to be able to provide a comprehensive database. Performing and interpreting basic laboratory and diagnostic tests to complete the database is expected. Students learn to establish a differential diagnosis based on the data.

NUR 548 Advanced Health and Physical Assessment of the Pediatric Patient

1 credit

Prerequisite: NUR 545

Through laboratory practice and simulation, this course provides the student with an opportunity to build on previously learned knowledge and skills pertaining to the spectrum of neonates through early adolescence. Students develop skills in obtaining and documenting a comprehensive assessment in order to determine appropriate and effective health care including health promotion strategies. Students develop advanced physical assessment skills, including functional assessment to be able to provide a comprehensive database. Performing and interpreting basic laboratory and diagnostic tests to complete the database is expected. Students learn to establish a differential diagnosis based on the data.

NUR 606 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 Family Nurse Practitioner with the knowledge and skills to use pharmacotherapeutics in the prevention and treatment of health problems common to individuals across the lifespan. Prescriptive privileges/authority and prescription writing for advanced practice nurses are discussed.

NUR 622 Family Nurse Practitioner Theory I

3 credits

This is the first of three sequential courses on clinical management that is based on a health promotion and 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 preventative, acute and chronic care of individuals and families across the life span who are experiencing common health complaints seen in primary care settings. Health monitoring, management strategies, and referrals are examined. Health promotion, health protection, disease prevention and disease management are emphasized.

NUR 623 Practicum: Family Nurse Practitioner and Role Development

2 credits

The graduate student begins to implement the role of the family nurse practitioner. Using critical thinking, the student develops decision-making and clinical management skills in family-centered health when caring for individuals and their families across the lifespan. 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, as well as integrating health protection, health promotion, and disease prevention while under the direction of a health care preceptor provider. Discussion of practicum experiences with a focus on the client case presentations and role development are integrated throughout the course. Employee and occupational health will also be addressed.

NUR 631 Family Nurse Practitioner Theory II

3 credits

This is the second of three sequential courses on clinical management for the family 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 individuals experiencing more complex health problems managed by family nurse practitioners in primary care settings. Health monitoring, management strategies, and referrals are examined. Health promotion, health protection, disease prevention and disease management are emphasized.

NUR 632 Practicum II: Family Nurse Practitioner and Role Development

3 credits

The graduate student continues to implement the role of the family nurse practitioner. Using critical thinking, the student continues to develop decision-making and clinical management skills in caring for individuals and their families. The student utilizes data-gathering techniques with analysis in order to enhance, maintain, and restore health. Health education is 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 profile and role development occurs weekly. The areas of radiology, office procedures, cardiac emergencies and electrocardiograms will be addressed.

NUR 640 Practice Management for Nurse Practitioners

1 credit

Nurse practitioner students in the MSN program examine the practical aspects of certification, licensure, and the development of an adult gerontology primary care nurse practitioner practice.

NUR 642 Family Nurse Practitioner Theory III

2 credits

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 family nurse practitioners in primary care settings. The graduate student is provided the opportunity to expand knowledge of acute and chronic care of

individuals and families across the lifespan experiencing complex health problems in primary care. Health monitoring, management strategies, and referrals are examined. Health counseling and health education are emphasized. Health promotion, health protection, disease prevention and disease management are emphasized.

NUR 643 Practicum III: Family Nurse Practitioner and Role Development

3 credits

Graduate students synthesize the role for the family nurse practitioner. Using critical thinking skills, the graduate student synthesizes decision-making and clinical management skills for individuals and their families. 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 regularly. 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 and family with multi-system problems is explored.

NUR 652 Nursing Focus Clinical Practicum

3 credits

The student is provided with the opportunity to apply selected standards according to the American Association of Nursing Standards of Care and Professional Performance for Advanced Practice Registered Nurses in a clinical setting.

NUR 672 Nurse Educator Theory I

3 credits

Prerequisites: NUR 511, NUR 520

This course is designed to expose the learner to theories of teaching and learning, while exploring theories which meet various learner styles. It will address the use of specific teaching theories and methods best suited for various learning experiences required for the education of nurses. It is designed to assist the learner in understanding the importance of evidence-based teaching methods and to examine personal experiences and opinions of effective teaching. Further, the learner will participate in development of a prototype School of Nursing and Health Professions, including mission, philosophy, and curriculum.

NUR 673 Nurse Educator Theory II

3 credits

Prerequisite: NUR 672

Building upon the knowledge and skills learned in Nurse Educator Theory I, this course focuses on design of learning modules, along with developmental assessment and evaluation processes for learners. Students have the opportunity to develop and refine teaching skills for classroom, clinical, and laboratory. Students design data gathering instruments, learn to interpret and repeat findings from assessment instruments that pertain to classroom, clinical, and laboratory performance. In addition, students begin to examine teaching effectiveness and program evaluation.

NUR 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

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.

RDG READING TEACHER

RDG 601 Foundations of Reading

3 credits

Explores the theoretical models of literacy as a means for shaping and transmitting culture. The Wisconsin Model Academic Standards for Reading Foundational Skills and the National Standards for ELA support the instructional reading strategies for Word Recognition, Phonics, Vocabulary, Fluency and Comprehension, which are identified and connected to the theoretical models. Students examine the relationship between political processes and reading policy.

RDG 640 Advanced Content Literacy

3 credits

Exploration of literacy strategies and dispositions necessary for acquiring discipline specific content knowledge based on The Wisconsin Model Academic Standards for ELA and the National Standards for ELA. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines. For those obtaining a Reading Teacher license or educators seeking continuing credit for license renewal.

SPE SPECIAL EDUCATION

SPE 600 Orientation to the Program

0 credits

The seminar introduces students to the Teacher Education - Special Education program policies and procedures, the assessment system, the InTASK Teacher Standards, and how this licensure program can lead to a Masters of Arts in Education with an emphasis in Special Education. (Receives CR/NC grade.)

SPE 613 Educating Exceptional Children

3 credits

Develop an understanding of the historical background of special education in the United States as well as local, state and national legislation that affects special education. Evaluate the five main principles that form the legal underpinnings of special education law: free appropriate public education, least restrictive environment, parent and student participation, Individualized Education Program (IEP), and due process protections. Apply knowledge of exceptional learners to the development of Response to Intervention and Individual Education Plans and integrate with effective collaborative and inclusive teaching practices.

SPE 614 Emergent Literacy

3 credits

An overview and application of early literacy instructional strategies in word recognition, including phonemic awareness and phonics, fluency, vocabulary development, and an introduction to comprehension, provides

students with a strong foundation to reading and writing instruction. Specific focus will be given to developing reading instruction for students with special needs by combining research with everyday strategies. Strategies that support motivation and engagement of at-risk readers will also be introduced.

SPE 315/615 Methods of Teaching Content to Diverse Learners

3 credits

Prerequisite: SPE 313/613

An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in general education classes. Appropriate adjustments to teaching, learning and assessment will include development of an understanding of the connections between various content areas (math, science and social studies) to best meet individual learning needs.

SPE 618 Advanced Educational Psychology

3 credits

(TCH 618 and TDE 618)

This course explores individual differences as well as normative development in children from birth through adulthood. Children vary in physical, intellectual, emotional and social development, and this course will familiarize educators with conceptual foundations as well as applied methodologies that are consistent with current human development and learning theory. Learning needs of all children, particularly at risk learners are the focal point for discussion, review of methodologies and applications to development and learning theories.

SPE 421/621 Literacy Interventions for Students with Disabilities

3 credits

Prerequisite: SPE 313/SPE 613

An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect literacy development of learners. Course includes an embedded 20 hour field experience which includes a focus on the application of the literacy assessment, differentiation, and supportive technologies as well as the development and analysis of intensive and explicit interventions.

SPE 324/624 Collaboration and Consultation in Special Education Programs

3 credits

This course focuses on the knowledge and skills required by candidates to effectively collaborate with teachers, parents and other school personnel to work with students with disabilities such as Specific Learning Disabilities (SLD), Cognitive Disabilities (CD), Emotional and Behavior Disorders (EBD), Other Health Impairments (OHI) and other disability areas. Emphasis is on the interpretation of information from assessments into Individualized Education Plan (IEP) annual goals and objectives and instructional programming strategies. Candidates will learn to work in partnership with other instructors and support personnel to determine adaptation, accommodation, and modification needs for individualizing instruction to meet the unique needs of students with SLD, CD, EBD, OHI, and other disability areas.

SPE 426/626 Curriculum and Instruction for Students with Disabilities

3 credits

This course engages candidates in the knowledge, skills, and competencies necessary for curriculum development and adaptation as it relates to students with disabilities in the general education curriculum. The candidate will learn research-based strategies for planning, implementing and evaluating effective instructional programs for an inclusive curriculum that emphasizes the strengths but accommodates the unique needs of all children in the classroom. The focus will be on a cross-categorical approach to service delivery where students are grouped according to their instructional needs rather than their disability labels.

SPE 334/634 Diagnosis and Assessment of Students with Disabilities

3 credits

Prerequisite: SPE 313/613

Diagnosis and assessment of students with disabilities as identified by the federal definition (IDEA) using a variety of developmentally appropriate assessments, including those used in Response to Intervention (RTI). Candidates will analyze the measures used and data collected to make informed decisions about student progress, the identification of appropriate interventions and the formal placement process of students for special education services. Specific consideration is given to the reporting of assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services. A 20-hour field experience provides students with an opportunity to observe and reflect on diagnosis and assessment in the classroom.

SPE 437/637 Social Emotional Interventions and Support

3 credits

Prerequisite: SPE 313/613

Examine and employ various strategies used in managing, planning, implementing and evaluating a classroom environment to meet both the social and emotional needs of students with disabilities. Topics include approaches and theories of behavior management, an introduction to mental health in the educational environment, strategies and models of discipline, motivating students, parent and teacher communication, co-teaching and collaboration methods for maintaining an atmosphere that enhances learning.

SPE 637 Behavior Assessment for Intervention

3 credits

Prerequisite: SPE 634, TDE 618

Corequisite: SPE 674, SPE 697

Study of the impact of behavior on student success in schools and the processes used by teachers to best assess functional behavior. Candidates will become versed in the creation of intervention plans focused on supporting the student with positive school systems that develop healthy and inclusive environments.

SPE 644 Special Education Law: Families and Students

3 credits

(Also EDL 644)

This course will focus on basic educational rights of students with disabilities and school legal responsibilities. State and federal laws that outline the basic legal rights of students with disabilities will be examined with a focus on the five main principles that form the legal underpinnings of special education law: Free appropriate public education, least restrictive environment, parent and student participation, Individualized Education Program (IEP), and due process protections.

SPE 655 Clinical Practice and Seminar (Required for 801 CC)

4 credits

This course is a capstone classroom experience that allows candidates an opportunity to apply educational theory, research, and legal knowledge to best practices in the teaching and student learning related to students with disabilities. Seminars are designed to allow the candidates to reflect upon and analyze teaching experiences and discuss relevant issues. (Repeatable for credit)

SPE 665 Clinical Practice and Seminar (Required for 811 – SLD)

4 credits

This course is a capstone classroom experience that allows candidates an opportunity to apply educational theory, research, and legal knowledge to best practices in the teaching and student learning related to students with disabilities. Seminars are designed to allow the candidates to reflect upon and analyze teaching experiences and discuss relevant issues. (Repeatable for credit)

SPE 674 Learning with Technology: Effective Strategies for Students with Disabilities

3 credits

Students will develop the knowledge and skills to support learners with disabilities, including Specific Learning Disabilities (SLD), Cognitive Disabilities (CD), Emotional and Behavior Disorders (EBD), Other Health Impairments

(OHI) and other disability areas using technology. Students will investigate the latest issues regarding implementation of assistive technology and other learning tools within the curriculum. The latest software applications from low to high tech will be explored.

SPE 696 Literacy Special Education Field Experience

1/2 credit

Prerequisite: SPE 618, SPE 634

Corequisite: SPE 621

Field-based experience in teaching students with reading disabilities. Topics include unit design, assessment, and exploration of teaching context. Seminars facilitate the reflection of assessment, teaching, and learning for students with reading disabilities.

SPE 697 Field Experience Seminar

1/2 credit

Prerequisite: SPE 634, TDE 618

Corequisite: SPE 674

This course is a field-based experience in which content from special education courses is applied to teaching and learning in the classroom. Emphasis is placed on the integration of content, technology, and adaptations for students with disabilities, including Specific Learning Disabilities (SLD), Cognitive Disabilities (CD), Emotional and Behavior Disorders (EBD), Other Health Impairments (OHI) and other disability areas, using various teaching strategies that enable all students to succeed. Seminars provide candidates an opportunity to reflect upon experiences in the classroom and dialogue with colleagues about best practices.

TCH TEACHER EDUCATION

TCH 600 Orientation to the Program

0 credits

The seminar introduces students to the Teacher Education program policies and procedures, the assessment system, the InTASK Teacher Standards, and how this certification program can lead to a Masters of Arts in Education. (Receives CR/NC grade.)

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 InTASK 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 InTASK Teacher Standards.

TCH 604 Special Topics

1–3 credits

An examination of a significant topic related to the field of teacher education.

TCH 605 Foundations of Education

3 credits

Introduction to the impact of multiculturalism and diversity on current educational issues and practices. Introduction to the history and philosophy of American Education through the examination of principles, policies and current trends. An overview of effective teacher characteristics and their application in today's classrooms.

TCH 618 Advanced Educational Psychology

3 credits

(Also SPE 618 and TDE 618)

This course explores individual differences as well as normative development in children from birth through adulthood. Children vary in physical, intellectual, emotional and social development, and this course will familiarize educators with conceptual foundations as well as applied methodologies that are consistent with current human development and learning theory. Learning needs of all children, particularly at risk learners are the focal point for discussion, review of methodologies and applications to development and learning theories.

TCH 619 Foundations of Clinical Practice

3 credits

Co-requisite: TCH 605

Develops foundational skills for clinical practice such as instructional context, lesson planning, interactive instructional strategies, assessment, integrating technology and classroom management. Students plan and deliver micro-lessons to their peers and engage in reflective practice.

TCH 620 Literacy in the Primary Grades

3 credits

Prerequisite: TCH 620

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

Prerequisite: TCH 620

In this course, emphasis will be placed on a developmental approach to teaching literacy which uses a balanced approach to meeting the needs of the students. Strategies for teaching fluency, vocabulary and word study, and comprehension will be studied to enable learners to become independent and competent readers and writers. The reading/writing connection will be expanded upon. Assessment and evaluation will be taught as a means to inform instruction. This course includes a 20 hour field experience.

TCH 625 Literacy in the Content Areas

3 credits

Prerequisite: TCH 619

A survey of the strategies and materials which facilitate students' reading, writing and study skills in the content area classroom. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines.

TCH 626 Principles of Curriculum and Assessment

3 credits

This course will examine effective theories of practice for the development, implementation, and evaluation of quality curriculum and assessments. A major focus of the course is the theoretical relationship among curriculum,

instruction, and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based teaching and assessment are explored and current issues and theories about curriculum and assessment are analyzed throughout the course.

TCH 628 Mathematics Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Provides students with experiences using methodologies recommended for the effective teaching of mathematics. Students review mathematics theory and 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 629 Secondary Mathematics Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Gain knowledge of and experience with the full array of pedagogical competencies expected of middle and secondary school mathematics teachers in the twenty-first century. Synergistic approaches includes both traditional collegiate reading/writing/discussion and pre-clinical teaching, adding meaning and relevance to the theoretical considerations of the college classroom. This course includes a 20 hour field experience.

TCH 630 Science and Health Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Development of 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 631 Secondary Science Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Emphasis on connections between theory and practice. Focus upon critical analysis of classroom practice. Discussion of the strategies needed to support learners in understanding fundamental science concepts, learning about vital scientific processes, and understanding the nature of science. Application of understanding science teaching by developing, enacting, and refining science curricula. Opportunities for analytically reflecting teaching. This course includes a 20 hour field experience.

TCH 632 Social Studies and Multicultural Curriculum and Instruction

3 credits

Prerequisite: TCH 619

This interdisciplinary course integrates the social sciences and language arts, focusing on socio-cultural, practical, and political aspects of language arts and social science instruction, including the reciprocal nature of reading and writing. Various approaches and strategies in teaching social studies interwoven with language arts skills will be explored. The democratic principles of equality and justice will also be emphasized along with the current global and environmental issues.

TCH 633 Secondary Social Studies Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Development of a theoretical framework and pedagogical skills necessary to teach social studies to middle and high school students. Students are introduced to the historical and theoretical foundations of teaching social

sciences, as well as to general issues involved in planning and organizing a social studies curriculum. Students completing this course should possess the knowledge, skills, and attitudes necessary to become reflective and skilled social studies teachers. This course includes a 20 hour field experience.

TCH 635 Secondary English Language Arts Curriculum and Instruction

3 credits

Prerequisite: TCH 619

Students are exposed to theories and practices of teaching English (to include reading, writing, speaking, listening, viewing and thinking) in grades 7-12, including preparation for reflective practice and classroom-based teacher research. In-class instruction is augmented by field experiences that expose students to the professionalism of practicing ELA teachers and the realities of working with a diverse population of students. This course includes a 20 hour field experience.

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 660 Pre-Clinical Practice

3 credits

Prerequisite: Department Consent

Pre-student teaching clinical experience for all graduate level, initial licensure candidates. Students complete a 40-hour field experience, under the supervision of the cooperating teacher. Students apply and analyze instructional methods, assessment alternatives, reading strategies, technology integration, co-teaching and collaborative methods, through teaching experiences and reflective practice. Prerequisites: Departmental consent.

TCH 665 Clinical Practice and Seminar

3 credits

Prerequisite: TCH 660

A supervised classroom teaching experience that provides an opportunity for practical application of educational theory and research related to licensure grade level. The seminar is designed to allow the student to reflect upon and analyze teaching experiences and discuss relevant issues.

TDE DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS

TDE 615 Technology and Today's Classroom

3 credits

This course examines education today and the future of education in the 21st century. Students will analyze key technological trends and how they relate to and are changing the teaching and learning experience. Students will also become familiar with the "21st Century Skills" movement, which refers to a growing global movement to redefine the goals of education, to transform how learning is practiced each day, and to expand the range of measures in student achievement.

TDE 618 Advanced Educational Psychology

3 credits

(Also SPE 618 and TCH 618)

This course explores individual differences as well as normative development in children from birth through adulthood. Children vary in physical, intellectual, emotional and social development, and this course will familiarize educators with conceptual foundations as well as applied methodologies that are consistent with current human development and learning theory. Learning needs of all children, particularly at risk learners are the focal point for discussion, review of methodologies and applications to development and learning theories.

TDE 628 Teaching Strategies for At Risk Education

3 credits

Designed to assist both mainstream and alternative educators to more effectively understand, assess, reach and teach at-risk youth. Learning theories and practices will be reviewed; diverse methods for diverse students will be identified and practiced. Recent research and best practice in using a variety of methods and strategies will be targeted.

TDE 645 Differentiated Instruction and Rtl

3 credits

Explores individual differences in students and the concepts of differentiated instruction and how it applies to response to intervention initiatives. Contemporary pedagogical approaches will be examined, and universal design for learning will serve as a conceptual framework for making information and activities equally accessible for all learners.

TDE 658 Planning and Assessing Diverse Programs

3 credits

Candidates will demonstrate professional planning, applied research, evaluation and reflective skills to support the delivery of more effective teaching of diverse or alternative education PK-12 students. The course content and analysis of student achievement project will provide a context for the teacher to analyze instructional practices and assessment data to maximize student learning. Candidates will apply methods of assessing student achievement and analysis of results in order to document student progress toward specific learning goals.

TDE 660 Prevention, Intervention, and Community

3 credits

Overview of the latest prevention and intervention programs operating in communities. Examination of potential interaction with social services, the judicial system, law enforcement and community programs that have been, are currently, and will be effective in redirecting at-risk students when needed. An exploration of family dynamics, parent programs and school practices for parental involvement will be included.

TDE 662 Resiliency, Holistic Health, and Stress Management

3 credits

Study of current, effective resiliency programs and mental, emotional and physical health and stress issues for at-risk learners. Attention is given to latest research findings as well as existing, successfully working programs and models working in these areas.

TDE 665 Action Research II / Portfolio

3 credits

Prerequisite: EDU 612

This course is designed to help participants draw conclusions and formulate 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 alternative learners or issues in the learning environment. In addition students will complete their professional portfolio with their action research paper being the final entry. Candidates prepare evidence from their program courses and professional practice using the frameworks of the InTASK Teacher Standards. Portfolio entries are the basis for candidate reflection and documentation of professional practice and growth. While Action Research

provides the evidence for a depth of knowledge in a particular area, the portfolio is a demonstration of the breadth of knowledge of the candidate.

THA THANATOLOGY

THA 604 Special Topics

1-3 credits

Exploration of special topics not yet covered in Thanatology curriculum.

THA 605 Foundations of Thanatology

3 credits

Introduction to death, dying, grief, and bereavement. Topics include the dying process; end-of-life decision making; disposition of remains/use of corpses; grief & mourning; death competence; family/individual interpretations; spiritual/religious perspectives; suicide; ethical and legal aspects; cross-cultural considerations.

THA 615 Bereavement Theory and Practice

3 credits

Examination of bereavement theory and techniques in individual and group facilitation skills. Topics include assessment of complicated grief; techniques for helping the bereaved after special losses; attending to individual spiritual needs; cross-cultural considerations; lifespan issues; setting appropriate boundaries; self-care for the caregiver; confidentiality.

THA 625 Theological Perspectives in Thanatology

3 credits

Examines concepts of immortality related to death, dying, grief and bereavement including Western philosophical and religious beliefs. Topics include an examination of contemporary perspectives towards death, dying, and bereavement practices within Roman Catholic, Protestant, Jewish, Muslim, Buddhist and Native American communities. Emphasis on practical/effective spiritual care techniques for assisting individuals, families, and health care providers in their quest for meaning, growth and transition through the dying and grieving process.

THA 630 Thanatology Research Methods

3 credits

Exploration of how research contributes to the identification of best practices in thanatology. Topics include scientific methods & techniques used specifically in contemporary thanatology research, emphasis on qualitative & mixed methods; critical reading & use of thanatology research studies; theories and methods of data collection, analysis, and interpretation; IRB issues; research ethics; & study design.

THA 640 Applied Ethics and the End of Life

3 credits

Examination of applied ethics related to end-of-life care and bereavement services. Topics include the definition of death and brain death, do-not-resuscitate orders, advance directives, patient privacy, confidentiality, end-of-life decision-making, moral and ethical frameworks, theory versus praxis.

THA 705 Death in the Lives of Children and Teens

3 credits

Examination of the attitudes & responses of children and teens to death, loss, and grief, in context of human developmental stages. Topics include strategies for working with families and caregivers of terminally ill children/teens; facilitating communication between healthcare providers & families; strategies for helping children/teens in the midst of family illness; & models of bereavement programs.

THA 710 Understanding Suicide

3 credits

Introductory examination of current theories of the causes of suicide, and contemporary approaches to prevention, intervention and post-intervention. Topics include nomenclature, current and emerging theoretical models, suicide across the life span, cultural contexts, suicide in the military and among combat veterans.

THA 715 Grief after Traumatic Death

3 credits

Examines the impact of sudden, unexpected death including implications for bereavement, first-responder effectiveness, and impact on communities. Topics include military death, accidents, disasters, homicide, suicide, crisis intervention, critical incident stress management, community response activities, & grief support.

THA 720 Children, Teens, and Suicide

3 credits

Prerequisite: THA 710

Examination of suicide among children & teens. Topics include prevalence of suicide among children, youth & older adolescents; screening; prevention; intervention; post-intervention; stressors including AODA, LGBTQ and cultural issues, evidence-based programs, current research & best practices.

THA 725 Bereavement Program Development

3 credits

Examination of the practical elements of program design, development, implementation and assessment. Topics include examination of existing and emerging program models; volunteer recruitment and training, funding, working with other agencies and organizations, board recruitment, governance, and utilization.

THA 730 Suicide Prevention and Postvention

3 credits

Prerequisite: THA 710

In-depth examination of suicide prevention & postvention program design, implementation and assessment. Topics include evidence-based programs, current research and best practices.

THA 735 Palliative and Hospice Care

3 credits

Examination of the history, theory and practice of hospice and palliative care. Topics include the palliative approach to medicine; the medical aspects of dying; terminal disease trajectories; “active” dying and the dying process; and multidimensional aspects of pain control. Also includes practical strategies for assisting families in communicating with healthcare providers; the impact of end-stage terminal illness on caretakers and family members; and self-care for caregivers.

THA 745 Spiritual Formation and Thanatology

3 credits

Exploration of the personal and community spiritual resources that undergird effective care of the dying and bereaved. Topics include philosophies of spiritual formation; theories of spiritual formation in the context of hospice; spiritual growth techniques and exercises. Spiritual formation throughout the process of terminal diagnosis, dying process, death, bereavement, and for caregivers will be addressed.

THA 755 Death and the Literary Imagination

3 credits

Examination of cultural contexts of death, dying and bereavement through literature. Topics include themes of death & bereavement in novels, short story, drama, poetry, elegy and music, and how literature can be used in work with the dying & bereaved.

THA 795 Applied Thanatology Capstone

3 credits

Prerequisite: Permission

Applied capstone project integrates coursework, knowledge, skills and experiential learning to enable demonstration of a broad mastery of learning across the thanatology curriculum. Individual projects incorporate critical and creative thinking, problem solving, effective writing and oral communication, and qualitative analysis.

THA 797 Internship

1-3 credits

Planned and supervised work experience in thanatology.

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Nursing

B.S.N., Viterbo University

M.S.N., University of Phoenix

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 M.A., University of Notre Dame
 Ph.D., Duquesne University

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 M.A., Roosevelt University
 Ph.D., Union Institute and University

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 M.A., University of Wisconsin-Oshkosh
 Ed.D., Ball State University

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 M.A., Mount Sinai School of Medicine
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 M.A., Marquette University
 Ph.D., Marquette University

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 M.S., Marian University
 Ed.D., Cardinal Stritch University

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 M.S., Florida State University
 Ph.D., Florida State University

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 M.A.E., Marian University

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Margaret Lorimer, CSA, Ph.D., History
John O. May, Ph.D., Biology
Mary Neff, CSA, M.A., Art
Francis Assisi Pielmeier, CSA, Ph.D., Education
Bruce R. Prall, Ph.D., Chemistry and Physical Science
Lieselotte Straus, M.A., Foreign Language
Ray C. Wifler, Ph.D., Music
Robert J. Zande, M.A., Education
William H. Zierdt III, M.S., A.M., Business

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 M.A., Adelphi University
 Ph.D., Adelphi University

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 M.S., University of Wisconsin-Oshkosh

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R.S.A., Angus College, Scotland

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B.A., Aurora University
 M.S., Aurora University
 E.d.D., Creighton University

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 Ph.D., Marquette University

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 Ph.D., University of Michigan

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 M.B.A., Concordia University

David Wong, Vice President for Business and Finance

B.S., Clarion University

President Emeritus

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B.S.E., Truman State University

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Ph.D., Southern Illinois University

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M.R.P., Cornell University
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EXCEL and Undeclared Programs

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M.S., Concordia University

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B.S., Marian University

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B.S., Concordia University Wisconsin

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F.P.C., Bethany Lutheran College

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B.S., Marian University
M.S.O.L.Q., Marian University

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Enrollment Services
B.S., Marian University
M.S.O.L.Q., Marian University
M.A.E., Marian University

Kirsten Rebholz, Residence Hall Director
Residence Life
B.A., Mount Mary University
M.S., Concordia University Wisconsin

Kathy J. Redig, Department Secretary
Athletics
B.S., University of Wisconsin Stevens Point

Gregory Reed, Science Learning Specialist
Center for Academic Support and Excellence
B.A., University of Wisconsin Oshkosh
M.S., University of Wisconsin Oshkosh

Pennie Reis, Director of Student Engagement
Student Activities
B.A., Carthage College
M.A., Bowling Green State University

Thomas Richter, Director of Institutional Research
A.A.S., University of Wisconsin Colleges
B.B.A., University of Wisconsin-Oshkosh
M.B.A., University of Wisconsin- Oshkosh

Melinda Rodriguez, Business Office Assistant
Office of Business and Finance

Greg Rosenthal, Assistant Men's Soccer Coach
Athletics
B.A., University of Wisconsin Milwaukee

Anne Rosploch, Coordinator of Nursing Resources and Simulation Center
Nursing Resource Center
B.S.N., University of Wisconsin Oshkosh
M.S.N., Concordia University

Michelle Ryan, Administrative Assistant
Office of Student Engagement

Jillian Saiberlich, Head Women's Soccer Coach
Athletics
B.S., St. Cloud State University
M.B.A., Lakeland College

Carol Schlaefter, Academic Advisor
School of Nursing and Health Professions
B.A., University of Wisconsin-Stevens Point

John Schmidt, Technical/Desktop Support
Information Technology
B.A., Marian University

Patricia Scholz, Support Specialist IV
School of Education
B.S., University of Wisconsin-Oshkosh

Leah Schraeder, Support Specialist III
Teacher Education
B.A., University of Wisconsin-Eau Claire

Linda Schraufnagel, Nursing Resource and Simulation Center
 School of Nursing and Health Professions
 B.S.N., Marian University

Jodi Schrauth, Student Health Nurse
 Student Health Services
 B.S.N., Marian University

Lynda Schultz, Registrar
 Office of the Registrar
 B.A., Graceland College
 M.A., Marian University

Lyndsey Seewald, Head Women's Basketball Coach
 Athletics
 B.S., Carroll University
 M.A., University of Denver

Jessica Ann Smith, Director of Advancement Services
 Advancement
 B.B.A, Accounting, University of Wisconsin-Milwaukee

John R. Smith, Assistant Director
 Financial Aid
 B.A., Cardinal Stritch University

Joyce Smith, Coordinator of Academic Testing
 Center for Academic Support and Excellence
 A.S., Moraine Park Technical College
 B.I.S., Marian University

Benjamin Soman, Assistant Director of Admission, Financial Aid Liaison
 Enrollment Management
 B.A., Marian University
 M.S., Marian University

Kimberly A. Sorensen, Head Athletic Trainer, Senior Woman Administrator and Compliance Officer
 Athletics
 B.S., University of Wisconsin-Oshkosh
 M.S., St. Cloud State University

Tony Steinmetz, Networking/Communications Administrator
 Information Technology

Brenda Stobb, Coordinator of Student Success
 CASE
 B.S., University of Wisconsin-Madison

Kerry Strupp, Interim Director
 Working Families Grant Program
 B.S.W., Ball State University
 M.A.E., Marian University

Kara Sutkiewicz, Accounting Manager
 Office of Business and Finance
 B.B.A., University of Wisconsin-Milwaukee
 M.S, University of Wisconsin-Milwaukee

Tammy Thornton, Web Developer
Office of Marketing and Communications
B.S., University of Wisconsin-Oshkosh

Janet Wermes, Secretary to the Dean
School of Nursing and Health Professions

Marcus Wiegert, Admissions Athletics Liaison and Head Men's and Women's Tennis and Assistant Men's Basketball Coach
Athletics
B.S.B.A., Marian University
M.S., Lasell College

Robyn Williams, Director of Counseling
Wellness, Health, and Counseling Center
B.S., Marian University
M.A., Wheaton College

Andrea Wolf, Assistant Dean
Adult and Online Studies
B.S., Marian University

Anna Zeient, Certified Athletic Trainer
Athletics
B.S., University of Wisconsin Oshkosh
M.S., University of Arkansas

Cory Zimmerman, Head Men's/Women's Track and Field & Cross Country Coach
Athletics
B.S., Ripon College

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Office Directory

All prefixes are (920) unless otherwise noted.

Academic Affairs	923-7604
Adult and Graduate Admission	923-8726
Adult and Online Studies	
Appleton Center	local: 749-1000 or 923-8543
West Allis Center	local: (414) 258-6757 or 923-8535
Advancement (gifts, bequests, foundations, grants)	923-7613
Agnes Center/Music Department	923-7659
Alumni Relations	923-8106
Athletics	923-8156
Bookstore/Sabre Shop	923-7166
Business and Finance (business affairs, tuition payments, accounts)	923-8551
Campus Dining (Sodexo Food Service)	923-8728
Campus Ministry	923-7624
Campus Safety/Security	923-8950
Campus Services (housekeeping, maintenance, grounds)	923-8787
Career Services	923-7161
Center for Academic Support and Excellence (CASE Office)	923-8097
Disability Services	923-8951
Common Grounds (Todd Wehr Alumni Center)	923-8525
Counseling Center	923-8799
Financial Aid (scholarships, loans, student employment)	923-7614
Health Services	923-7615
Human Resources (Affirmative Action)	923-8081
Information Technology Help Desk	923-8947
Institutional Effectiveness	923-8943
Library (Cardinal Meyer)	923-7641
Marketing and Communications (public relations)	923-7602
One-Stop	923-8555
Outreach Services and Partnerships	923-7652
Payroll	923-7168
President	923-7617
Registrar (transcripts, academic records)	923-7618
Research and Sponsored Programs	923-8796
Student Engagement (activities, housing)	923-7666
Activities/Housing	923-7666
Dean of Student Engagement	923-7621
Director of Residence Life	923-8091
Director of Student Engagement	923-8125
Title IX Coordinator	923-8963
Student Health Services	923-7615
TRIO-Student Support Services (SSS)	923-8632
Undergraduate Admission	923-7650

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