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.

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

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

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

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

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

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

History
Since its founding by pioneer missionary Fr. Caspar Rehrl, 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 Student Engagement.

Title IX and Non-Discrimination
What is Title IX?

Title IX is a federal law that protects people from sex discrimination in educational programs and activities at college and universities that receive federal financial assistance. Sexual harassment, including sexual violence, and retaliation are forms of discrimination prohibited by Title IX. The law reads, in part, as follows:

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

(Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act)

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

Harassment, whether verbal, physical or visual, that is based on any of these characteristics, is a form of discrimination. This includes harassing conduct affecting tangible job or educational benefits, interfering unreasonably with an individual’s academic or work performance, or creating what a reasonable person would perceive is an intimidating, hostile or offensive environment. Additional information regarding the University’s prohibitions against non-discrimination (including sexual harassment, sexual assault, and sexual violence) is set forth below.

While the University is committed to the principles of free inquiry and free expression, discrimination, harassment, and retaliation identified in this policy are neither legally protected expression nor the proper exercise of academic freedom.

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 impart the latest knowledge and insight their fields of specialization offer. All full-time faculty members have completed one or more advanced degrees, or have been qualified based on tested experience. Over 65% of the faculty hold an earned doctorate or terminal degree. Faculty members in professional programs also hold appropriate certifications and are members of professional associations.

Instruction
Marian University provides a wide range of learning opportunities. In addition to traditional lecture classes, Marian offers study abroad, independent study, field trips, practica, clinicals, student teaching, seminars, summer institutes, cooperative education, 100 percent online classes, and hybrid classes that 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 taken 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 programs are accredited by professional organizations in their respective disciplines. Marian University programs that have specialty accreditation meet the standards of the field or profession.

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

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

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

For additional information on Marian University’s HLC accreditation, accredited programs, NC-SARA authorization, approvals, and memberships please visit the www.marianuniversity.edu/accreditation page on our website.
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.
4. Application process should be completed in time to be received by the Office of Financial Aid no later than March 1 for maximum consideration for the following academic year. Late applications will be considered as long as funds remain available.

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

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

Marian University students in need of financial aid and meeting eligibility criteria may receive a financial aid award consisting of 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 in this document. No attempt is made to provide a comprehensive listing of all the considerations in assessing financial need and determining eligibility for funds. The awarding of financial aid to a given student depends upon the student’s eligibility and the availability of funds. All guidelines for administering financial aid programs are subject to change at any time as the result of legislative action or administrative mandate from the federal and state agencies responsible for the direction of the programs. Full information may be obtained at www.marianuniversity.edu/financialaid.

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 https://www.marianuniversity.edu/about/student-consumer-information/.
TUITION

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

This agreement can be found at https://my.marianuniversity.edu under the heading “Offices” and then “Business and Finance”. We require students to complete this agreement only once. It will remain in full effect for any and all periods of a student’s enrollment. This applies for any and all programs in which the student enrolls at Marian University, regardless of whether or not those periods of enrollment or programs run concurrently.

All students are required to read, print out and sign this agreement. The signed form must be returned to the Office of Business and Finance located in Duplex 18 across from Dorcas Chapel on National Avenue or by mail to:

Marian University
Attn: Business Office
45 S. National Avenue
Fond du Lac, WI 54935

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

Graduate studies tuition
All tuition and fees are set by the University’s Board of Trustees on an annual basis.

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

Graduate Studies:

- Graduate Business: $600
- Graduate Nursing: $765
- Other Graduate Programs: $600
- Doctorate: $745

PAYMENT OPTIONS
Students must pay the balance in full by the first day of class

OR
Students must sign up for a payment plan with Nelnet Campus Commerce at http://mycollegepaymentplan.com/marianwi or by logging on to their SabreNet account via MyMarian and clicking on “Make a Payment” at the top of their Home Tab. Payment plans must be for the entire balance due after financial aid has been applied. There is a $50 enrollment fee paid directly to Nelnet at the time of enrollment.

Failure to do so may result in being dropped from classes.

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

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. Checks drawn on banks outside of the U.S. are not accepted. Please allow enough time for postal delivery services. Please see #4 for international payments.

2. In-person payment:
   Payments may be dropped off in the Office of Business and Finance, 18 S. National Ave., 8:00 a.m. – 4:30 p.m. Monday through Friday. We will accept cash, credit or debit card (2.75% processing fee applies), personal check, cashier’s check, or money order.

3. Debit/Credit Card Payment and E-Check (Bank Account Withdrawal):
   Visit [http://mycollegepaymentplan.com/marianwi](http://mycollegepaymentplan.com/marianwi) or log on to your SabreNet account via MyMarian and click on “Make a Payment” at the top of your Home Tab. (Be certain that you are selecting the correct year/term balance for which your payment is to be applied.)
   - Credit and debit card transactions will automatically be charged a processing fee of 2.75%
   - No processing fee for bank account withdrawal

4. International Student Payments:
   - Visit [https://www.paymytuition.com](https://www.paymytuition.com) Select to pay Marian University and follow the prompts to make a payment. Marian will be notified when a payment is pending. Once the funds are received, your account will be credited.

ACCOUNT HOLDS:

Financial Hold
If balance is above $500, the account is placed on financial hold, which prevents a student from registering for additional courses or making changes to their current schedule.

Transcript Hold
If balance is above $0, the account is placed on transcript hold, which prevents a student from receiving an official 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.

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

BOOKS AND SUPPLIES
On average, Marian University students purchase $700 in textbooks during the academic year. Some academic programs require additional textbooks, resource guides, and supplies that may increase this estimate. Students may purchase or rent textbooks from the Marian University Bookstore, located in the Hornung Student Center.

FEES

One-time charges

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Application fee</td>
<td>$ 100</td>
</tr>
<tr>
<td>Doctoral Application fee</td>
<td>$ 75</td>
</tr>
</tbody>
</table>
COURSE FEES
Certain courses or programs require special materials, supplies, equipment, and/or facilities, the cost of which is passed on to students through course or program fees. Students enrolled in clinicals are assessed fees that cover the direct non-teaching costs incurred by the University. All fees, and tuition, must be covered in full prior to the start of classes and/or clinical rotations.

UNIVERSITY REFUND POLICY
Students are responsible for adding, dropping, and withdrawing from courses. This includes the completion and submission of Course Drop forms to the Registrar Office. 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 are applicable:

- Drop before first class: 100% refund

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

<table>
<thead>
<tr>
<th>Length of class</th>
<th>Amount of refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 weeks or longer:</td>
<td></td>
</tr>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd week</td>
<td>75%</td>
</tr>
<tr>
<td>3rd week</td>
<td>50%</td>
</tr>
<tr>
<td>After 3rd week</td>
<td>None</td>
</tr>
<tr>
<td>1 to 6 weeks:</td>
<td></td>
</tr>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd week</td>
<td>50%</td>
</tr>
<tr>
<td>After 2nd week</td>
<td>None</td>
</tr>
<tr>
<td>4 week FLEX Program:</td>
<td></td>
</tr>
<tr>
<td>1st week</td>
<td>75%</td>
</tr>
<tr>
<td>After 1st week</td>
<td>None</td>
</tr>
<tr>
<td>2-day courses:</td>
<td></td>
</tr>
<tr>
<td>1st day</td>
<td>50%</td>
</tr>
<tr>
<td>2nd day</td>
<td>None</td>
</tr>
</tbody>
</table>
ADDITIONAL INFORMATION

- For purposes of determining refund, the official date of course drop/withdrawal or University withdrawal is the day upon which completed course drop or withdrawal forms are received in the Office of the Registrar. Emails, phone calls or no longer attending class do not constitute a proper withdrawal from class. The required Course Drop form must be completed and submitted to the Office of the Registrar.
- The Office of Financial Aid has a separate Refund Policy for returning aid when a student withdraws from a course or the University.
- The refund policy also applies to students who are suspended or expelled for disciplinary reasons.
- Fees for courses dropped after the add/drop period are not refunded.
- Room charges are non-refundable.
- Appeals of the refund policy should be submitted to the Office of Business and Finance. Appeals must be submitted within 30 days of posting to a student account.
- Board refunds are made, with appropriately approved exceptions, on a pro-rated basis.
- 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
Dean of Graduate Studies
Administration Building, Room 110
920-923-8610

ACADEMIC SUPPORT AND STUDENT SERVICES

CENTER FOR ACADEMIC SUPPORT AND EXCELLENCE
Administration Building, Room 218
(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 support for using text 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:
- Accuplacer Placement Assessments (math, reading, writing)
- ACT residual testing

Career services
Career assistance and resources are available for all students through the Career Services Office. Career assistance includes:
- Career Exploration and Interest Inventory Assessments
- On and Off Campus Career Fairs
- Dining Etiquette Dinners
- Dress for Success
- Internship and Externship Assistance
- Purple Briefcase (Online Job and Internship Board)
- Multi-Faceted Job Search Techniques
- Mock Interviews
- Resume, Cover Letter, and LinkedIn Development

Accessibility Resources
For more information regarding disabilities and/or temporary impairments please contact the Director of Accessibility Resources in the Center for Academic Support and Excellence.

Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990
Marian University, in accordance with its Mission and Core Values is dedicated to maintaining an inclusive and accessible educational environment which ensures individuals with disabilities an equal opportunity to participate and benefit from its programs, services, and activities.

Marian University does not discriminate against individuals on the basis of disability in its educational or employment practices. Marian University policy as well as federal laws and regulations prohibits unlawful discrimination. These laws include the Americans with Disabilities Act (ADA), and section 504 of the Rehabilitation Act of 1973. No otherwise qualified individual with a disability shall be denied access or participation in any program, service, or activity offered by Marian University. For questions or concerns related to the Non-
Discriminatory Policy, please contact Kate Candee, Vice President for Student Engagement and ADA/Section 504 Coordinator.

**Accessibility Resources**
Marian University’s Director for Accessibility resources assists students with disabilities as they transition to Marian University through to graduation by facilitating reasonable accommodations, and offering personal/academic support, and advocacy.

To obtain accessibility resources, students contact the Director, Accessibility Resources to disclose a disability, submit appropriate documentation (see Marian University’s Documentation Guidelines) and discuss reasonable accommodations. The Director, Accessibility Resources determines eligibility for services, and reasonable accommodations on a case-by-case basis, based on students’ self-report, appropriate documentation and professional judgement. Requests for reasonable accommodations are reviewed on a semester-by-semester basis and granted as supported by the documentation and individual needs. It is strongly recommended that requests be made at least 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; 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; Kurzweil – learning software; and Dragon Naturally Speaking – speech recognition software.
- Housing modifications: accessible room locations/bathroom; private room or fewer roommates; emotional support animals; strobe light/fire alarm/smoke detector.

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

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

**ADA/Section 504 Grievance Procedure**
Students with disabilities who believe they have been discriminated against on the basis of disability may follow the procedure for a grievance. Marian University has both informal and formal processes for students to resolve disability related concerns. The Grievance procedure is available at [https://my.marianuniversity.edu/Academics/case/Pages/Disability-Services.aspx](https://my.marianuniversity.edu/Academics/case/Pages/Disability-Services.aspx)

For additional information on Marian’s policy applying to nondiscrimination on the basis of disability or to request accommodations, contact the Director, Accessibility Resources at the Center for Academic Support & Excellence, Administration Building Room 218 or 920.923.8097.

**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 and students provide 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’s optimal learning space accommodates individual students and small groups. Computers are available.

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 one of the Designated School Officials (DSO) upon arrival on campus. International students must update a DSO with change of address or status within 10 days.

Information is also available on the following topics:
- Campus employment
- Driver’s license
- Employment authorization (CPT and OPT)
- Health insurance
- Homesickness
- Housing
- Social Security card
- Travel
- Visa compliance

All international students under the age of 21 and having fewer than 64 University credits are required to live on campus. A completed health form, which includes 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 students 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)

<table>
<thead>
<tr>
<th>Graduate programs</th>
<th>DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk and Alternative Education</td>
<td>MAE</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>MAE</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>MAE</td>
</tr>
<tr>
<td>Family Nurse Practitioner*</td>
<td>MSN</td>
</tr>
<tr>
<td>Industrial Organizational Psychology</td>
<td>MS</td>
</tr>
<tr>
<td>Management</td>
<td>MS</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>MSN</td>
</tr>
<tr>
<td>Professional Practice in Public Safety</td>
<td>MS</td>
</tr>
<tr>
<td>Special Education</td>
<td>MAE</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>MAE</td>
</tr>
<tr>
<td>Thanatology</td>
<td>MS</td>
</tr>
</tbody>
</table>
Doctoral programs
Curriculum and Instruction Leadership Ph.D.
Educational Administration 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 Chief Academic Officer 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.

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>¾ time</th>
<th>½ time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12+</td>
<td>9-11</td>
<td>6-8</td>
</tr>
<tr>
<td>Graduate</td>
<td>9+</td>
<td>6-8</td>
<td>3-5</td>
</tr>
<tr>
<td>Doctoral</td>
<td>6+</td>
<td>n/a</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>Excellent –</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>Good</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>Satisfactory</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td></td>
<td>.75</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>FN</td>
<td>Failure (non-attendance)</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0</td>
</tr>
<tr>
<td>PI</td>
<td>Permanent Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrew</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw — Failing</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

Withdraw (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.

Withdraw - 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](http://www.marianuniversity.edu/registrar).

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

<table>
<thead>
<tr>
<th>If you will be finished with classes:</th>
<th>You should apply for graduation by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>October 1</td>
</tr>
<tr>
<td>Winterim session</td>
<td>February 15</td>
</tr>
<tr>
<td>Spring semester</td>
<td>February 15</td>
</tr>
<tr>
<td>Summer session</td>
<td>June 1</td>
</tr>
</tbody>
</table>

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.

Medical Withdraw from University
When students find they are unable to attend courses due to medical (including mental health reasons), students may request a medical withdrawal. If the medical withdrawal is approved, the student is still responsible for paying the remainder of their tuition balance per the university refund policy based on their last date of attendance. This payment will then be credited to the students account to be used for future coursework at Marian. If the student does not return to Marian, no refund is issued.

Required Documentation from the Student’s Physician, Medical or Mental Health Provider:

- Documentation must be typed and submitted on official letterhead from a qualified medical professional, must include the professional’s medical license number, an office telephone number and address, and signature. (Although a copy may be faxed, the original must be received by the Registrar within the deadline before the documentation will be considered official."

- Documentation must contain 1) a specific diagnosis; 2) treatment with inclusive dates; 3) should indicate how the medical condition has affected the student’s ability to attend class or complete academic course work. Detailed descriptions of confidential medical data or details of diagnoses, however, are not necessary.

- The letter should identify the last day the student was able to attend classes and a clear statement that—in the professional opinion of the medical provider—the student was unable to attend classes from that date for the rest of the term because of the stated medical condition. Letter should specify how the medical condition may have affected class performance prior to the student being unable to attend class.

- This letter and supporting documentation will be kept as part of the student’s confidential file in the Office of the Registrar; it is not included in the academic record.

- It is the student’s responsibility to make certain that the information is sent and received. The letter and documentation must be received by the last day of classes.
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.

WITHDRAWING FROM A CLASS

<table>
<thead>
<tr>
<th>Length of class</th>
<th>Academic Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 weeks or longer:</td>
<td></td>
</tr>
<tr>
<td>1st week</td>
<td>No notation on transcript</td>
</tr>
<tr>
<td>2nd through 10th week</td>
<td>WD on transcript</td>
</tr>
<tr>
<td>After 10th week</td>
<td>WF on transcript</td>
</tr>
<tr>
<td>7 to 13 weeks:</td>
<td></td>
</tr>
<tr>
<td>1st through 3rd week</td>
<td>WD on transcript</td>
</tr>
<tr>
<td>After 3rd week or up to</td>
<td></td>
</tr>
<tr>
<td>69% of course completed</td>
<td>WD on transcript</td>
</tr>
<tr>
<td>70% or more of course completed</td>
<td>WF on transcript</td>
</tr>
<tr>
<td>1 to 6 weeks or more than 2 course meeting days:</td>
<td></td>
</tr>
<tr>
<td>10% - 69% of course completed</td>
<td>WD on transcript</td>
</tr>
<tr>
<td>70% or more of course completed</td>
<td>WF on transcript</td>
</tr>
<tr>
<td>2-day courses:</td>
<td></td>
</tr>
<tr>
<td>1st day</td>
<td>WD on transcript</td>
</tr>
<tr>
<td>2nd day</td>
<td>WF on transcript</td>
</tr>
</tbody>
</table>

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/](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:
- Cardinal Meyer Library
- Todd Wehr Alumni Center
- Horning Student Center

Additionally, there are five computer classrooms that students can use during class times.

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

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

Technical considerations
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 Microsoft account. Check your course syllabus for each class to see if any special software is required. Take a moment to make sure your computer is set to deliver all aspects of your course to you.
   - If you are using a PC, make sure your Microsoft Windows is up-to-date. Direct link: [windowsupdate.microsoft.com/](http://windowsupdate.microsoft.com/)
   - Have Adobe Reader installed so you can open, read and print pdf documents. Direct link: [get.adobe.com/reader/](http://get.adobe.com/reader/)
   - 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 TechHUB by phone (920.923.8947) Monday - Friday 8:00 - 6:30 or Saturday 8:00 - noon; or by email: techHUB@marianuniversity.edu
4. **Browser Settings**
   - Cookies need to be enabled in your browser to maintain your Moodle session (Usually cookies are enabled by default.)
   - JavaScript must be enabled in your browser. Usually JavaScript is enabled by default, but you or someone else might have changed this setting.

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

**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 Chief Academic Officer, who notifies the student and the instructor of the committee findings within seven days of the completion of the written report.

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

The student or instructor may appeal the decision of the Academic Appeals Committee to the Chief Academic Officer within one week of notification. This request must provide specific grounds for a subsequent appeal, which are
1. Due process was not followed;
2. Policy was incorrectly applied; and/or
3. Important evidence was missing.

Decisions of the Chief Academic Officer are final.
All involved in the grade appeal process must be apprised of the following:

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

**Academic grievances**

In student complaints about faculty actions, the persons involved should handle academic grievances informally. If the grievance cannot be resolved, it may be taken to the 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 for Violation of Academic Honesty Policy
An investigation of a violation of the Academic Honesty Policy may be initiated by the instructor or a student or parties who have reason to believe that an offense has taken place.

Notification
- Students or others notify the course instructor of the academic department, either verbally or in writing, of a suspected violation. The names of those supplying information will be held in strictest confidence by the University.

- The instructor will notify the College Dean, who will notify the Office of Academic Affairs, of an alleged violations of the Academic Honesty Policy. The Office of Academic Affairs will notify the College Dean and the instructor if the student has prior violations of the Academic Honesty Policy. If no prior violation has been recorded, then an informal investigative process will ensue. If a prior violation has been recorded, then the instructor will directly initiate the formal investigation process.

Informal Investigative Process
This process is for students who have not previously violated the Academic Honesty Policy, except in cases of an egregious violation of the Academic Honesty Policy.

1. The instructor will inform the student in writing of the alleged violation, as well as the Department Chair, who will notify the student’s academic advisor. The student’s advisor will contact the student to ensure that the student understands the Academic Honesty Policy and Procedures.

2. The instructor will meet with the student, explain the violation and review the Academic Honesty Policy and Procedures. The student may request that their academic advisor (or a member of the Marian faculty of the student’s choosing) be present at this meeting to help provide guidance on the process to the student. The instructor will suggest a penalty that the instructor feels is appropriate, as outlined under the Penalties for Violations of Academic Honesty Policy.

3. The student may accept the penalty, ask the instructor to reconsider whether a violation has occurred or reconsider the proposed penalty, or request a formal investigative process be initiated.

4. The instructor reports the outcome of the informal investigative process to the College Dean, who forwards this information to the Provost and Vice President of Academic Affairs.
Formal Investigative Process

This process is for students who have previously violated the Academic Honesty Policy, for those requesting a formal investigative process, or for those who have allegedly committed an egregious violation of the Academic Honesty Policy.

1. The instructor informs the student in writing of the alleged violation. The instructor will also inform the Department Chair, who notifies the College Dean and the student’s advisor. The student’s advisor will contact the student to make sure they understand the Academic Honesty Policy and Procedures.

2. The College Dean notifies the Provost and Vice President of Academic Affairs of the student violation and intent to pursue a formal investigation.

3. The College Dean constitutes an Academic Appeals and Grievance Committee to investigate the alleged violation of the Academic Honesty policy and appoints a chair.

4. The Chair of the Academic Appeals Committee notifies the student in writing that the Committee has been formed and describes the process the Committee will follow to investigate the alleged violation, with copies to the student’s academic advisor, the instructor, and the College Dean.

5. The Academic Appeals and Grievance Committee investigates the alleged violation to determine whether enough information exists to confirm that a violation of the Academic Honesty Policy has occurred. The committee may examine written documents and collect information from the instructor, the student, and other parties with information relevant to the investigation. The student and the instructor must be given equivalent opportunities to provide information to the Committee.

6. If the committee meets with the student to collect information orally, the student may request that their academic advisor (or a member of the Marian faculty of the student’s choosing) be present at this meeting to help provide guidance on the process to the student.

7. If the Academic Appeals and Grievance Committee finds that a violation has occurred, the Committee applies a penalty as outlined under the Penalties for Violations of Academic Honesty Policy, taking into consideration a recommendation from the instructor, prior violations, and the nature of the violation.

8. The Committee Chair notifies the College Dean, who notifies the Provost and Vice President for Academic Affairs.

9. The Provost and Vice President for Academic Affairs provides written notice to the student, the student’s advisor, instructor, chair, and dean of the Committee’s decision.

10. The decision of the Marian University Academic Appeals and Grievance Committee may be appealed by the student to the Provost and Vice President for Academic Affairs on the following grounds:

   a. The procedures for Violation of the Academic Honest Policy have not been followed

   b. The Committee has applied an unreasonable standard in reaching its decision.

Should such an appeal be upheld, the Provost and Vice President for Academic Affairs will notify the Committee, student, student’s advisor, instructor, chair, and dean of this decision and instruct the relevant parties to correct the error in process.

Penalties for Violations of Academic Honesty Policy

First offense: At the discretion of the instructor, the penalty may range from a failing grade on the assignment or exam to a failing grade in the course. In the event of a formal investigation of an egregious violation, such as, but not limited to, purchasing work done by another, submitting as one’s an entire work obtained from another, stealing an exam, having another take an exam on one’s behalf, forging or falsifying academic documents or records, or sabotaging data or the works of others, a student may be suspended for one semester or dismissed from the University.

Second offense: The student may receive a failing grade for the course, be suspended from the University for one semester, or be dismissed from the University.
**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. Students 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
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. ((§99.3(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. ((§99.3(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
Dean Joseph Foy, Ph.D.
Administration Building, room 121
(920) 923-8132

The College of Arts, Sciences and Letters provides both disciplinary and interdisciplinary opportunities for students to build essential skills that foster personal growth and development and prepare them for a productive life of employment and engaged citizenship. The College strives to build students’ knowledge across a broad spectrum of the liberal arts, including the arts, natural and social sciences, letters, and the humanities. Courses and programs emphasize the mastery of a range of fundamental concepts that help foster critical thinking, quantitative and qualitative reasoning, communication, leadership, responsibility, teamwork, and problem-solving 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. The College also fosters creativity and innovative thinking through interdisciplinary courses and programs designed to cultivate connections across disciplinary areas and content.

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (MS)
The industrial organizational psychology master’s program gives both a broad and focused approach to the field offering a basic understanding of the overall field and a mastery of knowledge and practice in each of the specified components in the field. These components are based on industry-identified competencies recommended by employers who hire I/O psychology professionals. This program is ideal for those interested in selection, recruiting, training and development, program evaluation, workforce analytics, and organizational development in academic, government, and private sectors.

36 credits total

32 credits as follows:

- PSY 700A Industrial & Organizational Psychology, 1 cr.
- PSY 700B I/O Psychology Ethical Issues, 1 cr.
- PSY 702A Foundations of Research & Statistics, 1 cr.
- PSY 702B Experimental Research & Statistics, 1 cr.
- PSY 704A Job Analysis, 1 cr.
- PSY 704B Recruiting, 1 cr.
- PSY 706A Concepts of Organizational Development, 1 cr.
- PSY 706B Organizational Development Practices, 1 cr.
- PSY 720A Foundations of Selection & Assessment, 1 cr.
- PSY 720B Psychometrics for Selection & Assessment, 1 cr.
- PSY 722A Training & Development Theory, 1 cr.
- PSY 722B Training & Development Design, 1 cr.
- PSY 724A Principles of Performance Appraisal, 1 cr.
- PSY 724B Conducting Performance Appraisals, 1 cr.
- PSY 726A Surveys & Assessments, 1 cr.
- PSY 726B Qualitative & Correlation Statistics, 1 cr.
- PSY 740A I/O Analytics with R: I, 1 cr.
- PSY 740B I/O Analytics with R: II, 1 cr.
- PSY 742A I/O Analytics with R: III, 1 cr.
- PSY 742B I/O Analytics with R: IV, 1 cr.
- PSY 744A Organizational Planning, 1 cr.
PSY 744B  Organizational Consulting, 1 cr.
PSY 746A  Principles of Program Evaluation, 1 cr.
PSY 746B  Conducting Program Evaluations, 1 cr.
PSY 760A  Project Planning, 1 cr.
PSY 760B  Project Management, 1 cr.
PSY 762A  Principles of Workforce Analytics, 1 cr.
PSY 762B  Conducting Workforce Analytics, 1 cr.
PSY 764A  Principles of Compensation Evaluation, 1 cr.
PSY 764B  Compensation System Design, 1 cr.
PSY 766A  I/O Software Applications I, 1 cr.
PSY 766B  I/O Software Applications II, 1 cr.

Elective Courses: (4 credits) Must choose either sequence.

PSY 708  Thesis I, 1 cr.
PSY 728  Thesis II, 1 cr.
PSY 748  Thesis III, 1 cr.
PSY 768  Thesis IV, 1 cr.

Or

PSY 709  Practicum I, 1 cr.
PSY 729  Practicum II, 1 cr.
PSY 749  Practicum III, 1 cr.
PSY 769  Practicum IV, 1 cr.

PROFESSIONAL PRACTICE IN PUBLIC SAFETY (MS)

The Master of Science Degree in Professional Practice in Public Safety is designed to prepare individuals for advancement in organizations that focus on mindful delivery of public-safety services. The program involves rigorous study and proven mastery of skills contemporary to public safety professionals such as advanced communication, human resource considerations, professional leadership and management practices, as well as research, budgeting, accounting, statistics and employee wellness.

30 credits as follows:

PBS 600  Advanced Communication for Public Safety Professionals, 3 cr.
PBS 610  Public Safety Human Resources, 3 cr.
PBS 620  Public Safety Professional Practice, 3 cr.
PBS 630  Public Safety Budgeting, 3 cr.
PBS 640  Public Safety Research and Statistics I, 3 cr.
PBS 650  Public Safety Research and Statistics II, 3 cr.
PBS 660  Public Safety Management, 3 cr.
PBS 670  Developing Advanced Leadership in Public Safety, 3 cr.
PBS 680  Employee Wellness: The Holistic Approach, 3 cr.
PBS 690  Capstone Project, 4 cr.

COLLEGE OF THE PROFESSIONS

Dean Joseph Foy, Ph.D.
Administration Building, room 121
(920) 923-8132

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 Management 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)
- Management

Admission requirements
For admission consideration applicants must submit the following:
- A completed Marian University application form;
- 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;
- Career Goal Statement; and
- Academic writing sample.

* 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. Applicants must take the TOEFL at least three months before the proposed date of enrollment is the application is to be processed in time for admission. If an applicant’s TOEFL score is below 580 Marian University may deny admission to the program or may require applicants 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. Applicants must provide this signed statement in English and include 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. We individually review each potentially transferable course for equivalence and appropriateness and courses much be less than seven (7) years old. Request to transfer credits must be made at the time of application for admission to the program. Applicants requesting graduate coursework earned prior to admission to Marian must report credits 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 any past Marian University programs within the last seven (7) years and qualifies for readmission to the program must satisfy the requirements of the program at the time when readmission occurs to resume participation in the program. A student absent from the program longer than seven (7) years must reapply for admission. At the time of readmission, the Registrar’s Office will review the students’ prior academic record and grant credit for courses previously completed. Determination is on a case-by-case basis.

MANAGEMENT (MS)
The Master of Science in Management program is a ten course 30 credit hour program. The degree is highly innovative in that the degree focuses on leading and managing based on a highly successful model of managing under circumstances of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA). In the final two courses, students will engage in a project or initiative in which they will demonstrate skilled management performance.

Program learning outcomes
- Business Acumen: Analyze the organization’s competitive position by considering the market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors, and use evidence to manage and lead within the organization.
- Problem Solving: Demonstrate professional practice in anticipating, recognizing, researching, and planning to address both technical problems and adaptive challenges in managing both opportunity and risk in the work of the organization.
- Personal Effectiveness: Develop and articulate a vision and goals in support of the business’ mission. Demonstrate skilled professional performance in diagnosis, design, and implementation of change processes that maximize the contribution of each person and resource you manage in the organization to attaining that vision.
- Communications: Use multiple communication skillsets (interpersonal, negotiation, presentation, networking, dialog) to achieve common understanding, build common cause and gain commitment and support for current and planned action from all stakeholders (including clients and customers).
- Managing and Leading: Manage and lead the professional development, and work of productive teams within the organization, based on vision, goals, interactive strategic planning, foresight, and evidence.
- Influencing Others: Develop relationships that enables stakeholders to find common ground, develop and display empathy, build bonds of trust, and negotiate decisions leading to mutually beneficial outcomes while advancing the mission, vision and goals of the organization.
- Thinking creatively and Innovatively: Think in divergent, creative and generative ways that result in innovative ideas, concepts, models, approaches, and solutions.

30 credits as follows:
- MGT 700A EI for Intrapersonal Leadership, 1 cr.
- MGT 700B EI as Catalyst for Change, 1 cr.
- MGT 700C EI Interpersonal Leadership, 1 cr.
- MGT 710A Leading Teams in a Global Economy, 1 cr.
MGT 710B  Leading Through Influence & Negotiation, 1 cr.
MGT 710C  Leading Ethically & Responsibly, 1 cr.
MGT 720A  Managerial Accounting for Bus Decisions, 1 cr.
MGT 720B  Managerial Accounting Financial Stmts., 1 cr.
MGT 720C  Managerial Accounting Costs-Budgeting, 1 cr.
MGT 730A  Business Analysis-Data Mining, 1 cr.
MGT 730B  Business Analysis-Budget/Forecasting, 1 cr.
MGT 730C  Business Analysis- P&L Study/Results, 1 cr.
MGT 740A  Project Mgt.-Strategy/Organization, 1 cr.
MGT 740B  Project Mgt.-Plans, Risks, Schedules, 1 cr.
MGT 740C  Project Mgt.-Leadership/Managing Teams, 1 cr.
MGT 750A  Strategy & Decision Teams, 1 cr.
MGT 750B  Strategy & Ethical Decisions, 1 cr.
MGT 750C  Strategy & Decisions-Social Responsibility, 1 cr.
MGT 760A  Managing Ambiguity-Change/Sense Making, 1 cr.
MGT 760B  Managing Ambiguity-Diversity/Shared Power, 1 cr.
MGT 760C  Managing Ambiguity-Collaboration, 1 cr.
MGT 770A  Ops Management-Structures & Cultures, 1 cr.
MGT 770B  Ops Management-Supply Chain & Inventory, 1 cr.
MGT 770C  Ops Management-Strategy and Tactics, 1 cr.
MGT 780A  Practicum-Project Creation, 1 cr.
MGT 780B  Practicum-Project Implementation, 1 cr.
MGT 780C  Practicum-Project Evaluation, 1 cr.
MGT 790A  Leader as Learner-Proposal Development, 1 cr.
MGT 790B  Leader as Learner-Competency Review, 1 cr.
MGT 790C  Leader as Learner-Competency Evaluation, 1 cr.

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, 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
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 coursework 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.

**Admission with full standing**

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

- A bachelor’s degree in education or related area from a regionally or nationally accredited program, however, for Special Education, Teacher Education, and Education Technology a bachelor degree in any field is accepted;
- 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. 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 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.

**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 Education Department 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.
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 XXX  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.
Application procedure
The applicant must present the following:

• Completed application form;
• 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);
• 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)

Online program
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH 618</td>
<td>Advanced Educational Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TDE 628</td>
<td>Teaching Strategies for At Risk Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EDU 636</td>
<td>Understanding Alternative and Non-traditional Learners</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EDU 638</td>
<td>Effective Schools Research: What Works</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TDE 645</td>
<td>Differentiated Instruction and RtI</td>
<td>3 cr.</td>
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<tr>
<td>RDG 674</td>
<td>Digital Literacies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EDR 626</td>
<td>Social Justice Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TDE 658</td>
<td>Planning and Assessing Diverse Programs</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TDE 660</td>
<td>Prevention, Intervention and Community</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TDE 662</td>
<td>Resiliency, Holistic Health, &amp; Stress Management</td>
<td>3 cr.</td>
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</tbody>
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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 a leadership studies concentration. 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 who endeavors to lead by example and to take unimpeachable ethical approaches to all issues pertinent to the field, to research, and to social issues. 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;
• 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.
**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 the following concentrations:**

**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 Education (M.A.E.) in Education Technology provides students with the fundamentals of instructional design and technology originations to be applied in professional and educational settings. This framework includes the design and delivery of learning through technology, curriculum, evaluation, and assessment. Students explore theories, models, and roles of creativity and innovation in society and learning environments. Students will develop skills in utilizing technology and tools to communicate and collaborate with others in a global community.

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 Creativity and Innovations in Technology, 3 cr.
EDT 653 Instructional Design and Project Development, 3 cr.
EDT 655 Developing Grant Proposals Integrating Technology, 3 cr.
EDT 663 Advanced Practices in Instructional Design, 3 cr.
EDT 668 Introduction to Game Design and Development, 3 cr.
EDT 670 Future Ready Learning, 3 cr.
EDT 675 Applied Game Design and Development, 3 cr.
RDG 680 Technology and Leadership in the Information Age, 3 cr.
RDG 674 Digital Literacies, 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 graduate level, licensure program is designed for educators wishing to teach students with special needs in the middle childhood-early adolescence (grades 1-8) and Early Adolescence-Adolescence (grades 5-12). Completion of the entire program leads to a Masters of Arts in Education degree in special education/cross-categorical with a concentration in specific learning disabilities.

35 credits:
Core Courses (required of all graduate level initial licensure candidates)
TCH 605 Foundations of Teacher Education, 3 cr.
TCH 619 Foundations of Clinical Practice, 3 cr.
SPE 613 Educating Exceptional Children, 3 cr.
TCH 660 Pre-Clinical Practice, 3 cr.
TCH 665 Clinical Practice and Seminar, 8 cr.

Special Education
SPE 614 Emergent Literacy, 3 cr.
SPE 615 Teaching Content to Diverse Learners, 3 cr.
SPE 621 Literacy Interventions for Students with Disabilities, 3 cr.
SPE 634 Diagnosis and Assessment of Disabilities, 3 cr.
SPE 637 Social Emotional Interventions and Support, 3 cr.

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 licensure for students who possess a baccalaureate degree and are interested in making career changes. The program prepares students for the middle childhood-early license, teaching grades 1-8. Upon successful completion of the program the student will earn the Masters of Arts in Education degree.

35 credits:
TCH 605 Foundations of Teacher Education, 3 cr.
TCH 619 Foundations of Clinical Practice, 3 cr.
SPE 613 Educating Exceptional Children, 3 cr.
TCH 660 Pre-Clinical Practice, 3 cr.
TCH 665 Clinical Practice, 8 cr.
TCH 620  Literacy in the Primary Grades, 3 cr.
TCH 621  Literacy in the Intermediate Grades, 3 cr.
TCH 628  Mathematics Curriculum and Instruction, 3 cr.
TCH 630  Science and Health Curriculum and Instruction, 3 cr.
TCH 632  Social Studies and Multicultural Curriculum and Instruction, 3 cr.

Admission
Students must meet the following criteria in order to be admitted to full status:
• The student will have earned a minimum cumulative grade point average of 2.75 of 4.00 upon completion of baccalaureate degree.
• The student will meet one of the following criteria:
  1. Reported passing scores on all components of the Praxis Core Test:
      Scores
      Reading  156
      Writing  162
      Mathematics  150
  2. ACT score of 23 or an SAT score of 1030. These scores must be less than 10 years old.
  3. Score of “Sufficient” or higher of all sections listed below of the Next-Generation Accuplacer Exam:
      a) Writing
      b) Reading
      c) Arithmetic
      d) Quantitative Reasoning, Algebra, and Statistics
• Proficiency in Oral Communication course (grade of “C” or better)
  This course will be used in GPA calculation for Demonstration of Content Knowledge: Oral Communication
• Proficiency in College English (writing) course (grade of “C” or better)
  This course will be used in GPA calculation for Demonstration of Content Knowledge: Written Communication. Literature courses will not be used to fulfill this requirement unless it is indicated on the student’s transcript that the course was “writing intensive”.

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 Body of Knowledge of the Association for Death Education and Counseling provides the foundation for the curricula. The Program is committed to the education of the whole person, integrating professional preparation with a liberal arts foundation and embracing justice, compassion, and service to the local and global community. The five core values of Marian University of community, learning, service, social justice and spiritual traditions inspire and inform the curricula within this Program.

MASTER OF SCIENCE IN THANATOLOGY (MS)
The Master of Science in Thanatology is a 36 credit degree program designed to prepare individuals for employment in organizations that focus on the delivery of care for individuals and families confronting end-of-life healthcare and subsequent bereavement issues, and/or to prepare individuals for employment in organizations that specialize in suicide prevention and postvention. The program combines rigorous study across the spectrum of end-of-life studies with content in palliative and hospice care, ethics, spirituality and religion, suicide and suicide prevention, traumatic death, end-of-life decision-making, communication with service providers and families, program development and assessment, diversity, death education, and a core curriculum grounded in thanatology theory and practice.
THANATOLOGY CERTIFICATE PROGRAM

Certificate Programs do not qualify for Federal Financial Aid
This 18 credit program is designed for students who already hold a master’s degree in another discipline and who want additional content knowledge in thanatology. Note that holding a master’s degree is not a requirement for admission. To receive the Graduate Certificate in Thanatology, the candidate must complete coursework with a minimum GPA of 3.00.

Admission requirements:
To be considered for admission into the thanatology graduate programs, applicants must submit the following:
- A completed application form
- An official transcript from each regionally accredited (Higher Learning Commission) 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
- 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 6 approved credits into the Master of Science in Thanatology degree program, and each potentially transferrable course is reviewed individually by the Department Chair and appropriate faculty. All credits transferred earned relating to the Master of Science in Thanatology must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

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

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

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

Progression Policy
Students must earn a grade of “C” (2.00) or better in all courses. 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 Cultural Perspectives in Thanatology, 3 cr.
- THA 630 Thanatology Research Methods, 3 cr.
- THA 640 Thanatology Research Methods, 3 cr.
- THA 630 Thanatology Research Methods, 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 740 Aging and Thanatology, 3 cr.
- THA 750 Grief in the Military, 3 cr.
- THA 755 Death and the Literary Imagination, 3 cr.
- THA 760 Victimology, 3 cr.
- THA 765 Complicated Grief, 3 cr.
- THA 797 Internship, 3 cr.

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 Cultural Perspectives in Thanatology, 3 cr.
- THA 630 Thanatology Research Methods, 3 cr.
- THA 640 Thanatology Research Methods, 3 cr.
- THA 630 Thanatology Research Methods, 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 740 Aging and Thanatology, 3 cr.
- THA 750 Grief in the Military, 3 cr.
- THA 755 Death and the Literary Imagination, 3 cr.
- THA 760 Victimology, 3 cr.
- THA 765 Complicated Grief, 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 Cultural 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 740 Aging and Thanatology, 3 cr.
- THA 750 Grief in the Military, 3 cr.
- THA 755 Death and the Literary Imagination, 3 cr.
- THA 760 Victimology, 3 cr.
- THA 765 Complicated Grief, 3 cr.

MASTER OF SCIENCE IN NURSING (MSN)

The Nursing Department offers a Master of Science in Nursing degree (MSN) for registered nurses (RNs) who have previously earned a Bachelor of Science in Nursing (BSN) degree. Two tracks are offered in the MSN program, the Family Nurse Practitioner (FNP) and Nurse Educator (NE) tracks.

The MSN program curriculum is built upon the Essentials of Baccalaureate Education for the Professional Nursing Practice (AACN, 2008) and is congruent with the Essentials of Master’s Education in Nursing (AACN, 2011). Additionally, the FNP track adheres to the Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016) as well as the NP Core and Family/across the lifespan population-focused competencies endorsed by the National Organization of Nurse Practitioner Faculties (NONPF). The NE track adheres to the National League for Nursing (NLN) Competencies for Nursing Education.

Accreditation

The master’s degree program in Nursing at Marian University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Family Nurse Practitioner Track

The Family Nurse Practitioner (FNP) track is a 46 credit track offered in a full-time and part-time plan of study. Graduates of the FNP track are prepared to practice as a Family Nurse Practitioner in the primary care setting through didactic coursework and preceptor-supervised, faculty-guided clinical practicum experiences. The program content is guided by the Nurse Practitioner Core Competencies and FNP population competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a total of 675 clock hours of direct patient care clinical with certified nurse practitioner, certified physician assistant, or physician preceptors. Graduates are eligible to take the
Family Nurse Practitioner certification examination through the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

**Nurse Educator Track**
The Nurse Educator (NE) track is a 42 credit track offered in a full-time and part-time plan of study. Graduates of the NE track are prepared to fulfill Nurse Educator role in clinical and academic environments. Content is guided by the Core Competencies of Nurse Educators identified by the National League for Nursing (NLN) and acknowledged by American Association of Colleges of Nursing (AACN). Students complete 225 clock hours of experiential learning in clinical and academic settings. Graduates have the academic preparation required for NLN Certified Nurse Educator (CNE) examination eligibility.

**Post-graduate Nurse Educator Certificate**
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 nurse educator certificate program is a 12-credit program based on the American Association of Colleges of Nursing (AACN) *The Essentials of Master's Education in Nursing* and the National League for Nursing’s (NLN) *Hallmarks of Excellence in Nursing Education*.
The curriculum is flexible and provides experiential learning experiences focusing on the NLN Core Competencies Standards of Practice. Competencies I through VIII are highlighted in 100% online coursework. The program focus is to move from the competent nurse to an evolving mastery level as a nurse educator.
Certificate program admission requirements include:
   a. Unencumbered registered nurse license in the state of residence
   b. Graduate degree in nursing (MSN, PhD or DNP)

**Degree Admission**
Applications to the Master of Science in Nursing (MSN) program are open and reviewed on a rolling basis for both fall and spring semester cohorts. Deadlines for applicant submission is July 1st for Fall semester start and December 1st for Spring semester start.
Admission to the graduate program is competitive with selection of students based on academic acumen, congruent professional goals with program track, work experience (if applicable) and professional references.

Applicants seeking admission to the Master of Science in Nursing (MSN) program are required to submit a completed admission packet to the Admissions Office by the deadline specific to the starting term.
Application requirements are as follows:
- Earned Bachelor of Science degree in Nursing from a NLNAC or CCNE accredited program;
- Official transcripts from all colleges/universities attended;
- Unencumbered Wisconsin Registered Nurse (RN) license;
- A minimum cumulative GPA for 3.00 (on a 4.00 scale) for the BSN degree;
- Successful completion of an undergraduate physical/health assessment course within the last five (5) years (FNP track only);
- Successful completion of an undergraduate course in statistics within the last five (5) years. Statistics course must include content on descriptive and inferential statistics;
- Two (2) professional references;
- Resume/curriculum vitae
- *Professional goals statement
All applicants will submit a 4 page, double-spaced maximum length goal statement that addresses the following (please use these as headings):

- Reasons for choosing Marian University
- Reasons for choosing the program track (Family Nurse Practitioner or Nurse Educator)
- Personal and professional attributes that will contribute to your success in graduate school
- Preparations for the rigors of graduate education
- Short and long-term professional goals

Qualified applicants must also meet all Health and Safety Requirements as specified by the policies of the Marian University MSN program individual clinical and practicum agencies. These requirements include background checks, drug screening agency orientations, and immunization documentation.

Background checks of students are implemented in order to be in compliance with state laws and regulations as well as clinical/practicum agency requirements. Although Marian University and the Nursing Department 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 completion of the MSN program.

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 courses in their plan of study for the MSN program. If a student earns a grade below B, 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 who earn a grade below a B in a second graduate course will be dismissed from the program. Students who receive a grade below B in a FNP theory or practicum course will be required to repeat the course and the associated co-requisite FNP theory or practicum course.

Revisions to students’ plans of study will most likely result in a delay of the anticipated graduation date.

**Background checks**

Background checks of nursing students are implemented through the College of Professions in order to be in compliance with state laws and regulations as well as clinical agency regulations. Although Marian University and the Nursing Department do not exclude students based upon the results of this background check, clinical agencies reserve the right to refuse admittance of any student to their facility based on the information obtained in the background check. Agency refusal to accept a student may result in the student not being able to complete the requirements necessary for progression in and graduation from the Nursing Department. 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 College of 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

A maximum of nine (9) graduate credits may be accepted in transfer to the MSN program at Marian University.

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

A transfer of credit application must be filed in conjunction with the application for admission to request transfer of graduate credits earned prior to applying for admission to Marian University. Official syllabi and/or course descriptions must be provided upon request. Graduate credits earned prior to admission but not reported on the transfer of credit application are not considered for transfer after admission.

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

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

Nursing Degree Requirements

To receive the Master of Science in Nursing (MSN) degree the candidate must meet the following requirements:
- Completion of the coursework or its equivalent with at least a 3.00 grade point average (on a 4.00 scale) and a minimum grade of B earned in each course;
- Completion of the Scholarly Portfolio
- Completion of 675 clock hours of practicum experience for the FNP program or 225 hours of practicum experience for the NE program;
## MASTER OF SCIENCE IN NURSING

### MSN Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 512</td>
<td>Foundations of Advanced Nursing Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 515</td>
<td>Evidence Based Practice: Evaluation and Integration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 528</td>
<td>Healthcare Systems Leadership and Quality Improvement</td>
<td>3 cr.</td>
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<tr>
<td>NUR 531</td>
<td>Health Promotion and Disease Prevention among Diverse Populations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 535</td>
<td>Health Policy</td>
<td>2 cr.</td>
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<tr>
<td>NUR 540</td>
<td>Advanced Pathophysiology</td>
<td>3 cr.</td>
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<tr>
<td>NUR 546</td>
<td>Advanced Health and Physical Assessment</td>
<td>3 cr.</td>
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<tr>
<td>NUR 600</td>
<td>Scholarly Portfolio I</td>
<td>1 cr.</td>
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<tr>
<td>NUR 601</td>
<td>Scholarly Portfolio II</td>
<td>1 cr.</td>
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<tr>
<td>NUR 606</td>
<td>Advanced Pharmacology</td>
<td>3 cr.</td>
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### Family Nurse Practitioner Track

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<tbody>
<tr>
<td>NUR 602</td>
<td>Advanced Diagnostic Skills &amp; Reasoning</td>
<td>1 cr.</td>
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<tr>
<td>NUR 622</td>
<td>Family Nurse Practitioner Theory I</td>
<td>3 cr.</td>
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<tr>
<td>NUR 623</td>
<td>Practicum I: Family Nurse Practitioner and Role Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Family Nurse Practitioner Theory II</td>
<td>3 cr.</td>
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<tr>
<td>NUR 632</td>
<td>Practicum II: Family Nurse Practitioner and Role Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Practice Management for Nurse Practitioners</td>
<td>2 cr.</td>
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<tr>
<td>NUR 642</td>
<td>Family Nurse Practitioner Theory III</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 643</td>
<td>Practicum III: Family Nurse Practitioner and Role Development</td>
<td>3 cr.</td>
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### Nurse Educator Track

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NUR 513</td>
<td>Educational Theory and Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Instructional Strategies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 532</td>
<td>Assessment and Evaluation of Learning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 541</td>
<td>Leadership and Technology Skills</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 664</td>
<td>Nursing Focus Clinical Practice</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NUR 674</td>
<td>Nurse Educator Practicum and Role Development</td>
<td>3 cr.</td>
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## NURSE EDUCATOR CERTIFICATE

Certificate Programs do not qualify for Federal Financial Aid

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<tr>
<td>NUR 513</td>
<td>Educational Theory and Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Instructional Strategies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 532</td>
<td>Assessment and Evaluation of Learning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NUR 541</td>
<td>Leadership and Information Technology Skills</td>
<td>3 cr.</td>
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INTERPRETING COURSE DESCRIPTIONS

BUS  Business
CRJ  Criminal Justice
EDL  Educational Leadership
EDT  Educational Technology
EDU  Teacher Education
MGT  Management
NUR  Nursing
OLQ  Organizational Leadership
PSY  Industrial Organizational Psychology
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 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 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 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 601A  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 (PI3403).

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 705A  Educational Leadership Theory
1.5 credits
Introduction to educational leadership research and theory, as distinguished from management and administration theory. Examination of the role of the educational leader. Exploration of leader performance.

EDL 705B  Organizational Leadership
1.5 credits
Explores concepts and issues related to the mission, organization, management, and leadership of the school. Examines the multiple roles and ethical responsibilities of educational leaders.

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 715A  Educational Administration Foundations
1.5 credits
Examines the role and responsibilities of the school principalship at the pre-K, elementary, middle, and secondary levels, with emphasis on the development of operational skills.

EDL 715B  Educational Administration Applications
1.5 credits
Prerequisite: EDL 715A
Examination of responses to contemporary and anticipated problems affecting the elementary, middle, and secondary schools based on tested theory, research, and applied practices. Operational tasks will be studies 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 725A  Curriculum and Assessment Foundations
1 credit
Examination of the knowledge, theory, and practice of curriculum, instruction, and assessment design. Topics include theoretical bases, current practices, issues, values, technological and leadership skills for the development and evaluation of curriculum and assessments.

EDL 725B  Curriculum and Society
1 credit
Exploration of concepts and values underlying curriculum theory and various assessment designs. They valuing process as it relates to curriculum and society will be explored in both its theoretical and practical aspects.

EDL 725C  Curriculum and Assessment Applications
1 credit
Prerequisite: EDL 725A, EDL 725B
Implementation of curricular improvement efforts in an organizational setting. Explores appropriate use of educational technology applications. Provides context for exploration of additional instructional and assessment issues. Participants develop a School Improvement Plan to demonstrate an understanding of the relationship among curriculum, instruction, assessment, technology, and values in the educational process.

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 735A  Coaching Skills for Leaders
1 credit
Exames the challenging and important role of school leaders in establishing positive school cultures while improving teaching and learning. Participants will explore theory, research, and models for effective coaching, experience coaching conversations in real-world contexts, develop a coaching plan, and analyze effectiveness of coaching behaviors.

EDL 735B  The Responsive Leader
1 credit
This course emphasizes theory, research, pedagogy and curriculum to ensure that personnel and students from diverse backgrounds have consistent, meaningful opportunities and appropriate support to experience equity and equality in the workplace and/or classroom. Participants will: examine the levels at which diversity and responses to diversity occur and their influence on teaching, learning, and leading; analyze literature on culturally responsive leadership; and develop a theory of action based on key findings and personal/professional experiences.

EDL 735C  Leadership for Social-Emotional Learning
1 credit
Examination of Theory, pedagogy, and strategies to assist school leaders in improving performance, attitudes, behaviors, and to reduce negative behaviors and emotional stress among students and faculty. Topics include SEL curriculum, emotional and behavior connections, strategies to manage stress and anger, understanding perceptions and stereotyping, solving behavior problems, and handling intense situations.

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 745A  Diverse Student Support Services
1 credit
Examination of Special Education law at the State and Federal levels which guarantees a free and appropriate education, including academic and developmental programming, for those qualifying. Exploration of issues and challenges faced by underserved students and those with unique needs having no such educational assurances. Assessment of service delivery model and program effectiveness.

EDL 745B  Creating a Learning Organization
1 credit
Exploration of relevant research and contemporary models of practice to help prepare those aspiring to 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. Additional topics include parent-school partnerships and community collaboration.

EDL 745C  Systematic Planning: Learning Organization
1 credit
Prerequisite: EDL 745A, EDL 745B
Design and implementation of a range of Special School Programs and Student Support Services to effectively meet the needs of all students being served by 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 755A  Leading Professional Learning I  
1 credit  
Introduction to supervision and personnel development. Emphasis will be on employee performance, evaluation, and professional growth.

EDL 755B  Current Topics in Professional Learning  
1 credit  
Current issues regarding supervision, evaluation, and personnel development.

EDL 755C  Professional Learning II  
1 credit  
Prerequisite: EDL 755A, EDL 755B  
Aspiring leaders apply knowledge, understanding, experience and insight into the challenge of supervision and personnel development as a means for school improvement and student success. Topics include systems, strategies and resources to foster continuous improvement and differentiated approaches to supervision and evaluation.

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 765A  Change Theory in Education  
1 credit  
Study of the school as a subsystem of society constantly striving to recreate itself to achieve extraordinary 
purpose; includes strategies for effective school community relations. Emphasis on the importance of public 
opinion, feeling the pulse of the community, establishing stakeholder roles, and effective communication as a 
shared responsibility.

EDL 765B  Community Relations  
1 credit  
Examines systemic change designed to take into account the diverse needs of the school as an institution and the 
unique publics which it serves. Emphasis on building relationships with the internal public, embracing external 
publics, improving relationships with the media, and communication during crisis.

EDL 765C  Community Collaboration  
1 credit  
Examines communication in an electronic era. Emphasis on social networks, tweets, and other electronic 
communication tools, saying what you mean/meaning what you say, communicating during crisis, evaluating 
communication effectiveness, and delivering confidence in communication.

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 
assets 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 775A  Foundations of School Finance  
1 credit  
Overview of school budgeting process including proper involvement processes, budgeting models and knowledge 
of accounting principles applicable to schools.

EDL 775B  School Business Functions  
1 credit  
Examine and evaluate research in school business functions. Topics include purchasing, facilities maintenance and 
operations, contracts and bidding, contracted services, transportation, food service, payroll, secretarial services, 
asbestos and hazardous materials, debt management, risk management, and providing new educational facilities.
EDL 775C  School Finance Applications
1 credit
Prerequisite: EDL 775A, EDL 775B
Examination of public school funding and revenue sources from national, state, and local levels. Topics include duality of State equalization aid and property tax in the financing of Public Education in Wisconsin, understanding public school funding sources, and the process involved in preparing a school district's fiscal budget.

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 785A  Education Law
1.5 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.

EDL 785B  Politics of Education
1.5 credits
Examination of the influence of national, state, and local politics on education. Evaluation of current and historical legal issues that impact public school education.

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 792A  Foundations of Ethical Leadership
1 credit
Examination of development and ethical leadership theory. Emphasis on self-reflection and evaluation of personal and professional growth as ethical educators. Philosophical and ethical perspectives will be explored.

EDL 792B  Application of Ethical Leadership
1 credit
Prerequisite: EDL 792A
Examination of identifying values and ethics in one's own life. Exploration of 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  Creativity and Innovations in Technology
3 credits
Exploration of creativity, critical thinking, and learning theories as driving forces behind human innovation and progress. Learners explore theories, models, and roles of creativity and innovation in society and learning environments. Learners reflect on the risks and rewards associated with creativity and innovation, while employing approaches for idea creation focusing on originality and inventiveness.

EDT 653  Instructional Design and Project Development
3 credits
Provides learners with the fundamentals of instructional design and experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the workforce for the 21st century. Focuses on instructional design theories and principles with emphasis on a variety of instructional design models with a focus on recent contributions from cognitive science and related ID fields.

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
Grant writing provides a practical experience in researching, planning, budgeting, reporting, and evaluating grant proposals. Learners engage in individual and group inquiry with an opportunity to read and respond to texts and documents. Emphasis on analytical thinking, problem solving, and persuasive writing to obtain funding for technology 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 663  Advanced Practices in Instructional Design  
3 credits  
Exploration of case-based approach to learning instructional design (ID) skills. Learners will explore the instructional systems development (ISD) process from analysis through evaluation, and engage in authentic instructional design activities via participation in a community of practice. Activities include co-analyzing instructional design problems, working with diverse teams and individuals in educational and corporate settings to create real instructional design products/cases for potential employers.

EDT 668  Introduction to Game Design and Development  
3 credits  
Examination of history and philosophy of games, the game production process, employee factors for success in the field, and current issues and practices in the game development industry. Provides learners with a theoretical and conceptual understanding of the field of game design, along with practical exposure to the process of creating games.

EDT 670  Future Ready Learning  
3 credits  
Exploration of future ready concepts to prepare learners for a global society. Framework includes professional learning through technology, curriculum, evaluation, and assessment of app-based technology. Learners examine current plans for vision and policy. Emphasis on exploration of digital citizenship.

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 675  Applied Game Design and Development  
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
3 credits
Examination of technology skills needed to support leadership in the 21st century workforce. Learners explore topics related to leading technological change in an organizational setting. Learners will develop skills in using technology tools to communicate and collaborate with others in a global community. Analyze technical problems to improve leadership functions effectively in a team management environment.

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 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
2 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 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.

MGT MANAGEMENT

MGT 700A  El for Intrapersonal Leadership  
1 credit  
Examination of intrapersonal emotional intelligence (El) through self-awareness and self-discipline. Students will comprehend confidence, self-esteem, positive thinking, planning and problem solving. Through self-assessment and self-control learners will discuss assertiveness, adaptability and positive thinking.

MGT 700B  El as Catalyst for Change  
1 credit  
Exploration of emotional intelligence (El) catalysts through the examination of employee success factors including motivation initiative, drive, resilience, attitude, passion, and engagement. This course will help leaders learn new ways to help employees contribute to organizational success.

MGT 700C  El Interpersonal Leadership  
1 credit  
Exploration of emotional intelligence (El) through increasing interpersonal awareness of how to advance and improve employees through showing empathy, increasing understanding of organizational and personal social awareness. Assisting leaders to increase rapport in work settings while enhancing communication.

MGT 710A  Leading Teams in a Global Economy  
1 credit  
Examination of how leaders effectively function in global economic environments. This overview will help leaders understand their role as well as the expected contribution of employees at various levels of organizational stages.

MGT 710B  Leading Through Influence & Negotiation  
1 credit  
Exploration of leading teams through influencing and negotiation with and without authority. Learners will examine best practices for negotiating all facets of leadership including contracts, labor agreements and collective bargaining.

MGT 710C  Leading Ethically & Responsibly  
1 credit  
Exploration of leading teams responsibly and ethically. By developing understanding of how ethical leadership influences decision-making learners will begin to comprehend how responsibility connects to business performance.
MGT 720A  Managerial Accounting for Bus. Decisions
1 credit
Introduction to managerial accounting for non-accountant leaders or people managers. Throughout this course, learners will gain skills on how to review financial reports for understanding and learn to make educated decisions based on provided report information.

MGT 720B  Managerial Accounting Financial Stmt.
1 credit
Exploration of managerial accounting by understanding financial statements, risk, and rates of return. Learners will further examine organizational accounting costing structures and best practices for comprehending financial reports.

MGT 720C  Managerial Accounting Costs/Budgeting
1 credit
Exploration of managerial accounting by understanding financial statements, risk, and rates of return. Learners will further examine organizational accounting budgeting, costing systems and return on investment.

MGT 730A  Business Analysis-Data Mining
1 credit
Examination of fundamental concepts needed to understand data mining, visualization and descriptive statistics to assist in business decision making. Learners will review data summarization and application of analytics to advance comprehension for various business environments.

MGT 730B  Business Analysis-Budget/Forecasting
1 credit
Exploration of business analytics with focus on comprehension of the importance of proper forecasting, budgeting, and cost controls measures used to maximize profitability. Students will become familiar with budgeting and forecasting tools used in a variety of business environments.

MGT 730C  Business Analysis-P&L Study/Results
1 credit
Overview of business analytics with focus on comprehension of the importance of profit and loss statements combined with the examination of the relationship between business analytics and business results. Learners will begin to distinguish vital versus inconsequential information to make business decisions based on observations.

MGT 740A  Project Mgt.-Strategy/Organization
1 credit
Introduction to the knowledge, skills, tool and behaviors of successful project management. Students will examine the concepts of project management strategy, organization and project definition to increase understanding of projects inside and outside of various business environments.

MGT 740B  Project Mgt.-Plans, Risks, Schedules
1 credit
Overview of project management examining effective project management planning techniques and risk assessment. Learners will study various project management case studies involving successful scheduling using work breakdown structures.

MGT 740C  Project Mgt.-Leadership/Managing Teams
1 credit
Exploration of project management examining the role of project manager as an effective leader. Discussion of how to use skills and talents of management teams to effectively complete projects timely and within budgetary expectations.
MGT 750A  Strategy & Decision Teams  
1 credit  
Overview of the framework, concepts, techniques and strategies to develop foundational decision making in complex business environments. Learners will engage in the practical application of decision making to build strategic frameworks.

MGT 750B  Strategy & Ethical Decisions  
1 credit  
Exploration of strategy and decision making at multiple organizational levels through the lens of ethical decision makers. Evaluation of organizational culture based upon ethical methodology. Students will discover ethical boundaries and strategic ways to preserve integrity in challenging situations.

MGT 750C  Strategy & Decisions-Social Responsibility  
1 credit  
Overview of strategy and decision-making policies and exploration of social responsibility at all organizational levels. Learners will examine tactics, strategies and socially responsible decision-making principles.

MGT 760A  Managing Ambiguity-Change/Sense Making  
1 credit  
Overview of how ambiguity and change occur in organizational settings. Learners will discuss strategies used during organizational change and sense making which support healthy communication and relationship building.

MGT 760B  Managing Ambiguity-Diversity/Shared Power  
1 credit  
Exploration of managing ambiguity and uncertainty by increasing awareness regarding diversity and the importance of working through a diverse workforce. Further, learners will discover shared power concepts and how to accomplish goals working through others.

MGT 760C  Managing Ambiguity-Collaboration  
1 credit  
Examination of managing ambiguity and uncertainty describing cross-functional teams, dysfunctional teams and best practices navigating organizational culture in the team framework. Further, learners will discover a more robust comprehension of how cooperation and collaboration improve team dynamics.

MGT 770A  Ops Management-Structures & Cultures  
1 credit  
Study of operations management and its importance as the support structure for many organizations in today's global economy. Beginning with an overview of understanding operational structure and cultures, this course will prepare learners to comprehend and implement organizational change through the operational work stream.

MGT 770B  Ops Management-Supply Chain & Inventory  
1 credit  
Overview of operations management with specific focus on comprehension of how supply chain and inventory management support operations management. Learners will continue to understand the structural importance of operations in successful business performance.

MGT 770C  Ops Management-Strategy and Tactics  
1 credit  
Examination of operations management with specific focus on developing strategic and tactical approaches, which benefit organizations. Learners will continue to develop theoretical understanding of the structural importance of operations and describe practical application leading to successful business performance.
**MGT 780A  Practicum-Project Creation**  
1 credit  
Prerequisite: Permission  
Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase one of the project includes concepts such as initiating, planning, staffing, budgeting, executing, and piloting/testing, up through project completion.

**MGT 780B  Practicum-Project Implementation**  
1 credit  
Prerequisite: Permission  
Continuation of field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase two of the project focuses on practical implementation. The goal for learners is to work with key stakeholders to implement the project selected in phase one.

**MGT 780C  Practicum-Project Evaluation**  
1 credit  
Prerequisite: Permission  
Field based exploration of a specific major work-related project or initiative either team based or project based to accomplish a pre-determined and agreed upon goal. Phase three of the project focuses on project completion through situational awareness and stakeholder feedback. Through monitoring, and continuous feedback projects are refined and adjusted while approaching full successful completion.

**MGT 790A  Leader as Learner-Proposal Development**  
1 credit  
Overview of experiential learning experience using skills and competencies developed throughout the Master’s in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experiences. Students may base the proposed project on application of academic coursework or current situations in other areas such as work places or school.

**MGT 790B  Leader as Learner-Competency Review**  
1 credit  
Overview of experiential learning experience using skills and competencies developed throughout the Master's in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experience. Students may base the proposed project on application of academic coursework or from current situations in other areas such as work or school.

**MGT 790C  Leader as Learner-Competency Evaluation**  
1 credit  
Overview of experiential learning experience using skills and competencies developed throughout the Master's in Management program. This course requires learners to submit a proposal representing a specific adaptive challenge or work-based opportunity unique to each specific student's life experiences. The final submission should reflect students' full synthesis of competencies throughout all facets of project proposal from creation through completion.
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>NUR 540</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td>Focuses on the study of pathophysiological processes and alterations of physiology that occur with injury and/or disease. Emphasis is placed on the interactions between etiologies, genetic, environmental, developmental factors, and disease across the lifespan. Students will incorporate literature-supported evidence and clinical reasoning skills to distinguish alterations in multiple organ systems.</td>
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<tr>
<td>NUR 545</td>
<td>Advanced Health and Physical Assessment</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>NUR 546</td>
<td>Advanced Health and Physical Assessment</td>
<td>3</td>
<td>Prerequisite: NUR 540 Advanced Pathophysiology                                                                                       Expansion of an assessment knowledge and skills, through didactic, laboratory practice and simulation. Students develop skills in obtaining and documenting comprehensive and episodic assessments in individuals across the lifespan. Emphasis is placed on patient-centered assessment including age, gender, culture, health promotion, and health risk. Students develop advanced history and physical assessment skills and apply them to the differential diagnosis process, using evidence-based guidelines and practices.</td>
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<tr>
<td>NUR 548</td>
<td>Advanced Health and Physical Assessment of the Pediatric Patient</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>NUR 512</td>
<td>Foundations of Advanced Nursing Practice</td>
<td>3</td>
<td>Examination of the profession of advanced nursing practice and its contribution to the nursing profession, healthcare team, and society. Students explore theoretical principles from nursing and other disciplines that contribute developing leadership, collaborative, communication, change agent and advocate skills. Emphasis is placed on professional and ethical behaviors as a basis for role development and role clarity.</td>
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<tr>
<td>NUR 513</td>
<td>Education Theory and Development</td>
<td>3</td>
<td>Exploration and critique of philosophical and theoretical foundations of teaching and learning in a variety of nursing education settings. Emphasis is placed on who the learner is, the diversity of learners, and an understanding of the use of self as an educator. Students gain a comprehensive view of the educator's role in curriculum development, evaluation, and design and will be challenged in thinking critically about ways to ensure that learning is meaningful.</td>
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</tbody>
</table>
NUR 515  Evidence Based Practice: Evaluation and Integration
3 credits
Evaluation and integration of evidence into practice to improve outcomes in diverse populations is explored. Students will critically evaluate study rigor and findings using evidence-based models. Quality improvement processes, outcomes measurement, and dissemination options are examined. Emphasis is placed on the ethical considerations of study design, methods and outcomes and the development of skills necessary to translate evidence into a variety of practice settings.

NUR 521  Instructional Strategies
3 credits
Principles and processes of curriculum development and instructional design are introduced to familiarize the nurse educator with the teaching/learning processes in nursing education, staff development, and patient education. The focus is to design practical strategies to facilitate learning across cognitive, psychomotor and affective domains with the use of technology. Emphasis is on application of innovative teaching techniques and evaluation of educational experiences in nursing education.

NUR 528  Healthcare Systems Leadership and Quality Improvement
3 credits
Prerequisite: NUR 512 and NUR 515
Examination of the economic, legal, and regulatory factors that influence organizations. Emphasis is placed applying leadership skills to systematically appraise the function of organizations and identify effective quality improvement initiatives within the context of interprofessional teams. Students also will explore the roles of nurse leaders in using data-driven budgeting, cost containment and productivity, staffing and staff development to promote safe and effective delivery of health care and services.

NUR 531  Health Promotion and Disease Prevention Among Diverse Populations
3 credits
Prerequisite: NUR 515
Examination of clinical prevention and population health concepts that influence health behavior and health outcomes. Epidemiological principles are used to examine broad ecological, global and social determinants of health relevant to clinical prevention interventions and strategies. Emphasis is placed on the synthesis of aggregate data, environmental and social factors that influence population health and health outcomes and the various interventions used to impact health outcomes.

NUR 532  Assessment and Evaluation of Learning
3 credits
Application of assessment strategies that facilitate and determine student learning builds on principles of assessment and evaluation of learning in academic, online, and clinical settings. Students will explore content about assessment verses evaluation: formative and summative assessment, test item development and analysis, evaluation rubrics, standardized testing blueprints, and evaluation of clinical performance. Legal and ethical issues in higher education and nursing practice are explored.

NUR 535  Health Policy
3 credits
Prerequisite: NUR 512; NUR 528; NUR 531
Focus on the political and social structures that shape health policy and their impact on health delivery and outcomes. Emphasis is placed on the relationships between health policy and financial, legal, regulatory, ethical, quality and safety factors. Students also will explore global, national and regional health policy and trend related to population health and health outcomes.
NUR 541  Leadership-Information Technology Skills  
3 credits  
Effective use of leadership skills to promote learner-centered teaching as a change agent. Information technology skills are enhanced by exploring the use of learning management systems, virtual reality platforms, and simulations in academia. Emphasis will be placed on the application of instructional technologies from the perspective of theory, research, practice, and promoting future trends.

NUR 600  Scholarly Portfolio I  
1 credit  
Prerequisite: NUR 512  
First of two courses where students develop a scholarly portfolio to demonstrate achievement of program outcomes and specific role competencies. Scholarly portfolios will include exemplar work demonstrating achievement of the program outcomes and role competencies, scholarly reflections specific to professional growth and lifelong learning, and curriculum vitae.

NUR 601  Scholarly Portfolio II  
1 credit  
Prerequisite: NUR 600  
Final of two courses where students develop a scholarly portfolio to demonstrate achievement of program outcomes and specific role competencies. Scholarly portfolios will include exemplar work demonstrating achievement of the program outcomes and role competencies, scholarly reflections specific to professional growth and lifelong learning, and curriculum vitae.

NUR 602  Advanced Diagnostics Skills and Reasoning  
1 credit  
Prerequisite: NUR 546  
Overview of selected clinical diagnostic, laboratory, imaging tests, and procedures commonly performed in the primary care setting. Emphasis is placed on clinical decision making for selecting appropriate tests or procedures, and interpretation of diagnostic test results is addressed. Students will use evidence based research to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

NUR 606  Advanced Pharmacology  
3 credits  
Prerequisite: NUR 540  
Focus on the pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of broad categories of pharmacologic agents across the lifespan. Students will gain knowledge of the pharmacologic action of drugs and the evidence-based application of pharmacotherapeutics in health promotion, disease prevention, and management of disease across the lifespan.

NUR 622  Family Nurse Practitioner Theory I  
3 credits  
Prerequisite: NUR 540; NUR 546; NUR 606  
Corequisite: NUR 623  
First of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students will integrate physiology, pathophysiology and pharmacology concepts to expand upon diagnosis reasoning and management skills of commonly encountered acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the areas of health screening, health promotion, women’s, men’s pediatric, and newborn health, sexuality sexually transmitted infections, EENT, pulmonology and gastrointestinal presentations across the lifespan.
NUR 623  Practicum: Family Nurse Practitioner and Role Development
2 credits
Prerequisite: NUR 540; NUR 546; NUR 606
Corequisite: NUR 622
First of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease prevention, and management of low to medium complexity acute and chronic presentations across the lifespan. Emphasis also is placed on developing therapeutic relationships with individuals, families, and interprofessional skills among health care colleagues.

NUR 631  Family Nurse Practitioner Theory II
3 credits
Prerequisite: NUR 622
Corequisite: NUR 632
Second of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students continue to expand upon diagnostic reasoning and management skills of commonly encountered acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the mental health presentations across the lifespan. Students will also gain experience in office procedure techniques and diagnostic testing strategies.

NUR 632  Practicum II: Family Nurse Practitioner and Role Development
3 credits
Prerequisite: NUR 623
Corequisite: NUR 631
Second of three practicum experiences where students function in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of advanced health assessment, differential diagnosis, health promotion and disease prevention, and management of various moderate complexity acute and chronic presentations across the lifespan. Emphasis is placed on the provision of patient-centered care, therapeutic relationships and interprofessional collaboration.

NUR 640  Practice Management for Nurse Practitioners
1 credit
Prerequisite: NUR 622
Focuses on the transition to the advanced practice registered nurse role. Emphasis is placed on the relationships between regulation, licensing, certification, and scope of practice and the APRN role. Students also will explore and gain knowledge in the areas of practice models, health care finance, reimbursement models, malpractice and liability insurance.

NUR 642  Family Nurse Practitioner Theory III
3 credits
Prerequisite: NUR 631
Corequisite: NUR 643
Final of three sequential courses focusing on the clinical management of health and illness in the primary care setting. Students continue to expand upon diagnostic reasoning and management skills of acute and chronic clinical conditions across the lifespan. Emphasis is placed on evidence-based clinical knowledge development in the areas of hematology, oncology, rheumatology, neurology, pain management, addiction, urgent care/office emergencies and palliative care management across the lifespan.
NUR 643 Practicum III: Family Nurse Practitioner and Role Development
3 credits
Prerequisite: NUR 632
Corequisite: NUR 642
Final of three practicum experiences. Students advance their autonomy in the role of the family nurse practitioner. Supported by preceptor supervision and faculty guidance, students use evidence-based guidelines and standards of care to gain competencies in the areas of critical thinking, decision-making and clinical management skills for patients with a variety of acute and chronic presentations in the primary care setting, including comprehensive and complex care needs. Emphasis is placed on care coordination and the overall management of patient health and illness in a multidisciplinary and interprofessional environment.

NUR 652 Nursing Focus Clinical Practicum
3 credits
The student is provided with the opportunity to apply selected standards according to the American Association of Nursing Standards of Care and Professional Performance for Advanced Practice Registered Nurses in a clinical setting.

NUR 664 Nursing Focus Clinical Practice
3 credits
Prerequisites: NUR 554
Preceptor-led and faculty guided application of nurse educator knowledge and skills within a healthcare organization. Emphasis is on designing health information and patient education materials through synthesis of empirical evidence using health literacy skills and expert knowledge in nursing practice.

NUR 672 Nurse Educator Theory I
3 credits
Prerequisites: NUR 511, NUR 520
This course is designed to expose the learner to theories of teaching and learning, while exploring theories which meet various learner styles. It will address the use of specific teaching theories and methods best suited for various learning experiences required for the education of nurses. It is designed to assist the learner in understanding the importance of evidence-based teaching methods and to examine personal experiences and opinions of effective teaching. Further, the learner will participate in development of a prototype School of Nursing and Health Professions, including mission, philosophy, and curriculum.

NUR 673 Nurse Educator Theory II
3 credits
Prerequisite: NUR 672
Building upon the knowledge and skills learned in Nurse Educator Theory I, this course focuses on design of learning modules, along with developmental assessment and evaluation processes for learners. Students have the opportunity to develop and refine teaching skills for classroom, clinical, and laboratory. Students design data gathering instruments, learn to interpret and repeat findings from assessment instruments that pertain to classroom, clinical, and laboratory performance. In addition, students begin to examine teaching effectiveness and program evaluation.

NUR 674 Nurse Educator Practicum and Role Development
3 credits
Prerequisite: NUR 532
Preceptor-led and faculty guided application of nurse educator knowledge and skills in the classroom, clinical practice and/or skills lab setting to enhance role development. Emphasis is on the development of content design, implementation of teaching strategies, and evaluation methods used in education. Issues and trends, including legal and ethical, impacting the future role of the nurse educator is highlighted.
NUR 675  Nurse Educator Practicum and Role Development
4 credits
Prerequisite: NUR 673
The graduate student is provided the opportunity to apply knowledge gained from the two theoretical courses in teaching and learning theory. Practicum experiences may be in formal nursing education, staff development, or client education. The role as a professional educator is discussed. This course has conference time for synthesis of experiences at pre-planned intervals. Nurses knowledgeable in education will serve as preceptors for graduate students.

NUR 695  Graduate Project
1–3 credits
The student is provided the opportunity to independently design a project focusing on a nursing problem or question that may be scientific, philosophic, or historic in nature. This prepares the student for the advanced practice role. The project is supervised by a committee chairperson and two additional committee members. (Repeatable to earn three credits total. Receives CR or NC grade.)

NUR 699  Graduate Thesis
1–3 credits
The student is provided the opportunity to independently design and implement a research study synthesizing independent scholarship and creative achievement. The thesis is supervised by a committee chairperson and two additional committee members. (Repeatable to earn three credits total. Receives CR or NC grade.)

PBS PROFESSIONAL PRACTICE IN PUBLIC SAFETY

PBS 600  Advanced Communication for Public Safety Professionals
3 credits
This course is a seminar in the major concepts of professionalism in Police Administration. Upon successful completion of this course, the learner will be able to synthesize critical elements of professional communication from organizational, interagency, community and global perspectives. Further, he/she will be able to evaluate the climate of communication and, in influential ways, execute advanced professional-communication practices.

PBS 610  Public Safety Human Resources
3 credits
Prerequisite: PBS 600
The course on public safety human resources is aimed to emphasize the application of sound managerial techniques in public sector employment. An examination of the legal environment in which public safety agencies operate will occur. Constitutional, statutory, and administrative law applicable to managing a public sector criminal justice agency will be evaluated and an understanding of how labor relations connects to these laws and regulations will be examined.

PBS 620  Public Safety Professional Practice
3 credits
Prerequisite: PBS 610
This course is a seminar in the major concepts involved in the practice of professionalism in Police Administration. Upon successful completion of this course, the learner will be able to synthesize elements of practice in policing that include community collaboration, civilian governance, co-production policing, procedural justice, implicit bias and bias-based policing responses, as well as management of challenges within the police culture/sub-culture. Such synthesis will enable the learner to perform more effectively as a mindful servant to the community, a police agency and its members.
PBS 630  Public Safety Budgeting  
3 credits  
Prerequisite: PBS 620  
This course will examine the governmental budgeting process as well as the accounting, reporting, and auditing processes. A primary goal of the course is to engage the students in an analysis of financial data with the objective of making informed management decisions as they relate to labor and benefit costs, equipment purchases, and long term planning.

PBS 640  Public Safety Research and Statistics I  
3 credits  
Prerequisite: PBS 630  
This course is the first of two research methods and data analysis courses. The combined coursework will introduce students to various research methods and data analysis techniques useful for academic and professional inquiry. Additionally, the courses focus on identifying the types of methodologies and data analytic techniques best suited for investigating different types of problems and questions. During the first semester, students will be introduced to research methods and statistics broadly, including its use in public safety; learn about descriptive statistics, probability, and hypothesis testing; and the methods and analysis of lab and field experiments.

PBS 650  Public Safety Research and Statistics II  
3 credits  
Prerequisite: PBS 640  
The course is the second is the second of two research methods and data-analysis courses. The combined coursework will introduce students to various research methods and data analysis techniques useful for academic and professional inquiry. Additionally, the courses focus on identifying the types of methodologies and data analytic techniques best suited for investigating different types of problems and questions. During the second semester, students will learn about the methods of analysis of correlational research with emphasis on creating, using, and analyzing surveys; the methods and analysis of qualitative research including program and policy evaluation; and various practices for disseminating research findings.

PBS 660  Public Safety Management  
3 credits  
Prerequisite: PBS 650  
This course is designed to emphasize the application of sound managerial techniques. Students will develop an understanding of strategic planning as it relates to creation of organizational policies, managing of programs and projects, and the long-term impact on organizations. As part of this strategic planning process, there will be an emphasis on new and future technology and their impact on public safety.

PBS 670  Developing Advanced Leadership in Public Safety  
3 credits  
Prerequisite: PBS 660  
This course is a seminar in the major concepts and theories associated with advanced leadership in Policing. Through analysis of multiple theories and application of practical skills, the learner will be able to formulate a personal profile that infuses both concepts and practices as the foundation of leadership excellence in policing.

PBS 680  Employee Wellness: The Holistic Approach  
3 credits  
Prerequisite: PBS 670  
This course involves the development of leadership skills in directing the confluence of emotional, psychological and physical wellness within an organization and among its members. Graduate Degree Candidates (GDCs) will explore the effects of stress and emotional dynamics within the workplace and throughout an employee’s career. Additionally, the components of personal, physical wellness will be examined. Revelations resulting from the study of the emotional, psychological and physical wellness facets of policing will be applied to the GDC’s conceptualization of an organizational environment that is mindful of comprehensive employee wellness.
PBS 690  Capstone Project
4 credits
The Capstone project comprises the demonstrated culmination of skills acquired throughout the M.S. in Professional Practice in Public Safety Program. The project will be conducted by a team of Graduate Degree Candidates (GDCs) responsible for consulting with a public safety agency. The team will perform a needs assessment and will identify and respond to a specific need that correlates to the acquired skills of the GDC’s with the goal of improving professional practice within the host agency. Upon completion of the project, the team will present and defend the project to a panel comprised of representatives of the host agency, the program chairperson, and a graduate degree committee.

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<tr>
<th>PSY 700A</th>
<th>Industrial &amp; Organizational Psychology</th>
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<tr>
<td>1 credit</td>
<td>Introduction to the field of Industrial Organizational Psychology and the careers available in the field, including both the Industrial (job analysis, recruitment, selection and assessment; performance evaluation and individual training) and organizational (maximizing organizational performance: organizational development, group and team dynamics and training, leadership and change management) sides of IO Psychology.</td>
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<tr>
<th>PSY 700B</th>
<th>I/O Psychology Ethical &amp; Legal Issues</th>
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<tr>
<td>1 credit</td>
<td>Overview of the field of Industrial Organizational Psychology's ethical and legal issues that a professional will encounter and overcome, including adverse impact, discrimination, American Disabilities Act, ethical business and research practices and current ethical/legal issues in the field.</td>
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<tr>
<th>PSY 702A</th>
<th>Foundations of Research &amp; Statistics</th>
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<tr>
<td>1 credit</td>
<td>Overview and comprehensive coverage of statistical tests and analyses of common Industrial Organizational Psychology business demands. Introduction to research and statistics; descriptive statistics; and identification of different statistical tests and when to use each.</td>
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<th>PSY 702B</th>
<th>Experimental Research &amp; Statistics</th>
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<tr>
<td>1 credit</td>
<td>Field-based exploration of experimental statistical tests, design, and analyses with a deliverable portfolio showing potential employers knowledge, skills and abilities.</td>
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<th>PSY 704A</th>
<th>Job Analysis</th>
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<tr>
<td>1 credit</td>
<td>Exploration and application of various aspects in jobs to identify appropriate job requirements (specialized experience, competencies, knowledge, skills, abilities, and/or traits) to develop selection, recruitment, and selection systems; training programs; and performance evaluation systems.</td>
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<th>PSY 704B</th>
<th>Recruiting</th>
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<tr>
<td>1 credit</td>
<td>Application of job analyses to write vacancy ads and recruit talent to fill open positions, including finding the most desirable candidates for interview and selection processes. Overview of different recruiting techniques that are legal and ethical, and inclusive of diversity.</td>
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PSY 706A  Concepts of Organizational Development
1 credit
Examination of concepts in conflict management, talent management, change management, effective design and analysis of organizational surveys, and professional and organizational development from the results of such surveys. Exploration of the assessment of organizational needs and the design, implementation, and evaluation of programs to facilitate professional development to support the organizational performance and growth.

PSY 706B  Organizational Development Practices
1 credit
Application of conflict management, talent management, change management, effective design, and analysis of organizational surveys, and professional and organizational development from the results of such surveys.

PSY 708A  Thesis I
1 credit
Identify and explore an I/O Psychology topic, and an overview of the prospectus and proposal process. As part of the Master's Degree, students may choose to complete a thesis project, which involves proposing, designing, implementing, and analyzing research on a topic in Industrial Organizational Psychology.

PSY 709A  Practicum I
1 credit
Identifies an area of focus, securing a practicum site/position, and receiving approval from the program director. As part of the Master's Degree, students may choose to complete a practicum experience with 225 hours of on the job experience which will culminate in a portfolio of work samples.

PSY 720A  Foundations of Selection & Assessment
1 credit
Study of selection assessment planning and execution using job analysis data (specialized experience, competencies, knowledge, skills, abilities, and/or traits), to measure applicants' abilities and write high quality, inclusive job descriptions and advertisements. Examines both OPM's requirements and the Uniform Guidelines on Employee Selection Procedures.

PSY 720B  Psychometrics for Selection & Assessment
1 credit
Prerequisite: PSY 726A
Field-based application of psychometrics using job analysis data to prepare effective assessment plans that measure applicants' abilities to meet essential job requirements (specialized experience, competencies, knowledge, skills, abilities, and/or traits).

PSY 722A  Training & Development Theory
1 credit
Explanation of employee training methods, design, development, and evaluation procedures, including cost/benefit analysis. Emphasis on Adult Learning Theory, performing needs analyses, using job analysis or performance evaluation data to design a training program, and maximizing adult learning and transfer.

PSY 722B  Training & Development Design
1 credit
Overview and application of employee training methods, design, development, and evaluation procedures, including cost/benefit analysis. Emphasis on how to perform a needs analysis, how to use job analysis or performance evaluation data to design a training program, and how to maximize adult learning and transfer.
PSY 724A  Principles of Performance Appraisal
1 credit
Exploration of performance appraisal/evaluation systems, legality, and other issues with rating systems. Examination of development/training opportunities with performance gaps and termination situations and protocol.

PSY 724B  Conducting Performance Appraisals
1 credit
Application of Performance Appraisal/Evaluation systems including legality and other issues with rating and systems, identification of development/training opportunities with performance gaps, and termination best practices.

PSY 726A  Surveys & Assessments
1 credit
Prerequisite: PSY 702A
Overview of survey and assessment design, including reliability and validity, factor analysis. Field-based application of survey and assessment resulting in deliverable for prospective employment portfolio.

PSY 726B  Qualitative & Correlational Statistics
1 credit
Prerequisite: PSY 702A
Overview of qualitative and correlational statistical tests and analyses of common Industrial Organizational Psychology business and research demands. Field-based application of analyses resulting in deliverables for prospective employment portfolio.

PSY 728A  Thesis II
1 credit
Prerequisite: PSY 708A
Continuation of the thesis process including literature review, proposed research design and methodology.

PSY 729A  Practicum II
1 credit
Prerequisite: PSY 709A
Continuation of the practicum track including the first 75 of 225 hours required; adding work samples and evaluations to a practicum portfolio.

PSY 740A  I/O Analytics R: I
1 credit
Prerequisite: PSY 702A, PSY 702B
Field-based application of statistical analyses using R studio, including data import, cleaning, analyses, and manipulation for business-friendly data interpretation and decision making. The first of four sections in the overall comprehension of R for I/O Psychology-related data analytics.

PSY 740B  I/O Analytics R: II
1 credit
Prerequisite: PSY 740A
Field-based application of statistical analyses using R studio, including mutating joins, filtering joins and set operations, assembling data, and string manipulation with regular expressions for business-friendly data interpretation and decision-making. The second of four sections in the overall comprehension of R for I/O Psychology-related data analytics.
PSY 742A  I/O Analytics R: III
1 credit
Prerequisite: PSY 726B, PSY 740B
Field-based application of statistical analyses using R studio, including data visualization using ggplot2, ANOVA, and linear regression analyses in R studio, and report generation for business-friendly data interpretation and decision-making. The third or four sections in the overall comprehension of R for I/O Psychology-related data analytics.

PSY 742B  I/O Analytics R: IV
1 credit
Prerequisite: PSY 726A, PSY 742A
Field-based application of statistical analyses using R studio, including API page comparison, web scrape, scatterplots, machine learning, and basic text mining techniques for business-friendly data interpretation and decision-making. The final of four sections in the overall comprehension of R for I/O Psychology-related data analytics.

PSY 744A  Organizational Planning
1 credit
Examination of different organizational planning strategies employed by Organizational Psychology professionals such as succession and strategic planning. Application of tools in I/O Psychology case studies and projects.

PSY 744B  Organizational Consulting
1 credit
Examination and application of various organizational consulting strategies employed by organizational psychology practitioners, including applied projects, return on investment, technical reports and consulting.

PSY 746A  Principles of Program Evaluation
1 credit
Examination of program evaluation theories, concepts, and techniques to evaluate program effectiveness in a variety of private- and public-sectors. Emphasis on formative and summative evaluation, logic models, understanding indicators and measures, steps, and standards of program evaluation.

PSY 746B  Conducting Program Evaluations
1 credit
Application of program evaluation concepts and techniques to evaluate program effectiveness in a variety of private-and public-sectors. Emphasis on formative and summative evaluation, logic models, understanding indicators and measures, steps, and standards of program evaluation.

PSY 748A  Thesis III
1 credit
Prerequisite: PSY 728A
Continuation of the thesis process including internal review board (IRB) process and approval and data collection.

PSY 749A  Practicum III
1 credit
Prerequisite: PSY 729A
Continuation of the practicum track including the next 75 of 225 hours required, adding work samples and evaluations to a practicum portfolio.

PSY 760A  Project Planning
1 credit
Prerequisite: PSY 729A
Overview and application of important strategies, decision making, and steps taken to initiate and plan projects. The first of two project management courses.
PSY 760B  Project Management
1 credit
Prerequisite: PSY 760A
Examination and application of the steps in project management including initiating projects, planning, executing, monitoring and controlling, and closing projects. Designed in preparation for optional CAPM (Certified Associate in Project Management) certification exam.

PSY 762A  Principles of Workforce Analytic
1 credit
Prerequisite: PSY 742B
Exploration of the principles of workforce analytics with human capital to engage employees; make fact-based strategic and competitive decisions based on analytics. Identification of metrics aligning with strategic goals, calculating financial impacts of initiatives and examination of workforce analytics to solve business difficulties and demands.

PSY 762B  Conducting Workforce Analytics
1 credit
Prerequisite: PSY 762A
Application of workforce analytics techniques and principles to engage employees; make fact-based strategic and competitive decisions based on analytics. Identification of metrics aligning with strategic goals, calculating financial impacts of initiatives, and application of workforce analytics to solve business difficulties and demands.

PSY 764A  Principles of Compensation Evaluation
1 credit
Overview of ethical and legal compensation strategies and systems designed to attract and retain high performance individuals, while ensuring gender and diversity equality.

PSY 764B  Compensation System Design
1 credit
Application of compensation strategies and systems designed to attract and retain high performance individuals, while ensuring ethical and legal methods and processes for compensation practitioners. Considerations and evaluation techniques applied.

PSY 766A  I/O Software Applications I
1 credit
Examination and application of different software technologies used in I/O Psychology professions. Applies knowledge, skills, and abilities in I/O Psychology with the technology programs used in many businesses. Provides experience to report on a resume and deliverables to show prospective employers. First of two courses.

PSY 766B  I/O Software Applications II
1 credit
Examination and application of different software technologies used in I/O Psychology professions. Applies knowledge, skills, and abilities in I/O Psychology with the technology programs used in many businesses. Provides experience to report on a resume and deliverables to show prospective employers. Second of two courses.

PSY 768A  Thesis IV
1 credit
Prerequisite: PSY 748A
Continuation and completion of the thesis process including data analyses, interpretation and reporting of results, and defense of final thesis.
PSY 769A Practicum IV
1 credit
Prerequisite: PSY 749A
Continuation and completion of the practicum track including the final 75 of 225 hours required, compiling and finalizing work samples and evaluations in a practicum portfolio.

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.

RDG 674 Digital Literacies
3 credits
Exploration of multimodal literacies and expansion of ways information is acquired and interpreted. Research is cognitive load and learning implication is examined. Multimodal literacy tools are evaluated to support students in information acquisition. Learners identify how digital technologies have increasing capacity for individuals to adapt the tools for their own information and communication purposes.

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. This course includes a 10-hour embedded field experience.
SPE 613A  Exceptional Education Etiology
1 credit
A survey of the historical background of special education in the U.S., as well as local, state, and national legislation. Students will explore federal definitions of a variety of disabilities, as well as socio-cultural issues to develop learning strategies for inclusivity. This course includes a 10 hour field experience.

SPE 613B  Special Education Law
1 credit
Prerequisite: SPE 613A
An examination of the five main principles that form the legal underpinnings of special education law; namely, free appropriate public education, least restrictive environment, parent and student participation, individualized education program, and due process protections.

SPE 613C  Collaboration and Co-Teaching
1 credit
Prerequisite: SPE 613A
Students will evaluate the impact of inclusive education and the relationship of collaborative and co-teaching practices for exceptional learners.

SPE 614  Emergent Literacy
3 credits
An overview and application of early literacy instructional strategies in word recognition, including phonemic awareness and phonics, fluency, vocabulary development, and an introduction to comprehension, provides students with a strong foundation to reading and writing instruction. Specific focus will be given to developing reading instruction for students with special needs by combining research with everyday strategies. Strategies that support motivation and engagement of at-risk readers will also be introduced.

SPE 614A  Foundations of Emergent Literacy
1.5 credits
Prerequisite: TCH 605A, TCH 605B
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.

SPE 614B  Applications of Emergent Literacy
1.5 credits
Prerequisite: TCH 619A, TCH 619B, SPE 614A
The application of early literacy instructional strategies with emphasis on planning engaging instructional strategies and assessment of student learning for at-risk readers.

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 615A  Supporting Science & Social Studies Content
1.5 credits
Prerequisite: TCH 619A, TCH 619B, SPE 613A
An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in the general education content areas of science and social studies.

SPE 615B  Supporting Mathematics Content
1.5 credits
Prerequisite: TCH 619A, TCH 619B, SPE 613A
An overview and application of instructional strategies to provide collaborative supports, accommodations, and differentiated instruction and curriculum to include students with disabilities and other special needs in the general education content area of math.

SPE 421/621  Literacy Interventions for Students with Disabilities
3 credits
Prerequisite: SPE 313/SPE 613
An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect literacy 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 621A  Literacy Interventions: Basic Reading
1.5 credits
Prerequisite: TCH 619A, TCH 619B, SPE 613A, SPE 613B, SPE 613C, SPE 614A
An exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect the learners' literacy development. Includes a focus on the application of literacy instructional cycle for basic reading levels with emphasis on intervention. This course includes a 20 hour field experience.

SPE 621B  Literacy Interventions: Comprehension
1.5 credits
Prerequisite: SPE 621A
A continued exploration of the diverse cognitive, neurological and emotional characteristics of students with disabilities and how these affect the learners' literacy development, with emphasis on the application of literacy assessment, differentiation, and supportive technologies to develop interventions for the purpose of enhancing reading comprehension.

SPE 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 Heath 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 634A  Concepts of Diagnosis and Assessment**
1 credit
Prerequisite: TCH 619A, TCH 619B
Survey of diagnosis and assessment of students with disabilities as identified by the federal definition (IDEA) using a variety of developmentally appropriate assessments, including those used in Response to Intervention (RtI). Specific consideration is given to the reporting of assessment information to parents, teachers, and other support personnel to determine appropriate placement levels within the continuum of services.

**SPE 634B  Elements of IEPs and Transition Plans**
1 credit
Prerequisite: SPE 634A
Students understand and identify the measures used to formulate individual education plans (IEP) and transition plans to provide the appropriate level of service and effective interventions for student progress. This course includes a 20 hour field experience.

**SPE 634C  IEPs and Transition Plans**
1 credit
Prerequisite: SPE 634B
Students develop individual education plans (IEP) and transition plans to provide the appropriate level of service and effective interventions for student progress, a focus is places on the analysis and interpretation of student performance data.

**SPE 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
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 637A  Social Emotional Support and Classroom Management**  
1 credit  
Prerequisite: TCH 605A, SPE 613A  
Students will examine various strategies used to manage, plan, implement, and evaluate a classroom environment to meet both the social and emotional needs of students with disabilities. Topics include theories of behavior management, models of discipline, student motivation, and parent/teacher communication and collaboration.

**SPE 637B  Social Emotional Support & Mental Health**  
1 credit  
Prerequisite: SPE 637A  
An introduction to mental health in the educational environment and the impact on student learning. Students will examine strategies to enhance social emotional learning and identify community resources to support student learning. This course includes a 20 hour field experience.

**SPE 637C  Social Emotional Interventions**  
1 credit  
Prerequisite: SPE 637B  
Students demonstrate understanding of social emotional characteristics of the educational environment, by conducting a functional behavior assessment to inform the development of a behavior intervention plan.

**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 696  Literacy Special Education Field Experience**  
1/2 credit  
Prerequisite: 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.

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**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 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 605A  Foundations of Education
1.5 credits
An overview of effective teacher characteristics and their application in today's classrooms, introducing students to the impact of multiculturalism, history, and philosophy of education of American Education through the examination of principles, policies, and current trends.

TCH 605B  Educational Theory
1.5 credits
Prerequisite: TCH 605A
An overview of effective teacher characteristics and their application in today's classrooms, introducing students to important theoretical developments related to teaching and learning, child development, behavior management, and cognition.

TCH 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 619A  Foundations of Clinical Practice
1.5 credits
Prerequisite: TCH 605A, TCH 605B
Develops foundational skills for clinical practice such as instructional context, lesson planning, and interactive instructional strategies.

TCH 619B  Foundations of Clinical Practice II
1.5 credits
Prerequisite: TCH 605A, TCH 605B, TCH 619A
Develops foundational skills for clinical practice such as differentiation, assessment, integrating technology, and reflective practice.

TCH 620  Literacy in the Primary Grades
3 credits
Prerequisite: TCH 619
Literacy is a complex process that is best developed through both holistic and systematic methods. This course is intended to provide an overview of early reading and writing instructional strategies in word recognition, including
phonemic awareness and phonics, vocabulary development, fluency, and comprehension. It is designed to encompass both the theoretical and practical aspects of learning how to teach and assess reading in the primary grade classrooms. Spelling and handwriting, as they relate to the developmental stages of students, are also elements of this course. A variety of genres will be studied, such as poetry, drama, song, informational text, and fiction.

**TCH 620A  Literacy in the Primary Grades I**  
1.5 credits  
Prerequisite: TCH 619A, TCH 619B  
A survey of early reading and writing instructional strategies in word recognition, including phonemic awareness and phonics, vocabulary development, fluency, and comprehension. A variety of genres will be introduced, such as poetry, drama, song, informational text, and fiction.

**TCH 620B  Literacy in the Primary Grades II**  
1.5 credits  
Prerequisite: TCH 620A  
Theoretical and practical aspects of learning how to teach and assess reading in the primary grade classrooms are introduced. Spelling and handwriting, as they relate to the development stages of students, are elements of this course. This course includes a 20 hour field experience.

**TCH 621  Literacy in the Intermediate Grades**  
3 credits  
Prerequisite: TCH 620  
In this course, emphasis will be placed on a developmental approach to teaching literacy which uses a balanced approach to meeting the needs of the students. Strategies for teaching fluency, vocabulary and word study, and comprehension will be studied to enable learners to become independent and competent readers and writers. The reading/writing connection will be expanded upon. Assessment and evaluation will be taught as a means to inform instruction. This course includes a 20 hour field experience.

**TCH 621A  Literacy in the Intermediate Grades I**  
1.5 credits  
Prerequisite: TCH 620B  
Strategies for teaching fluency, vocabulary and word study, and comprehension are examined to enable learners to become independent and competent readers and writers. Emphasis is placed on a developmental, balanced approach to teaching literacy.

**TCH 621B  Literacy in the Intermediate Grades II**  
1.5 credits  
Prerequisite: TCH 621A  
Students apply strategies for teaching literacy, with additional focus on reading and writing connections. Assessment and evaluation will be practiced as a means to inform instruction.

**TCH 625  Literacy in the Content Areas**  
3 credits  
Prerequisite: TCH 619  
A survey of the strategies and materials which facilitate students' reading, writing and study skills in the content area classroom. Focus on methods of comprehending informational text, vocabulary acquisition, writing for content-specific purposes and integration of reading, writing, speaking, listening, and critical thinking across the disciplines.
TCH 626  Principles of Curriculum and Assessment
3 credits
This course will examine effective theories of practice for the development, implementation, and evaluation of quality curriculum and assessments. A major focus of the course is the theoretical relationship among curriculum, instruction, and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based teaching and assessment are explored and current issues and theories about curriculum and assessment are analyzed throughout the course.

TCH 628  Mathematics Curriculum and Instruction
3 credits
Prerequisite: TCH 619
Provides students with experiences using methodologies recommended for the effective teaching of mathematics. Students review mathematics theory and context necessary for teaching elementary and middle school levels. They develop mathematical thinking skills as they learn about various aspects of mathematics and how to integrate these into other areas of the curriculum. Evaluation of mathematics curricula and supplementary materials using specific assessment tools will be completed.

TCH 628A  Planning Mathematics Curriculum
1.5 credits
Prerequisite: TCH 619A, TCH 619B
Provides students with knowledge of methodologies recommended for the effective teaching of mathematics curriculum. Students review mathematics theory and content necessary for teaching, elementary and middle school levels; and evaluate supplementary teaching resources.

TCH 628B  Delivering Mathematics Instruction
1.5 credits
Prerequisite: TCH 605A, TCH 605B, TCH 619A, TCH 619B, TCH 628A
Students apply methods of teaching mathematics in authentic learning environment. Instructional strategies for the integration of critical thinking, problem solving, and technology are explored. Students employ methods of assessment of student learning and engage in reflective practice. This course includes a 20 hour field experience.

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, design and evaluation of science curriculum and instruction, including the health sciences, and concepts of physical education. Theory, methods and models specific to the fields are used to evaluate curriculum and select standards-based learning targets, design inquiry-based instruction, plan for the assessment of student learning.
TCH 630A  Planning Science and Health Curriculum
1.5 credits
Prerequisite: TCH 605A, TCH 605B, TCH 619A, TCH 619B, SPE 613A
This course develops professional expertise in the design and evaluation of science curriculum and instruction, including the health sciences, and in the assessment of student learning of this content. Theory, methods, and models specific to the fields of science and health education are used to evaluate curriculum and select standards-based learning targets, design inquiry-based instruction, and plan for the assessment of student learning.

TCH 630B  Delivering Science and Health Curriculum
1.5 credits
Prerequisite: TCH 630A
Students apply methods of teaching science and health in authentic learning environment. Instructional strategies for the integration of critical thinking, problem solving, and technology are explored. Students employ methods of assessment of student learning and engage in reflective practice. This course includes a 20 hour field experience.

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 studies and language arts, focusing on socio-cultural, practical, and political aspects of language arts and social studies instruction. Various approaches and strategies in teaching social studies, language arts, and fine arts will be explored. Students plan and deliver instruction, with a distinctive focus placed on designing engaged learning activities using art, music, drama, and movement.

TCH 632A  Planning Social Studies Curriculum
1 credit
Prerequisite: TCH 619A, TCH 619B, SPE 613A
Various approaches and strategies for the planning of social studies curriculum and instruction are explored. The socio-cultural, political, and democratic principles of equality and justice will also be emphasized, along with the current global and environmental issues.

TCH 632B  Planning Language Arts Curriculum
1 credit
Prerequisite: TCH 619A, TCH 619B, TCH 632A
Strategies for the planning of language arts curriculum and instruction are examined and developed. Emphasis is placed on the planned integration of general education content, such as social studies, with language arts skills. This course includes a 20 hour field experience.

TCH 632C  Instruction for Social Studies & Humanities
1 credit
Prerequisite: TCH 619A, TCH 619B, TCH 632A, TCH 632B, SPE 613A
Students plan instruction for social studies and humanities, using a variety of approaches, with a focus placed on designing engaged learning activities using art, music and drama.
TCH 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, listen, 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 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
Candidates complete a pre-student teaching 40-hour field experience under the supervision of the cooperating teacher. Students apply and analyze instructional methods, design diagnostics, formative and summative assessments, incorporate reading strategies, integrate technological tools, collaborate and co-teach through teaching experiences and reflective practice. This course includes a 40-hour embedded field experience.

TCH 660A  The Instructional Cycle: Planning
1 credit
Prerequisite: Departmental consent
Students examine the instructional cycle and apply concepts and strategies of planning for instruction, including design of instructional approach, assessments for student learning, and the incorporation of literacy and technology strategies. This course includes a 20 hour field experience.

TCH 660B  The Instructional Cycle: Teaching
1 credit
Prerequisite: Departmental consent
Students examine the instructional cycle and apply concepts and strategies of instructional delivery, including the application of formative assessment and engagement in reflective practice. This course includes a 20 hour field experience.

TCH 660C  The Instructional Cycle: Assessment
1 credit
Prerequisite: Departmental consent
Students examine the instructional cycle and apply concepts and strategies of assessment of student learning, including the reflection on and analysis of assessment data to inform subsequent instruction and student progress. This course includes a 20 hour field experience.
TCH 665  Clinical Practice and Seminar  
2-8 credits  
Prerequisite: TCH 660  
A supervised classroom teaching experience that provides an opportunity for practical application of educational theory and research related to licensure grade level. The seminar is designed to allow the student to reflect upon and analyze teaching experiences and discuss relevant issues.

TCH 665A  Clinical Practice  
8 credits  
Prerequisite: Departmental consent  
Pedagogical theories are applied to authentic learning environments, through application of the instructional cycle daily during the student teaching experience. Students compile comprehensive work samples for planning, instruction, and assessment, as part of the edTPA portfolio. Student teachers collaborate with in-service teachers and university supervisors.

TDE  SPECIALIZED 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 RtI  
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 Cultural Perspectives in Thanatology
3 credits
Examines concepts of immortality related to death, dying, grief and bereavement with respect to religious and cultural beliefs including bereavement practices within Roman Catholic, Protestant, Jewish, Muslim, Buddhist and Native American communities. Emphasis on practical/effective religious and cultural techniques for assisting individuals, families, and health care providers in their quest for meaning, growth and transition through the dying and grieving process, and strategies for establishing healthy boundaries and self-care for the caregiver.

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 740  Aging and Thanatology
3 credits
Examination of gap between developmental theories of aging and thanatology research. Explores how concepts of time change as people age and how notions of finitude and mortality influence how people live and hope. Examines how the notion of living-until-we-die impacts the meaning of death and life.

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 750  Grief in the Military
3 credits
Examination of grief in the military, including predominant beliefs and practices related to death, dying, grief and bereavement in a military and veteran context.

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 760  Victimology
3 credits
Examination of the field of victimology theory, measurement of crime, and civil & criminal processes. Topics to include victimization, techniques for empowering victims, and special types of victims including but not limited to the elderly, disables, and gay and lesbian victims, and civil remedies available to crime victims.
THA 765  Complicated Grief  
3 credits  
Examination of the history, research, literature, and impacting factors influencing the development of the concept of complicated grief.

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.
Faculty

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Nursing  
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M.S.E., Indiana State University  
M.P.H., Barry University  
Ph.D., Barry University

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M.S., University of Wisconsin-Madison  
Ed.D., Nova Southeastern University

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M.A., Columbia University  
M.A., Mount Sinai School of Medicine  
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M.S.N, Marian University  
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J.D., Marquette University Law School

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M.A., Texas A&M University
Ph.D., University of South Carolina

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B.S., James Madison University
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Thomas E. Petri, Retired Member, U.S. House of Representatives, 6th District of Wisconsin, Fond du Lac, Wis.
John C. Pfeifer, President, Mercury Marine, Fond du Lac, Wis.
Erin P. Rademann, Co-Owner, Partners by Design & Fine Furnishings, Inc./Wisconsin Registered Interior Designer, Fond du Lac, Wis.
Stephen P. Recca, Executive Director, Center for Human Security, University of Colorado-Colorado Springs, Colo.
Justin A. Smith, President/CEO, C.D. Smith Construction, Inc., Fond du Lac, Wis.
Eric Stone, CEO, National Exchange Bank and Trust, Fond du Lac, Wis.
Katherine R. Vergos, President, St. Agnes Hospital, Fond du Lac, Wis.

TRUSTEE EMERITI
Terri L. Emmanuel ’86, Owner/Operator, The Goldsmith, Fond du Lac, Wis.
Richard C. Kleinfeldt, Retired Vice President-Finance and Chief Financial Officer, Giddings and Lewis, Inc., Fond du Lac, Wis.
Ralph C. Stayer, Retired Chairman and CEO, Johnsonville Sausage, LLC, Sheboygan, Wis.
Peter E. Stone, Chairman, National Exchange Bank and Trust, Fond du Lac, Wis.
Darold A. Treffert, M.D., Author and Psychiatrist, Behavioral Health Services, St. Agnes Hospital, Fond du Lac, Wis.
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