UNIVERSITY INFORMATION

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

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

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

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

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

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

History
Since its founding by pioneer missionary Fr. Caspar 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 Mission and Student Engagement.

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

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

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

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

**Faculty**
Professors at Marian University are prepared to impart the latest knowledge and insight their fields of specialization offer. All full-time faculty members have completed one or more advanced degrees. Over 56% of the faculty holds an earned doctorate or terminal degree and many others are candidates for the doctoral degree. Most faculty members in the professional programs also hold certification and are members of their respective professional associations.

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

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

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

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

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

**APPROVALS AND AUTHORIZATIONS**
Marian has several state level approvals to demonstrate that students receive a quality education. These approvals demonstrate that we are held to programmatic and operational standards. Marian also holds memberships in several educational associations through which faculty, staff and administrators gain valuable insight into emerging research and trends in higher education. These organizations also provide professional development and student
learning opportunities. The university’s participation in these organizations demonstrates our commitment to our mission, and to our core values of community, learning and service.

For a full listing of Marian University’s accredited programs and approvals, please visit the Accreditation and Approvals page on our website.

MEMBERSHIPS
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Suicidology
American Association of University Women
American Council on Education
Association for Death Education and Counseling
Association for Student Affairs at Catholic Colleges and Universities
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Graduate Schools in Catholic Colleges and Universities
Association of Independent Liberal Arts Colleges for Teacher Education
Catholic College Cooperative Tuition Exchange
Consortium for Student Retention Data
Council for Accreditation of Educator Preparation
Council for Adult and Experiential Learning
Council for Advancement and Support of Education
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council on Law in Higher Education
Financial Executives International
Fond du Lac Area Association of Commerce
Fond du Lac County Economic Development Cooperation
Fox Cities Chamber of Commerce
Green Bay Area Chamber of Commerce
Innovative Users Group
Management Association, The
Metropolitan Milwaukee Association of Commerce
National Alliance for Grieving Children
National Association for Campus Activities
National Association for College Admission Counseling
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Catholic College Admission Association
National Collegiate Athletic Association
National Hospice and Palliative Care Organization
National League for Nursing
Northeast Wisconsin Consortium for Adult Education
Northern Athletics Collegiate Conference
Northern Collegiate Hockey Association
Oshkosh Chamber of Commerce
Society for Human Resource Management
Southeastern Wisconsin Educational Consortium
Study Wisconsin
Tuition Exchange Inc., The
Waukesha County Business Alliance
Wausau Region Chamber of Commerce
West Allis/West Milwaukee Chamber of Commerce
West Bend Area Chamber of Commerce
Wisconsin Academic Advising Association
Wisconsin Association for College Admission Counseling
Wisconsin Association of Colleges and Employers
Wisconsin Association of Colleges for Teacher Education
Wisconsin Association of Collegiate Registrars and Admissions Officers
Wisconsin Association of Higher Education and Disability
Wisconsin Association of Independent Colleges and Universities
Wisconsin Campus Compact
Wisconsin Emergency Management Association
Wisconsin Independent College of Teacher Education
Wisconsin Institute for Peace and Conflict
Wisconsin Library Association
Wisconsin Women in Higher Education Leadership
TRADITIONAL UNDERGRADUATE ADMISSION (DAY PROGRAM)

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

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

Admission decisions are made on a rolling basis; however, it is beneficial for students to apply early. Beginning no later than September 1, applicants will receive a response within two to three weeks once all required documents (application, transcript(s), and test scores) have been received. The Office of Undergraduate Admission may accept the student, accept the student with provisions, or deny acceptance until evidence of academic potential is provided.

ADMISSION CRITERIA
First-time freshmen
Marian University seeks applicants who have demonstrated the ability to successfully complete a challenging academic program. One of the best indicators for success in college is a strong high school record. The Admission Selection Committee will begin to evaluate students with at least a C average (2.00 GPA on a 4.00 scale), who rank in the upper half of their high school graduating class, and who present a minimum composite score of 18 on the ACT/860 on the SAT. GED students are expected to achieve a composite score of at least 2500 (250 composite score on tests completed before 1/1/02). A student’s transcript and test scores are used to determine the potential for success of each student as determined on an individual basis. The Office of Undergraduate Admission may require additional information, including an on-campus interview, essay, or letters of recommendation, in determining the candidate’s admissibility to the University.

Admission to freshman standing at Marian assumes at least 17 units of high school credit including at least four units of English, two of mathematics, one of laboratory science, and one of history. If a student’s high school credits do not conform to this pattern but the record indicates a high probability of success in college, the application will still be considered.

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

To be considered for admission, candidates must submit the following:
1. A completed Marian University application, available from the Office of Undergraduate Admission or at www.marianuniversity.edu/apply.
2. A high school transcript covering at least the first six semesters of coursework. All available aptitude and achievement scores, cumulative grade point average, and class rank should be included on the transcript if possible.
   a. Students who have earned a General Educational Development (GED) diploma or High School Equivalency Diploma (HSED) must request that an official score report and an official partial transcript from any high school attended be sent directly to the Office of Undergraduate Admission by the respective agency or school(s). GED students are expected to achieve a minimum composite score of 2500 (250 composite score on tests completed before 1/1/02).
   b. Students who have been home-schooled should consult with the Office of Undergraduate Admission.
c. A final official transcript with the student's high school graduation date is required after final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University. Failure to complete any of the aforementioned step may result in the forfeiture of the student’s right to admission and enrollment.

3. An official ACT or SAT test score report. These aptitude tests are given at various centers throughout the country and information concerning the tests can be obtained from local high school guidance counselors. Copies of test scores are sent directly to the colleges indicated by the student on the test registration form. Marian accepts both the ACT and SAT for admission purposes. Marian University code numbers are as follows: ACT – #4606; SAT – #1443.

Transfer students

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

To be considered for admission, candidates must submit the following:
2. An official high school transcript, if fewer than 30 credits have been earned at a post-secondary institution.
3. An official transcript from each college or university attended, including courses in progress. A final official transcript is required once final grades are posted and must be submitted prior to the end of the first semester of enrollment at Marian University.

Failure to complete any of the aforementioned steps may result in the forfeiture of the student’s right to admission and enrollment.

Readmission of former students

If a student has not maintained continuous enrollment at Marian University, formal application to the University must once again be made. If necessary, the Marian University Readmission Committee will review an applicant’s file to determine if the student should be re-admitted to the University. This decision is based on past academic performance, as well as the student’s conduct while previously enrolled at Marian. All outstanding financial obligations must be satisfied before student can enroll following readmission. Probationary status and academic standing continue upon readmission, if applicable. The program requirements and academic standards that were effective upon initial enrollment in the major will be applicable if the student is re-admitted after an absence of only one semester. For non-enrollment for two or more continuous semesters (fall and spring), the program requirements and academic standards that are currently effective will be applicable.

To be considered for readmission, candidates must submit the following:
2. An official transcript from each college or university attended since last enrolled at Marian University.

International students

International students are admitted to the University at the beginning of the fall and spring semesters. To be considered for admission, students must first demonstrate proficiency in English.

Marian University accepts the following English proficiency examinations:
- TOEFL (minimum score: IBT 70, CBT 193, PBT 525)
- IELTS (minimum score: 6.0)
- ACT or SAT
- STEP/EIKEN (Level 1 completion for students whose native language is Japanese)
- WESLI (Level 700 completion; plus letter of recommendation)
- Spring International Language Center (Advanced Level 6 completion)
Successful completion of 1 year (approximately 30 credits) at a U.S. college or university

In addition to the required proof of English proficiency, international applicants must also possess a strong academic record to be considered for admission to the University.

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

1. A completed Marian University application [www.marianuniversity.edu/apply].
2. Official English proficiency examination results or score report.
3. Official or certified true and attested copies of all secondary school records, all college/university transcripts (if applicable), diplomas, certificates, and external examination results. All academic records must include an English translation.

If prior degrees or university academic work has been completed outside the United States, the applicant should contact any of the member agencies of the National Association of Credential Evaluation Services ([www.naces.org]) or the Association of International Credential Evaluators ([www.aice.org]) for equivalency evaluation of foreign credentials and coursework. These agencies provide the evaluation service for a fee to the applicant, and are not affiliated with Marian University.

International applicants must submit all required documents by May 1 for the fall semester or October 1 for the spring semester. Upon admission, international students must also submit proof of financial support to be used during the period of study before an I-20 form will be issued.

**EXCEL Program admission**

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

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

Students admitted to the EXCEL Program must meet with their academic advisor at regular intervals during their first year to review the expectations and responsibilities of the students over the duration of the program. During the freshman year, students take 24–30 credits from a prescribed curriculum. Students must complete a minimum of 24 credits with a minimum GPA of 2.00 by the end of their first year in order to continue at Marian University the following semester. Progress will be reviewed at the end of each semester. If adequate progress is not made, students may be dismissed from the University.

**Campus visits and interviews**

Prospective students find a campus visit to be one of the major factors in determining their college of choice. A visit to Marian University will include a campus tour led by a current student and a meeting with a counselor to discuss the admission process. Other appointments with representatives from financial aid, athletics, or academic programs may be arranged as well. A typical visit to Marian University will last 1½ to 2 hours depending on the needs of the student and family.

Visits are available Monday through Friday between 9:00 a.m. and 2:00 p.m. and on select Saturdays by appointment. Advance notice of one week is preferred when scheduling a visit.
Open houses and campus sneak preview days are also offered throughout the year. For more information on all campus visit opportunities, see www.marianuniversity.edu/visit.

**New Student Registration for first-time freshmen**

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

Activities for new students begin with New Student Registration and take place throughout late spring and early summer. On these dates, students and parents become acquainted with University resources and procedures. Students meet with their academic advisor who assists in selecting appropriate courses.

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

For students entering in the spring semester, the $100 tuition deposit is applied to spring tuition and is refundable until January 2 upon the student’s formal request. Students meet individually with their academic advisors to choose classes in late fall/early winter, followed by an orientation program held at the start of the spring semester.

**Students with disabilities**

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

**Advanced placement**

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

**Post-secondary enrollment options**

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

**Last day to enroll**

Students may be admitted to Marian University and enrolled after the regular registration period but within the first week of classes. Registration is closed at the end of the first week of both the fall and spring semesters.
ADULT UNDERGRADUATE ADMISSION
(ACCELERATED/EVENING/ONLINE PROGRAMS)

ADMISSION CRITERIA

First-time freshmen

Marian University seeks applicants who have demonstrated the ability to successfully complete a challenging academic program through the Adult Accelerated/Evening/Online Program. A student’s high school transcript is used to determine the potential for success of each student as determined on an individual basis.

To be considered for admission as a first-time freshman student for the Adult Accelerated/Evening/Online Program, a minimum cumulative GPA of 2.00 (on a 4.00 scale) is required. Candidates must submit a final official high school transcript with their graduation date listed. For those students who have earned a General Educational Development (GED) diploma or High School Equivalency Diploma (HSED), they must request that an official score report and an official partial transcript from any high school attended be sent directly to the Adult and Online Studies Office by the respective agency or school(s). GED students are expected to achieve a minimum composite score of 2500 (250 composite score on tests completed before 1/1/02).

For students who do not meet these admission criteria, the Admission Selection Committee may review the file for potential admission via a probationary acceptance or deny acceptance to the University.

Transfer students

Students who have acquired academic credits at another regionally or nationally accredited college or university may be admitted to Marian with advanced standing. To be considered for admission as a transfer student for the Adult Accelerated/Evening/Online Program students must have a minimum cumulative GPA of 2.00 (on a 4.00 scale). Only college credits with a grade of C– or higher will be accepted in transfer. The Marian grade point average is based solely on courses taken at Marian University. Students transferring to Marian must complete at least one-half of the major credits or one-third of the minor credits required by each program at Marian University. For those students who do not meet that admission criterion, the Admission Selection Committee may review the file for potential admission via a probationary acceptance or deny acceptance to the University.

To be considered for admission to the Adult Accelerated/Evening/Online Program, candidates must submit the following:

1. A completed Marian University application, available from the Office of Adult and Graduate Admission or at www.marianuniversity.edu/apply (see the Accelerated/Evening/Online and Graduate application).
2. An official high school transcript, if fewer than 30 credits have been earned at a post-secondary institution.
3. An official transcript from each college or university attended, including courses in progress. A final official transcript is required once final grades are posted and must be submitted prior to the end of the first term of enrollment at Marian University. Failure to complete any of the aforementioned steps may result in the forfeiture of the student’s right to admission and enrollment.

Readmission of former students

If a student has not maintained continuous enrollment at Marian University for one full year, formal application to the University must once again be made. If necessary, the Marian University Readmission Committee will review an applicant’s file to determine if the student should be re-admitted to the University. This decision is based on past academic performance, as well as the student’s conduct while previously enrolled at Marian. All outstanding financial obligations must be satisfied before the student can enroll following readmission. Probationary status and academic standing continue upon readmission, if applicable. The program requirements and academic standards that were effective upon initial enrollment in the major will be applicable only if the student is re-admitted after an absence of one academic year. For non-enrollment for two or more continuous semesters (fall and spring), the program requirements and academic standards that are currently effective will be applicable.
To be considered for readmission, candidates must submit the following:

1. A completed Marian University application, available from the Office of Adult and Online Studies or at www.marianuniversity.edu/apply (see the Accelerated/Evening/Online and Graduate application).
2. An official transcript from each college or university attended since last enrolled at Marian University.

**Campus visits/appointments**

Adult and Graduate Admission: Arrangements for campus visits/appointments are made through the Office of Adult and Graduate Admission at (920) 923-8726 or by individual appointment with an admission counselor.

For students interested in graduate programs, please refer to the Marian University Graduate Academic Bulletin or contact the Office of Academic Affairs at (920) 923-7604.
FINANCIAL AID

Financial aid at Marian University is awarded on the basis of financial need and/or academic performance. Need is defined as the difference between total educational costs and the contribution expected from the student and his/her family. Expected parent and student contributions are computed according to 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 enrolled at least half-time for most aid types (full-time for Institutional aid).
3. File a Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov.
4. Application process should be completed in time to be received by the Office of Financial Aid no later than March 1 for maximum consideration for the following academic year. Late applicants will be considered as long as funds remain.

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 awarding year. Summer applications are available on the Financial Aid website beginning April 1.

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

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

Grants (non-repayable gift aid)
Priority is given to early applicants.

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

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

Indian Grant
There are federal and Wisconsin state grants for Native American students that are registered with a tribal agency, depending on student qualifications and availability of funds. Recipients must be at least one-fourth Native American Indian as certified by the appropriate tribal agency. Certification forms are available from the Bureau of Indian Affairs Office or the State Higher Educational Aids Board Office.
Marian University Family Discount
The Marian University Family Discount aids families in which two or more members from the same household are simultaneously enrolled as full-time traditional undergraduate students enrolled in the daytime program at Marian. This discount provides a $1,000 maximum annual benefit ($500 per semester) per family member.

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

Wisconsin Grant (WI Grant)
This grant is restricted to Wisconsin residents who file their FAFSAs early and are enrolled at least half-time. The amount of the grant is based on a formula using the student’s expected family contribution (from the FAFSA) and the tuition costs at Marian University. The maximum grant is determined by the State of Wisconsin. The FAFSA is the only application required. Students are limited to 10 semesters of this grant.

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

Academic Achievement Award
$15,000 per year
A limited number of Academic Achievement Awards are granted each year to incoming first-year students based on high school performance and standardized test scores. Candidates for the Academic Achievement Award possess a minimum GPA of 2.50 or better on a 4.00 scale, and score a minimum composite ACT score of 26.

Sr. Mary Mollison Legacy Scholarship
$12,000 per year
Sr. Mary Mollison Legacy Scholarships are awarded each year to eligible students possessing a minimum GPA of 3.40 or better on a 4.00 scale and score a minimum composite ACT score of 25 or lower.

Trustee Scholarship
$10,000 per year
Trustee Scholarships are awarded each year to eligible students possessing a 2.80–3.39 GPA on a 4.00 scale, and have a minimum composite ACT score of 25 or lower.

Naber Leadership Scholarship
$8,000 per year
Naber Leadership Scholarships are awarded each year to eligible students possessing a 2.50–2.799 GPA or better on a 4.00 scale and/or have a minimum composite ACT score of 21 – 25.

Sr. Mary Sheila Burns Award
$6,000 per year
Sr. Mary Sheila Burns Awards are awarded each year to eligible students demonstrating academic promise, leadership abilities, and involvement in school and community activities.
Partnership High School Award
$11,000 per year
This award is given to any applicant who has graduated with 2.8 GPA from one of our affiliate high schools.

Transfer scholarships
Marian offers transfer scholarships and leadership awards that range from $7,000 to $13,000 per year to qualified full-time students enrolled in traditional undergraduate programs. The undergraduate application for admission, along with all necessary transcripts, serves as the scholarship application.

Additional new student awards
New full-time traditional undergraduate students are also considered for the Marian University Family Discount, Legacy Award, CSA (Congregation of Sisters of St. Agnes) Legacy Award, or Pre-College Camp Award when they apply for admission to the University and meet designated criteria.

Other scholarships
The following scholarships range from $200 to $10,000 and are awarded to students on the basis of demonstrated financial need and/or academic performance. Awards are determined by the Office of Financial Aid for students that complete the financial aid application process. Individual applications are only required for those scholarships designated with a *.

Endowed scholarships
George P. and Helen B. Andrew Scholarship
Mary Ann and Frank Austin Scholarship
George J. and Mary C. Becker Scholarship
Ruth Nettekoven Becker Scholarship
Leon and Asella Biederman Scholarship
Sr. Cletus Blochlinger Scholarship
Bernice Hansen Bown Scholarship
Ralph Breit Scholarship
Sr. Dolora Brogan Scholarship
Dr. and Mrs. Henry Chang Scholarship
Congregation Sisters of St. Agnes Scholarship
Consultants Laboratory Nursing and Medical Technology Scholarship*
Harry and Paschaleen Coonradt Scholarship
Lou and Kathy Cristan Scholarship
CSA Legacy Scholarship
Sister Digna Desch Scholarship
Rita Hewitt DiFrances Scholarship
Giles Doherty Scholarship
Mary M. Brandl Draheim Memorial Scholarship
Dr. William and Elsie Egan Endowed Scholarship
Fond du Lac Medical Alliance Nursing Scholarship
Angelina Jakovek Fritz Nursing Scholarship
Ross and Viola Galbreath Memorial Scholarship*
Elizabeth and Walter Goebel Nursing Scholarship
Dorothy Guelig Scholarship
Jeanette and Harry Heeb Scholarship
Gretchen Verbetun Hornung Scholarship
Claire G. Hutter Scholarship
Jordan–Brunswick Scholarship
E.C. Kiekhaefer Memorial Scholarship
Helen Mary Dore Koehn and Joseph Koehn Scholarship
Sister Irene Kohne/St. Francis Home Scholarship
Dr. Michael A. and Dolorosa O’Brien Korb Family Scholarship
Michael J. Kraus Memorial Scholarship
Marian University Cabinet Scholarship
Marian University School of Education Scholarship
Belen Sanchez Mayorga Scholarship*
Elaine Penkwitz McCarthy Scholarship
Dale R. Michels Family Scholarship
Clarinda T. Mischler and Sister Adalbert Nursing Scholarship
Dr. Robert and Alice Moser Scholarship
National Exchange Bank & Trust Scholarship
James E. Nintzel Scholarship
Mildred and William O’Connor/Thomas Schevers Scholarship
Mary O’Rourke Scholarship
Dr. Ewald and Dorothy Pawsat Scholarship
Robert and Alice M. Promen Scholarship
Ira A. Ridenour Memorial Scholarship*
Ellen and Rachel Ritchie Memorial Scholarship
Gertrude H. Rodenkirch Memorial Scholarship
Gladyss Salter Scholarship
Sargento Foods, Inc.*
Elizabeth Schevers-Tangen Memorial Scholarship
Sister John Baptist Shaja Memorial Scholarship
James and Kathleen Simon Scholarship
Brother Bob Smith Urban Scholarship
Social Work Program Scholarship
Dorothy Theisen Scholarship
Sr. Mary Agreda Touchett, CSA Scholarship
Dr. Edward W. and Myrtle Vetter Scholarship
Dr. Ruth Wilmington Scholarship
Agnes Ziegert Scholarship

Annual scholarships
American Family Insurance Community Involvement Scholarship*
Ted and Grace Bachhuber Foundation Adult Education Scholarship*
Business and Industry Dinner Scholarship*
Dr. and Mrs. Henry T. Chang Scholarship*
Verve, a Credit Union Scholarship*
Marian University Faculty/Staff/Student Scholarship*
Marian University Alumni Association Scholarship*
Fond du Lac Area Foundation Scholarship*
Fond du Lac Noon Kiwanis Robert Waffle Memorial Scholarship*
Fond du Lac Rotary Scholarship*
Leonard Lewis Scholarship
Joseph and Michael Mathweg Scholarship*
Marian Verette Pierce Scholarship
Rath Foundation Distinguished Scholarship*
Dr. R.G. Raymond and Sarah Raymond Foundation Scholarship
UPS Scholarship*
Patricia Wargula Memorial Scholarship
Wisconsin Academic Excellence Scholarship
Jeanne Zimmerman Scholarship
Student employment
Current campus job postings are available by clicking on the “student employment” link in the Financial Aid section of the MyMarian intranet site. Students should review the available positions and apply directly to the supervisor listed. Upon hiring, students are provided with information regarding completion of an online time sheet and other required documentation.

Federal Work-Study Program (FWS)
This employment is available to students who demonstrate financial need and are enrolled at least half-time. All positions on-campus or in a preselected community service position off-campus are coordinated through the Office of Financial Aid.

Marian Campus Work Program (MCW)
This employment is available to students that do not show need for federally funded work-study, but wish to work on campus. Students must be enrolled at least half-time. All positions are on campus and are coordinated through the Office of Financial Aid.

Loans
Federal Perkins Loan
Perkins Loans are provided on the basis of students’ financial need and availability of funds. Traditional undergraduate students may borrow a maximum cumulative total of $27,500, but no more than $5,500 per year. The funds are awarded through the Office of Financial Aid. Repayment at a 5% interest rate begins 9 months after the student graduates or ceases to be enrolled at least half-time. No interest accrues while students continue to be enrolled at least half-time.

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

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

Federal Direct PLUS Loan
(Parent Loan for Undergraduate Students)
The Direct PLUS Loan is available through the government to the parents of dependent students. Parents may be eligible to borrow up to the cost of education minus any other financial aid the student is receiving. Eligibility is not based on need. The government will determine credit worthiness prior to approving any loan funds. Interest begins to accrue shortly after the funds are borrowed. Payments begin 60 days after the last disbursement has been received. Parents can defer payment while the student is enrolled at least half-time, and for an additional six months after the student graduates or drops below half-time enrollment. Parents must request this deferment each year from the loan servicer. Contact the Office of Financial Aid regarding application procedures. If a dependent student’s parent is denied the PLUS loan due to adverse credit history, the student may borrow additional Unsubsidized Direct Loan.

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

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

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

Traditional undergraduate tuition
All tuition and fees are set by the University’s Board of Trustees on an annual basis. The Office of Business and Finance publishes an annual brochure detailing specific tuition and fee information, which can be obtained from the Office of Business and Finance or the Office of Undergraduate Admission.

Tuition for full-time students (carrying 12–17 credits) is a flat rate. Tuition for half-time students (carrying 1–11 credits) is set for each level of enrolled credits. There is an additional charge per credit for students carrying more than 17 credits. Based on the student’s selected program, the following rates are charged:

F/T Undergraduate Tuition (12-17 credits): $26,950 Annual
P/T Undergraduate Tuition (1-11 credits): $525 per credit
Credits over 18: $525 per credit

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

Accepted Payment Methods:
1. Mail a payment
   Mail a personal check, cashier’s check, or money order to:
   
   Marian University
   Attention Business Office
   45 S. National Ave.
   Fond du Lac, WI 54935

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

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

3. Debit/Credit Card Payment and E-Check (Bank Account Withdrawal)
   To make a payment with one of these methods above, please visit marianuniversity.afford.com
   - Credit and debit card transactions will automatically be charged a processing fee of 2.75%
   - No processing fee for bank account withdrawal

Adult Studies undergraduate tuition
Based on the student’s selected program, the following rates are charged per credit:
Adult undergraduate programs: $450

Financial holds
Students are required to pay their accounts in full before registering for the next semester courses. If balance is above $500, the account is placed on financial hold, which prevents a student from registering for future courses, or
If balance is above $0, the account is placed on transcript hold, which prevents a student from receiving a transcript or diploma.
Course audit fees
Audited courses are assessed at 50% of the regular tuition rate. General fees and course fees are assessed at the regular rate.

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

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

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.

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

Meal plans
All residential students are required to participate in a meal plan. Exception may be made for health reasons, supported by a physician’s recommendation. Residents may choose from an Unlimited Plan +60 points, 180 Meal Plan +300 points, or a 75 Meal Plan +60 points. Additional Snack Points are also available for purchase.

FEES AND DEPOSITS
One-time charges
New student tuition deposit $100
Housing deposit $110
Graduation fee $100

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

General Student Fee: $450
This fee is set annually by the Board of Trustees and charged to students by semester. The general student fee covers the use of campus facilities, access to University events and services, internet access and other technology enhancements, and student organization and programming activities. Part-time students are charged on a pro-rata basis.

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

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

| Drop before first class | 100% refund | No notation on transcript |

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

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

**Additional information**

- For purposes of determining refund and academic action, the official date of course drop/withdrawal or University withdrawal is the day upon which properly completed course drop or withdrawal forms are received in the Office of the Registrar.
- The Office of Financial Aid has a separate Refund Policy for returning aid when a student withdraws from a course or the University.
- Students who are suspended or expelled for disciplinary reasons receive no refund on tuition.
- Fees for courses dropped after the add/drop period are not refunded. Drop forms must be filed in the Office of the Registrar in order to avoid receiving a failing grade for the course.
- Room charges are non-refundable.
- 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.
ACADEMIC SUPPORT AND STUDENT SERVICES

CENTER FOR ACADEMIC SUPPORT AND EXCELLENCE
Mobile Units East and West
(920) 923-8097

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

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

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

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

- Accuplacer Placement Assessments (math, reading, writing)
- ACT
- ACT residual testing
- Castle Worldwide
- College Level Examination Program (CLEP)
- Comira
- DSST
- ESCO Institute
- Foreign Language Placement testing
- International Fluid Power Society (IFPS)
- ISO
- Kryterion
- Miller’s Analogy (MAT)
- Proctor service – external
- Smarter Proctoring
- Traditional student testing

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

- Career Exploration and Interest Inventory Interpretation
- Career Fairs
Disability services
Marian University Disability Services is dedicated to maintaining an inclusive and accessible educational environment, wherein individuals with disabilities are assured equal opportunity for full participation and the ability to benefit from its facilities, services, and programs. Marian University is committed to fulfilling the mandates set forth by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008, both in letter and in spirit. No otherwise qualified individual with a disability shall be denied access or participation in any program, service, or activity offered by Marian University. For additional information on Marian University’s Policy Applying to Nondiscrimination on the Basis of Disability or to access Disability Services, contact the Coordinator for Disability Services at the Center for Academic Support & Excellence, Mobile Unit West (920) 923-8951.

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

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

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

Reasonable academic accommodations include, but are not limited to:
Classroom modifications: preferential seating; priority registration; permission to record lectures; note-takers; assistive hearing devices; interpreters; and syllabi in advance.

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

Learning modifications: text books in alternate formats; enlargement of syllabi, notes, exams, and academic documents; Kurzweil – learning software; and Dragon Naturally Speaking – speech recognition software.
**Students with temporary impairments/injuries**
Students with temporary impairments due to injury, surgery, or recovery from surgery, may request short-term accommodations from Lisa Olig, Coordinator for Disability Services and Academic Support at 920-923-8951.

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

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

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

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

**INTERNATIONAL STUDENTS**

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

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

All international students under the age of 21 and having fewer than 64 University credits are required to live on campus. A completed health form, which includes T8 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 Academic Bulletin contains program and degree requirements and general academic regulations. While the section provides an exact statement of policy in effect at the time of publication, the University reserves the right to modify descriptions, requirements, and regulations at any time.

Organizational structure
The University’s instructional program is organized into two colleges: the College of Professions and the College of Arts, Sciences and Letters.

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

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
Bachelor of Arts (BA)
Bachelor of Business Administration (BBA)
Bachelor of Criminal Justice (BCJ)
Bachelor of Interdisciplinary Studies (BIS)
Bachelor of Organizational Communication (BOC)
Bachelor of Science (BS)
Bachelor of Science in Education (BSED)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Radiologic Technology (BSRT)
Bachelor of Social Work (BSW)

Bachelor of Arts requirement
The Bachelor of Arts (BA) degree, as distinguished from the Bachelor of Science (BS) degree, requires proficiency in a foreign language at the intermediate level, as demonstrated by successful completion of foreign language courses at the 101, 102, 201, and 202 levels, or equivalent.

MAJORS AND MINORS
Traditional Undergraduate Programs

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>MAJOR MINOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>BBA X X</td>
</tr>
<tr>
<td>Art History</td>
<td>X</td>
</tr>
<tr>
<td>Athletic Coaching</td>
<td>X</td>
</tr>
<tr>
<td>Biology</td>
<td>BS X X</td>
</tr>
<tr>
<td>Biology Education</td>
<td>X</td>
</tr>
<tr>
<td>Biology–Cytotechnology</td>
<td>BS X</td>
</tr>
<tr>
<td>Broad Field Social Studies</td>
<td>BS X X</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BBA X X</td>
</tr>
<tr>
<td>General Business Track</td>
<td></td>
</tr>
<tr>
<td>Human Resources Track</td>
<td></td>
</tr>
<tr>
<td>Organizational Supervision Track</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>BS X X</td>
</tr>
<tr>
<td>Chemistry Education</td>
<td>X</td>
</tr>
<tr>
<td>Communication</td>
<td>BA X</td>
</tr>
<tr>
<td>*Organizational Communication</td>
<td>X</td>
</tr>
<tr>
<td>*Public Relations and Strategic Communication</td>
<td>X</td>
</tr>
<tr>
<td>Community Health and Human Services</td>
<td>BS X</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>BS X X</td>
</tr>
<tr>
<td>Cultural, Media, and Gender Studies</td>
<td>X</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>BS X</td>
</tr>
<tr>
<td>Early Childhood/Elementary Ed.</td>
<td>BSED X</td>
</tr>
<tr>
<td>Elementary–Middle Education</td>
<td>BSED X</td>
</tr>
<tr>
<td>English</td>
<td>BA X</td>
</tr>
<tr>
<td>English Education</td>
<td>BS X</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>X</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>BS X</td>
</tr>
<tr>
<td>Expressive and Therapeutic Arts</td>
<td>BA X X</td>
</tr>
<tr>
<td>Finance</td>
<td>BBA X X</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>BS X</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>BA X X</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>BBA X</td>
</tr>
<tr>
<td>Degree</td>
<td>Major</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BBA</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Community Health and Human Services</td>
<td>BS</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>BCJ</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>BS</td>
</tr>
<tr>
<td>Management</td>
<td>BBA</td>
</tr>
<tr>
<td>Finance</td>
<td>BBA</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>BBA</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Homeland Security</td>
<td>BS</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>BBA</td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>BIS</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

ADDITIONAL ACADEMIC OPPORTUNITIES

EXCEL program
The EXCEL Program is a one-year program for select students that is designed to provide those entering their first year of college with support and encouragement in their transition to the college experience. The EXCEL Program sets clear expectations for academic performance, provides opportunities for greater individualized learning, and promotes the utilization of important campus resources and services so that students may gain the skills and strategies necessary to achieve both academic and personal success.

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

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

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

**Honors program**

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

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

**Internships**

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Students may earn academic credit for internship experience with appropriate approval. A minimum of 45 hours of internship is required per credit, and some academic programs may require additional hours e.g. Business majors require 100 hours per credit. Students must be registered and enrolled for the internship before internship hours can begin. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. Career professionals and academic advisors work together with students to prepare and to secure internship sites.

**Study abroad program**

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

Students considering a study abroad experience are encouraged to begin scheduling the time for their experience into their four-year plan as early as possible. The following application deadlines for studying abroad are October 1 for spring programs and March 1 for summer and fall programs. Costs for study abroad can be very comparable to those at Marian, and many study abroad programs offer grants to help lower costs. Students should inquire about the availability of financial aid at the Office of Financial Aid.
Students pursuing a minor in Spanish or Spanish education are required to study abroad, and should consult with their academic advisor to learn of the specific requirements of their academic program. Other language minors and students wishing to improve their language proficiency are encouraged to take advantage of these programs.

TRIO-Student Support Services
TRIO-Student Support Services (TRIO-SSS), funded by the U.S. Department of Education, helps students develop the skills and motivation necessary to successfully earn a bachelor’s degree. The goals of the TRIO-SSS program are to help students get good grades, keep students returning each semester, and get students to graduate. All services are FREE.

Students selected to participate in TRIO-SSS have an academic need and:
• Are first-generation college students (neither parent completed a bachelor’s degree); or
• Have a documented physical, psychological, or learning disability (that may affect their role as a student); or
• Are from a family earning a limited income (determined by taxable income level and family size).

TRIO-SSS provides the following services:
• Individualized Academic, Career and Financial Coaching
• Informational sessions on personal and professional life skills to help you succeed in college and on to a professional career
• Social & Cultural activities and trips to broaden your horizons and enrich your life experience
• Access to additional resources such as computers, calculators, textbooks, and study space for TRIO-SSS students
• Scholarships and Grants that are specifically for students in federal TRIO programs

Applications are available in the TRIO-Student Support Services Office or online at www.marianuniversity.edu/sss

Upward Bound Math and Science (UBMS) program
Marian University’s Upward Bound Math and Science (UBMS) program, funded by the U.S. Department of Education, is a college readiness program that prepares eligible students for success in higher education. The UBMS program serves 62 high school students from the Fond du Lac and North Fond du Lac School Districts.

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

During the program’s academic year and summer components, students receive a wide range of services in the following areas:
1. Academic Support and Achievement
2. College Enrollment Planning
3. Career Exploration
4. Financial Education
5. Personal Development

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

STUDENT ACADEMIC INFORMATION POLICY

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

**Alternative Course Options**

**Mutually directed study**
Mutually Directed Study courses provide an opportunity for students enrolled in accelerated programs to take courses that are currently listed in the Marian University Undergraduate Academic Bulletin, but are offered at times and/or locations that are inconvenient for adult undergraduate students. Students seeking credit via this option are limited to a total of 15 credits counted toward graduation and to 6 credits within a college. Students requiring this option should contact their academic advisor.

**Independent study**
Independent study indicates that a student’s pursuit of learning in a course can occur outside the usual classroom setting. Independent study courses may be taken as a related course to an existing one or as an advanced course. It is not a parallel private course to a simultaneous group offering. To be considered for an independent study, students must:
1. Be of at least sophomore standing.
2. Have a minimum GPA of 3.00.
3. Be registered for no more than one independent study per semester.

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

Independent study forms can be obtained from the Office of the Registrar or online at [www.marianuniversity.edu/registrar](http://www.marianuniversity.edu/registrar).

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

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

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

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

**Experiential Learning Assessment: Credit for Prior Learning (CPL)**
Marian University recognizes that learning may take place outside a classroom setting and will grant up to 30 undergraduate credits for prior learning based on individual evaluation in accordance with the following policy:
- The student, with the aid of his/her academic advisor, must provide evidence of learning. The documentation or evidence required is determined by the nature of the learning in accordance with recommendations of the Council for Adult and Experiential Learning (CAEL).
• Learning, to be creditable, must be comparable to learning that occurs in a course or courses in the Marian University curriculum. Other courses may be acceptable based on their relationship to the student’s educational goals and college-level learning.
• If credit by examination is available, the student is encouraged to take the examination.
• Fees for evaluation of creditable prior learning are a one-time CPL Application Fee, a one-time Portfolio Assessment fee, and a fee for each credit granted.
• Marian University faculty members with expertise in the course’s academic area evaluate CPL portfolios.

Students interested in Credit for Prior Learning should contact the Office of Institutional Effectiveness.

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

**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

**Remedial coursework (001–009)**
Remedial courses do not count toward the total minimum 120 credit hours required to graduate. Although grades for these courses will appear on the transcript, they will not be calculated in the semester or in the cumulative GPA.

Remedial courses include:
- CHE 001 Preparatory Chemistry, 3 credits
- ENG 001 Basic Writing, 3 credits
- MAT 001 Basic Algebra, 3 credits
- MAT 002 Essential College Mathematics, 3 credits

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

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

**Cancellation of summer courses**
Marian University reserves the right to cancel any course, change instructors, or alter meeting times as the University deems necessary. Reasonable attempts will be made to provide proper notification prior to the scheduled start date of the course so that affected students may register for an alternate course. It is the responsibility of each student to communicate with his/her academic advisor regarding availability of required and elective courses.

**Final exam week**
Final exam week is part of the regular academic semester, and all classes are required to meet as shown in the final examination schedule. Each course offered for credit is concluded with a final examination unless the
instructor deems that some other method of evaluation is more appropriate to the objectives of the course. Any student with more than three exams on one day may consult his or her instructors for consideration for special arrangements. Instructors may allow individual students with unusual circumstances, such as serious illness, death in the family, or postseason athletic events, to take an examination at another time, but may not otherwise change the time of the examination except with the permission of the appropriate College Dean.

ACADEMIC LOAD POLICY

Academic load
Marian University expects students to progress through their program of study at a pace in which students can be successful. Marian University encourages continuous, full-time enrollment to ensure timely graduation. Students may register for up to 17 credits per semester without special permission and at no extra charge. Students must obtain the approval of their academic advisor and the College Dean of their program in order to exceed the maximum student credit load.

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

The following maximum credit loads have been established for undergraduate students:
- 3 week session ....................... 3 credits
- 4 week session ....................... 6 credits
- 7–8 week session ..................... 9 credits
- 10-12 week session .................12 credits
- 13–15 week session ...............17 credits

Overload permission
Undergraduate students with a cumulative GPA of 3.00 or higher may file an Overload Permission Request to exceed the maximum credit load limits. A student may take no more than 4 credits in a 3-week term and no more than 21 credits in a semester (13–15 week term). The college dean, department chair, or program director of the student’s major program approves or denies overload requests. Students must pay for credits taken above the maximum student credit load.

Summer registration and maximum credit load
1. A maximum of 17 undergraduate credits may be taken during summer, as follows: 3 credits maximum in each of the three-week sessions, and 6 credits maximum in each of the four-week sessions. Exceptions when courses span more than one session must be approved by the appropriate College Dean.
2. Students are encouraged to register for courses at least three weeks prior to the course start date.

Class standing
Undergraduate class standing is determined by the number of credits earned:
- Freshman: 0–29 credits
- Sophomore: 30–59 credits
- Junior: 60–89 credits
- Senior: 90+ credits

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

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>
</tbody>
</table>
REGISTRATION POLICY

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

Waitlist procedure
Students wishing to register for a closed course must place themselves on the waitlist via SabreNet. When a seat in a waitlisted course becomes available, an automatic process determines the next student to be offered a seat, and notifies that student via email. If the student does not respond within 48 hours, the student is alerted that they have missed the opportunity to register and is returned to a status of “wait.” Upon the third notification attempt and passing of the 48-hour registration period, the student is dropped from the course. This automated process is repeated until either the course is closed again or no waitlisted students remain.

Waiving course prerequisites
The deans, department chairs, program directors, and instructors have the authority to waive course prerequisites. In order to do so, a written request or approval must be submitted to the Office of the Registrar.

Graduate course approval (for undergraduate students)
Undergraduate students with advanced standing may, with special permission, be allowed to take courses at the graduate level. In order to take graduate courses, undergraduate students must:

- Hold at least junior status (60 or more credits).
- Have earned a minimum cumulative 3.0 GPA.
- Have no “incomplete” grades on their transcript.
- Fulfill the prerequisite(s) of the course.
- Apply via the Office of Adult and Graduate Admission for permission to take graduate courses.
- Receive approval of the student’s academic advisor and the College Dean of graduate courses.
- Individual programs may impose additional requirements or bar undergraduate students from enrolling in graduate courses.
- Undergraduate students are limited to graduate courses numbered at the 500 level.
- Students may take no more than six graduate credits during the semester and three graduate credits in the summer. Students taking graduate courses are limited to the maximum credit loads established for undergraduate students. Exceptions to the credit limit may apply to undergraduate students in specially-designed programs leading to a master’s degree.
- A maximum of nine graduate credits may be applied to an undergraduate degree. Graduate credits earned do not count toward a graduate degree if used to fulfill requirements of an undergraduate degree program.
- Although an undergraduate student may take a graduate level course, the student is not guaranteed acceptance into the graduate program after completion of the baccalaureate degree.

Full-time, undergraduate students will be charged the undergraduate tuition rate when taking graduate courses during the fall and spring semesters. Undergraduate students taking graduate courses on a half-time basis or in the summer will be charged the graduate rate.

Adult studies course approval (for traditional program students)
Students in the traditional undergraduate program may be allowed to enroll in an Adult Studies accelerated course under the following guidelines:

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

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

Summer and winterim sessions for traditional programs
The summer sessions include two three-week and two four-week sessions, mid-May to mid-August; Winterim session is held over three weeks in early January. Course offerings are available online at: https://selfservice.marianuniversity.edu/SelfService/Search/SectionSearch.aspx.

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

Procedures for dropping a summer course
Students wishing to drop a course in which they are enrolled must either drop the course in their SabreNet account or complete a Course Drop form and submit it to the Office of the Registrar. Determination of financial obligation and amount of refund, if any, is based on the date the student drops the course or the Office of the Registrar receives the Course Drop form. Forms can be obtained from the Office of the Registrar or online at www.marianuniversity.edu/registrar.

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></td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B−</td>
<td></td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C−</td>
<td></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>Withdrew — 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. Students who take 12 credits that earn the traditional GPA grade of A, B, C, or D will qualify for the Dean’s List in that semester. In addition:

- Only elective courses may be taken. Courses required 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.)
- Sophomores, juniors, and seniors with a minimum cumulative GPA of 2.50 may take a maximum of one S/U course per semester, with a maximum of 12 credits applicable to graduation requirements.
- Students must inform the Office of the Registrar prior to the end of the first week of instruction if a course is to be changed to or from the S/U basis. Instructors are not informed of students who choose the S/U option.

Incomplete (I) — An incomplete (I) grade may be reported for a student who has carried a subject with a passing grade 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 12 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. Courses offered at the pre-college level (001–009) are not calculated in the GPA. Transfer and audit grades are not included in the Marian University GPA. A cumulative average of 2.00 is required for graduation.

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

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

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

Procedures:
1. Instructors shall report midterm grades for each student in each course.
2. Midterm grades shall be posted between one week before mid-term until the Wednesday after the mid-
term of the session in which the course is offered.
3. Instructors are encouraged to use the Marian University grading scale for midterm grades.

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

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

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

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 department for the timelines, the complete policy,
and detailed procedures for appealing a grade.

ACADEMIC ACTION POLICY

Academic Retention Standards
Students are expected to maintain satisfactory progress toward the completion of degree requirements. Any
student not on probation is considered to be in good academic standing.

Satisfactory progress
Students permitted to continue at Marian University are considered to be making progress and are eligible for
financial aid, provided they meet the criteria in the Satisfactory Progress policy available from the Office of
Financial Aid. Students are expected to maintain satisfactory progress toward the completion of degree
requirements. For purposes of financial aid eligibility, students should consult with the Office of Financial Aid for
detailed regulations and procedures.

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

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

**Probation**

Undergraduate students with a cumulative GPA below the minimum required for any semester of attendance are placed on probation. Minimum retention standards for undergraduate students are as follows:

<table>
<thead>
<tr>
<th>Semester of attendance at Marian</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>1.50</td>
</tr>
<tr>
<td>Second</td>
<td>1.75</td>
</tr>
<tr>
<td>Third</td>
<td>1.90</td>
</tr>
<tr>
<td>Fourth through graduation</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Undergraduate students placed on academic probation must have the written permission of the appropriate Registrar to carry more than 12 to 13 credits. They are ineligible to participate in intercollegiate sports.

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

**Academic dismissal**

Students who incur probation in two consecutive semesters may be dismissed from Marian University. Dismissed students may apply for readmission to the University after one full semester of non-attendance. Students must attend another accredited college or university and complete at least 12 credits and earn a GPA of 2.0 to support their readmission.

**Dean’s list**

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

**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.
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. Students who change a major must meet the requirements of the declared degree program as stated in the academic bulletin that is current when the change is made. A degree program consists of the liberal arts core curriculum, major program, and any special requirements of a particular degree, curriculum, major and/or minor declared by the student.

**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 Office of Business and Finance at (920) 923-8551.

**Transcripts from other institutions**

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

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

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

Approval for Off-Campus course work
Marian University students who take part of their undergraduate work at another institution with the intention of transferring the credit back to Marian University should obtain prior approval. An Approval for Off-Campus Courses form can be obtained online at www.marianuniversity.edu/registrar.

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

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

University of Wisconsin Colleges and University of Wisconsin System Schools
Students who receive an Associate of Arts and Science degree from any of the University of Wisconsin Colleges or University of Wisconsin System Schools will have completed all Marian University General Education Liberal Arts Core Curriculum requirements, except Theology. This requirement may be fulfilled by taking THE 101: Introduction to Christian Theology, 3 cr., at Marian University. Students must meet all specified proficiency, department, or program requirements. Students are responsible for meeting all residency and general baccalaureate degree requirements.

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

Students with previously earned Bachelor’s Degrees
Students who have received a bachelor’s degree from a regionally or nationally accredited institution requiring at least 32 general education credits will have completed all Marian University General Education Liberal Arts Core requirements. Students must meet all specified proficiency, department, or program requirements. Students are responsible for meeting all residency and general baccalaureate degree requirements.

COMMENCEMENT POLICY
Graduation application
All students who are planning to graduate are required to submit an application for graduation to the Office of the Registrar at the beginning of the semester in which all degree requirements will be completed. Graduation applications are available online at www.marianuniversity.edu/registrar.
Applications for graduation must be filed early to allow for proper evaluation of records and timely preparation for the ceremonies.

<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 (undergraduates)**
August graduates may participate in the May commencement ceremony if they are registered for 9 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.

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

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

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

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

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

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

Waiver
Students may request an exemption from a specific degree requirement in the Liberal Arts Core Curriculum, major program, minor program, or other general degree requirements. Granting of a waiver for a specific course does not grant credit for that course, and any credits waived must be made up so that the minimum 120 degree credits is still met. Waiver forms are available online at www.marianuniversity.edu/registrar.

Course substitution
If a student has taken a course in place of one specifically required for the Liberal Arts Core Curriculum, major, or minor, the student must request a formal substitution by completing a Course Substitution form, which is located online at www.marianuniversity.edu/registrar.

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

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

Refer to the Graduate Bulletin for graduate and doctoral degree requirements and time limits.

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.

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

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

* With Distinction .................... 3.75 GPA and above

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

* Cum Laude .............................. 3.50 to 3.74 GPA
* Magna Cum Laude .................... 3.75 to 3.89 GPA
* Summa Cum Laude .................... 3.90 GPA and above

A student who’s GPA the semester before they graduate qualify for graduation with honors are recognized at the commencement ceremony.

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

Marian University does not calculate honors for graduate degrees.

**Additional major after baccalaureate degree**

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

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

**Second bachelor’s degree**

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

A minimum of 90 transfer credits from previously attended, regionally or nationally accredited colleges and universities may be applied toward completion of the additional degree. The student must meet all degree requirements outlined in this bulletin.

**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.

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

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

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

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

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

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

Technical considerations
1. **Have access to an Internet connection.** Online learning is exactly how it sounds, learning online. Having access to a reliable, high-speed Internet connection is the key component to learning online.

2. **Have access to a reliable computer.** An up-to-date computer will allow you to access course content, view multimedia files and engage in online forums and discussions with a minimum of trouble.

3. **Have current software.** Viewing multimedia files is an important part of online learning. Older computers may not have the appropriate software that allows these types of files to be downloaded quickly or viewed at all. You will also be expected to use Microsoft Word (not Works) to complete some written assignments. You have access to a free version of Microsoft Word, PowerPoint and Excel through your OneDrive account. Check your course syllabus for each class to see if any special software is required. Take a moment to make sure your computer is set to deliver all aspects of your course to you.

   - If you are using a PC, make sure your Microsoft Windows is up-to-date. Direct link: [windowsupdate.microsoft.com/](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/)
• Ensure that you have the latest Shockwave and Flash players installed. Direct link: get.adobe.com/shockwave/ Direct link: get.adobe.com/flashplayer/
• Have Microsoft Office installed on your computer. If you do not own it, you may purchase it for less than $100 because you are a Marian University student, using this link: http://www.journeyed.com/WAICU
• Turn off pop-up blocker for Marian Online. If you are unsure of how to do this, or any other of these steps, please contact the Helpdesk by phone (920.923.8793) Monday - Friday 8:00 - 6:30 or Saturday 8:00 - noon; or by email: helpdesk@marianuniversity.edu
• Browsers and Browser Settings
  • Recommended minimum browsers:
    • Google Chrome 11 or higher
    • Firefox 4 or higher
    • Safari 5 or higher
    • Internet Explorer 8 or higher. (Note: IE 10 required for drag and drop of files from outside the browser into Marian Online.)
  • 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.

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

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

MARIAN UNIVERSITY EXPECTATIONS

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

**Classroom and campus expectations**

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

**Absence due to legal obligations**

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

If a student is unable to obtain a release, the student must present the appropriate College Dean a written verification of the obligation and inform all instructors of the anticipated absence in advance.

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

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

**Un-enrolled individuals in the classroom policy**

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

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

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

**Off-campus educational activities and intercollegiate athletic contests**

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

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

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 department. 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 department within 8 weeks after the official grade was issued. If this does not take place within the specified time, the case is closed and the grade stands as submitted.

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

When clerical error is claimed, evidence may be requested. If evidence shows that clerical error was indeed made, the appropriate University official directs the Registrar, in writing, to correct the recorded grade.
Upon receipt of a Grade Appeal request charging major inconsistency or injustice, the College Dean or designee, shall convene a University-wide academic appeals committee to consider the request if it is determined that the appeal meets the criteria, involves a palpable issue, and is supported by evidence capable of sustaining rational argument. (See section “Academic Appeals Committee” of the faculty handbook for composition of committees). In appealing a grade, the burden of proof rests with the student.

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

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

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

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

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

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

Decisions of the Vice President for Academic Affairs are final.

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

Academic grievances
In student complaints about faculty actions, the persons involved should handle academic grievances informally. If the grievance cannot be resolved, it may be taken to the College Dean. The student should submit a written statement with attached documentation (i.e. syllabi, relevant assignments, relevant teacher responses about assignments, grading criteria, papers, tests, quizzes, portfolios). If it still remains unresolved, a formal grievance may be filed with the appropriate College Dean. All such grievances will follow the grade appeal process.
Student complaints related to alleged discrimination and/or harassment are not covered under this policy or procedure. In such cases, students are directed to the College Dean, any Vice President, or the Director of Human Resources to proceed with their complaints. Likewise, complaints about University policy and procedure should be directed to the responsible office or unit.

ACADEMIC HONESTY POLICY

The Academic Honesty Policy speaks to the mission 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. All rules and standards of academic honesty apply equally to all electronic media, particularly all intranet and internet activities.

The University has identified three major violations of academic honesty: plagiarism, cheating, and intentional misrepresentation of the truth. These are defined in the policy as follows:

Plagiarism – Plagiarism is presenting another person’s work as one’s own. Plagiarism also includes paraphrasing or summarizing the works of another person without acknowledgement, or taking any work, in whole or in part, including the Internet or other computer-based resource without properly referencing the source. Marian University recognizes three degrees of plagiarism:

- Third degree plagiarism is the occasional use of words or ideas from outside sources without documenting those sources. This includes failure to cite properly an Internet source.
- Second degree plagiarism is 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.
- First degree plagiarism is purchasing work done by another, having another person do the work, or submitting, as one’s own a paper obtained from an Internet source.

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. Marian University recognizes three degrees of cheating.

- Third degree cheating is occasional copying from another’s paper during an exam.
- Second degree cheating is using “crib” notes or extensively copying from another’s exam. Unless approved by the instructor, this includes, during an examination, using electronics equipment, such as cell phones and PDAs, consulting with others, or using other unauthorized materials.
- First degree cheating is using a stolen exam or having another person take the exam.

Intentional Misrepresentation of the Truth – Marian University recognizes two types of 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.

Investigating Violations of the Academic Honesty Policy: An investigation may be initiated by the instructor or a student or parties who have reason to believe that an offense has taken place. Students or others need only notify the instructor and the College Dean of the academic department, either verbally or in writing that they think a violation has taken place. The names of those supplying information will be held in strictest confidence by the University.

- The instructor may pursue the investigation informally at his or her discretion. Students have the right to request a formal investigation upon being notified of the outcomes of any informal process.
• The instructor and student can pursue the investigation formally through the appropriate College Dean. The Dean provides written notice to the individuals involved, and to the Chair of the Academic Appeals and Grievance Committee. The Academic Appeals and Grievance Committee will review the evidence and recommend a penalty based on the severity of the offense.
• Students who have been found to have violated the academic honesty policy more than three times will be dismissed from the University.
• The Committee Chair notifies the College Dean of their decision in each case. The Dean notifies the Office of Academic Affairs, which is responsible for maintaining all records of violations of the academic honesty policy.
• The decision of the Academic Appeals and Grievance Committee is final.

Procedures
The College Dean or designee has the responsibility of notifying the Vice President for Academic Affairs of any student who is in violation of these policies to determine if there have been multiple violations of academic honesty. If there have been, see the second point under Intentional Misrepresentation of the Truth.

The following process is used to investigate violations of this policy and to implement the suggested penalties.
• An investigation may be initiated by the instructor or a student or parties who have reason to believe that an offense has taken place. Students or others need only notify the instructor and the College Dean of the academic department, either verbally or in writing that they think a violation has taken place. The names of those supplying information will be held in strictest confidence by the University.
• The instructor may first pursue the matter informally. The College Dean needs to be informed and will keep a record of all violations of academic honesty. The College Dean notifies the student’s academic advisor and necessary departmental personnel of the course of all violations of academic honesty. After discussing the matter with the College Dean, the instructor may confront the student with the charge informally and suggest a penalty that the instructor feels is appropriate. If the instructor is the dean, he/she may ask the student to meet with the Vice President for Academic Affairs as part of the informal process. The student may either accept the penalty or request a formal hearing before the Marian University Academic Appeals and Grievance Committee.
• The instructor or the student may pursue the investigation formally through the appropriate College Dean, who notifies the Chair of the Academic Appeals and Grievance Committee. This method is suggested for those charged with cheating, plagiarism, and all misrepresentation of the truth.
  1. The College Dean gives written notice to the individual(s) involved and notifies the Chair of the Academic Appeals and Grievance Committee.
  2. The committee determines whether enough information exists to confirm that cheating or plagiarism has occurred in each case. In those cases where it is determined that the student violated this policy, the committee applies a penalty taken from these guidelines, taking into consideration the recommendation of the instructor. If the committee determines that a third incident of academic dishonesty has occurred, the student is dismissed from the University.
  3. The decision of the Academic Appeals and Grievance Committee is final. The Committee Chair notifies the College Dean, who notifies the Vice President for Academic Affairs.

STUDENT COMPLAINT POLICY
The Student Complaint policy is an institution-wide, policy and procedure for addressing, tracking and evaluating student complaints and applies to all members of the University community. It is not meant to override current procedures in place for consumer complaints, academic appeals, disciplinary procedures or department-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 departments, and other non-academic units have very specific processes in place to deal with student concerns. Student looking for redress from the outcome of these processes are making appeals. The process is firmly in place and tracked through the Office of Academic Affairs.

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

**Notification of Rights under FERPA for Postsecondary Institutions**

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

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

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

3. **The right to provide written consent before the University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.** The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Marrian University. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605

5. The University designates the following as public or "Directory Information": student name, address, telephone number, email address, photograph, dates of attendance, previous institutions attended, major fields of study, enrollment status (undergraduate/graduate/full or part time), awards (but not scholarships), honors, degrees conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, and date and place of birth.

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

Student Right-to-Know
In relation to the Student Right-to-Know Act, graduation and completion rates are available online:
http://www.marianuniversity.edu/consumerinfo/
For additional information, contact the Office of Institutional Effectiveness at (920) 923-8943.

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

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

Effective Communication: Students appreciate, comprehend, and critically evaluate written, oral, and visual communication and use a variety of means to express themselves effectively.
Critical Thinking: Students use various modes of inquiry to solve complex problems in multiple contexts involving interpretation, evaluation, analysis, and inference.

Global Perspectives: Students understand the impact of culture* on individual and group beliefs and actions.
*Culture includes spiritual, social, historical, geopolitical, and linguistic dimensions.

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

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

GENERAL EDUCATION PROGRAM
The General Education Program (46–49 credits) consists of the learning requirements that must be satisfactorily completed by all traditional undergraduate students, regardless of their majors. Marian University’s General Education Program includes courses that provide a broad base of common learning and prepare the entering student for college level learning and expectations. The General Education Program is divided into two sections: First-Year Studies and the Liberal Arts Core Curriculum.

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

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

All degree candidates are required to complete the requirements that follow. Major programs may require the completion of specific courses within the LACC. General Education Program requirements are listed at the beginning of the course description section of each major program.

The General Education Program Committee, working with the academic Colleges, determines acceptable courses for the LACC.
The General Education Program (46–49 credits)

**FIRST-YEAR STUDIES – TOTAL CREDITS: 3**
All students entering Marian University with fewer than 24 credits are required to successfully complete **GEN 101** (3 credits)

**LIBERAL ARTS CORE CURRICULUM – TOTAL CREDITS: 46**
Students are required to take 31 credits from the common core courses. Common core courses are open to all students and are comprised of 100 and 200 level courses in the specified areas of study. Students are also required to take 15 elective core credits, with a minimum of 3 credits from each area of study.*

<table>
<thead>
<tr>
<th>Studies of Natural Science and Mathematics*</th>
<th>Studies of Humanities and the Arts*</th>
<th>Studies of Social Science*</th>
<th>Studies of Applied Liberal Arts*</th>
<th>Studies of Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Courses</strong></td>
<td><strong>Common Core Courses</strong></td>
<td><strong>Common Core Courses</strong></td>
<td><strong>Common Core Courses</strong></td>
<td><strong>Common Core Courses</strong></td>
</tr>
<tr>
<td>Mathematics – 3 credits</td>
<td>Philosophy – 3 credits</td>
<td>History – 3 credits</td>
<td>Expository Writing – 3 credits</td>
<td>Introduction to Christian Theology – 3 credits</td>
</tr>
<tr>
<td>MAT 100, MAT 105, MAT 111, MAT 112, MAT 114, MAT 122, MAT 130, MAT 150, MAT 151, MAT 201, PSY 210, SWK 210</td>
<td>PHI 132</td>
<td>HIS 101, HIS 102</td>
<td>ENG 105</td>
<td>THE 101</td>
</tr>
<tr>
<td><strong>Lab Science – 4 credits</strong></td>
<td>Literature – 3 credits</td>
<td>Psychology or Sociology – 3 credits</td>
<td>Argumentative and Research Writing – 3 credits</td>
<td></td>
</tr>
<tr>
<td>BIO 100/BIO 150, BIO 102, BIO 104, BIO 105, BIO 110/BIO 112, BIO 114, CHE 101, CHE 103, PHS 102, PHS 108, PHS 110, PHS 201, PHS 203, PHS 211</td>
<td>ENG 112, ENG 121, ENG 122, ENG 123, ENG 201, ENG 202, ENG 211, ENG 212, ENG 216, ENG 217, ENG 220, ENG 221, ENG 225, ENG 310, ENG 320</td>
<td>PHS 101, PSY 105, SOC 100</td>
<td>ENG 106</td>
<td></td>
</tr>
<tr>
<td><strong>Art or Music – 3 credits</strong></td>
<td>Art or Music – 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elective Core Courses**
3 credits

<table>
<thead>
<tr>
<th>Studies of Natural Science and Mathematics*</th>
<th>Studies of Humanities and the Arts*</th>
<th>Studies of Social Science*</th>
<th>Studies of Applied Liberal Arts*</th>
<th>Studies of Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Core Courses</td>
<td>Elective Core Courses</td>
<td>Elective Core Courses</td>
<td>Elective Core Courses</td>
<td>Elective Core Courses</td>
</tr>
<tr>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

* Students are also required to take 15 elective core credits, with a minimum of 3 credits from each area of study.
The nature of the College of Arts, Sciences and Letters is interdisciplinary. Within its academic departments, the College strives to build students’ knowledge across a spectrum of the liberal arts, to include the arts, sciences and the humanities. Courses and programs emphasize the mastery of a broad range of fundamental concepts, critical thinking skills, scientific evidence, creative expression, mathematical proofs, effective communication, technical competence, and research skills.

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

In conjunction with the Education Department, the College of Arts, Sciences and Letters also offers majors in: biology education; broad field social studies; and English education. Minors are offered in: chemistry education; language arts; broad field social studies; and Spanish education.

**TRADITIONAL PROGRAMS**

**ART DEPARTMENT**

The Art Department offers students a broad-based education anchored in a strong liberal arts core. The department has three basic goals:

1. To provide students with a quality foundation in understanding the integral role of the visual arts in society.
2. To provide students with a comprehensive understanding of how artistic interpretation and production can contribute to a holistic view of life.
3. To ground individuals in the necessary technical skills, principles, and theories of visual art experiences.

The Art Department seeks to heighten students’ awareness of the visual world, both past and present. With this awareness and through the application of a creative process, students integrate art and life in preparation for their art professions.

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

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

- Be aware of and perceive the visual world.
- Understand and respect the contributions of artists and art forms.
- Value and use the creative process.
- Be proficient in artistic skills.
- Integrate art and life.
• Develop one’s personal artistic and aesthetic philosophy.

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

ART THERAPY PROGRAM (BA)
Marian University’s unique program prepares undergraduate students for a career in Art Therapy through a major in Expressive and Therapeutic Arts. It not only introduces students to the field of Art Therapy, but provides additional skills for a wider range of employment with a bachelor’s of arts degree, while also preparing students for graduate work in the fields of Art Therapy and Expressive Arts.

What are the Expressive Arts?
Traditionally Art Therapy’s focus has been primarily on the visual arts. Expressive Arts combine the visual arts, movement, drama, music, writing and other creative processes, fostering greater development of the whole person. Expressive arts and art therapy are used with children, adolescents, adults, older adults, groups, and families in a variety of settings. Through a broad range of coursework, students learn to observe, reflect, share, and evaluate creative experiences. With an emphasis on self-study, students gain the personal experience and insight necessary to better understand and connect with future clients.

A career in art therapy requires the use of artistic self-expression to help explore and resolve conflicts, solve problems, develop interpersonal skills, manage behavior, reduce stress, achieve insight, increase self-esteem, and enhance self-awareness. In order to become a registered therapist, students must earn a master’s degree and complete the appropriate requirements for National Board Certification.

EXPRESSIVE AND THERAPEUTIC ARTS MAJOR
General Education Program: 46–49 University requirements. Major satisfies the art common core and elective core courses including ART 111, ART 201, PSY 101, PSY 105, and COM 302.

Foreign Language requirement
12 credits or equivalent:
Language requirement for BA

Professional and art courses
69 credits as follows:
60 credits:

ART 111 Basic Drawing, 3 cr.
ART 201 Design, 3 cr.
ART 202 Basic Painting, 3 cr.
ART 211 Basic Sculpture, 3 cr.
ART 212 Basic Ceramics, 3 cr.
ART 235 Women Artists through History, 3 cr.
ART XXX Art history elective, 3 cr.
ATH 201 Introduction to Expressive and Therapeutic Arts, 3 cr.
ATH 250 Therapeutic Arts in Service-Learning, 3 cr.
ATH 301 Therapeutic Skills and Lab, 4 cr.
ATH 311 Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools, 2 cr.
ATH 315 Fieldwork I and Seminar, 3 cr.
ATH 325 Fieldwork II and Seminar, 3 cr.
ATH 350 Fieldwork III and Seminar, 3 cr.
ATH 400 Senior Seminar in Expressive and Therapeutic Arts, 3 cr.
ATH 410 Program Design and Grant Writing, 3 cr.
ATH 475 Techniques in Creative Process, 3 cr.
PSY 101 General Psychology, 3 cr.
PSY 105 Human Development, 3 cr.
PSY 211 Abnormal Psychology, 3 cr.

6 credits from the following:
ART 203 Introduction to Graphic Arts, 3 cr.
ART 300 Printmaking, 3 cr.
ART 255 Bookmaking, 3 cr.
ART Fiber Arts, 3 cr.
ART 204 Special Topics, 3 cr.
ATH 204 Special Topics, 3 cr.
CMG 215 Contemporary Culture, 3 cr.
ENG 121 Introduction to Poetry, 3 cr.
ENG 301 Creative Writing, 3 cr.
MUS 205 World Musics, 3 cr.
PHI 304 Art and Culture, 3 cr.

3 credits from the following:
COM 302 Intercultural Communication, 3 cr.
COM 324 Interpersonal Communication, 3 cr.

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

5-9 credits:
Electives related to field – advisor approval recommended

EXPRESSIVE AND THERAPEUTIC ARTS MINOR
27 credits as follows:
9 credits:
ATH 201 Introduction to Expressive and Therapeutic Arts, 3 cr.
ATH 250 Therapeutic Arts in Service-Learning, 3 cr.
PSY 105 Human Development, 3 cr.

6 credits from the following:
ATH 204 Special Topics, 1-3 cr.
ATH 301 Therapeutic Arts in Service-Learning, 4 cr.
ATH 475 Techniques in Creative Process, 3 cr.
PSY 101 General Psychology, 3 cr.
PSY 211 Abnormal Psychology, 3 cr.

3 credits of Foundational Art from the following:
ART 101 Art Fundamentals, 3 cr.
ART 201 Design, 3 cr.

6 credits of Studio Art from the following:
ART 111 Basic Drawing, 3 cr.
ART 202 Basic Painting, 3 cr.
ART 204 Special Topics, 1-3 cr.
ART 211 Basic Sculpture, 3 cr.
ART 212 Basic Ceramics, 3 cr.
ART 300 Printmaking, 3 cr.
ART 255 Bookmaking, 3 cr.
ART 370-374 Fiber Arts, 3 cr.
ATH 204 Special Topics, 1-3 cr.

3 credits of History and Culture from the following:
ART 235 Women Artists through History, 3 cr.
ART 236 Contemporary Art History, 1-3 cr.
ART 240 Survey of Art History II, 3 cr.
CMG 215 Contemporary Culture, 3 cr.
MUS 205 World Musics, 2-3 cr.
PHI 304 Art and Culture, 3 cr.

0 credits:
ART 010, 020 Art Exhibition Attendance, 0 cr.

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

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

GRAPHIC ARTS MAJOR
General Education Program: 46–49 University requirements. Major satisfies the art common core and elective core courses.

Foreign Language requirement
12 credits or equivalent:
Language requirement for BA

58–60 credits as follows:
Art History
6 credits:
ART 230 Survey of Art History I, 3 cr.
ART 240 Survey of Art History II, 3 cr.

3 credits from the following:
ART 235 Women Artists through History, 3 cr.
ART 236 Contemporary Art History, 1–3 cr.
ART 237 American Art History, 3 cr.

Studio Art
12 credits:
ART 111 Basic Drawing, 3 cr.
ART 201 Design, 3 cr.
ART 202 Basic Painting, 3 cr.
ART 303 Life Drawing, 3 cr.

3 credits from the following:
ART 211 Basic Sculpture, 2-3 cr.
ART 212 Basic Ceramics, 2-3 cr.

Graphical Arts
16–18 credits:
ART 203 Introduction to Graphic Arts, 3 cr.
ART 205 Digital Imaging, 3 cr.
ART 207 Computer Illustration, 3 cr.
ART 300 Printmaking, 3 cr.
or
ART 305 Introduction to Photography, 3 cr.
ART 340 Web Design, 3 cr.
ART 397 Internship, 1–3 cr.

3 credits from the following:
ART 401 Advanced Design, 3 cr.
ART 407 Computer Animation, 3 cr.
ART 404 Graphic Arts elective, 3 cr.

Other program requirements
15 credits:
ART 3XX Art elective, 3 cr.
COM 202 Writing for Media, 3 cr.
or
COM 333 Computer Applications for Communication, 3 cr.
MKT 201 Principles of Marketing, 3 cr.
MKT 302 Principles of Advertising, 3 cr.
TEC 102 Computer Software Applications, 3 cr.

0 credits:
ART 010, ART 020 Art Exhibition Attendance, 0 cr.

Other requirements
8-10 credits:
University electives

GRAPHIC ARTS MINOR
24 credits as follows:
Studio Art
3 credits from the following:
ART 101 Art Fundamentals, 3 cr.
ART 111 Basic Drawing, 3 cr.
3 credits:
ART 201 Design, 3 cr.

Art History
3 credits from the following:
ART 230 Survey of Art History I, 3 cr.

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

Graphic Arts
3 credits:
ART 203 Introduction to Graphic Arts, 3 cr.

12 credits from the following:
ART 205 Digital Imaging, 3 cr.
ART 207 Computer Illustration, 3 cr.
ART 340 Web Design, 3 cr.
ART 401 Advanced Design, 3 cr.
ART 404 Special Topics, 3 cr.
or
ART 407 Computer Animation, 3 cr.
COM 202 Writing for Media, 3 cr.
or
COM 333 Computer Applications for Communication, 3 cr.
MKT 201 Principles of Marketing, 3 cr.
TEC 102 Computer Software Applications, 3 cr.

0 credits:
ART 010, ART 020 Art Exhibition Attendance, 0 cr.

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

0 credits:
ART 010, ART 020 Art Exhibition Attendance, 0 cr.

STUDIO ART PROGRAM
The Studio Art Program is committed to the study and production of fine art. Students examine the nature of art, the history of art, and the methods of making art. Studio Art Minors become familiar and skilled with a variety of media, both traditional and non-traditional. Creative problem-solving is
emphasized, making the minor a strong complement to any major.

STUDIO ART MINOR
General Education Program: 46–49 University requirements.

21 credits as follows:

Art History
3 credits from the following:
ART 230  Survey of Art History I, 3 cr.
ART 235  Women Artists Through History, 3 cr.
ART 236  Contemporary Art History, 3 cr.
ART 237  American Art History, 3 cr.
ART 240  Survey of Art History II, 3 cr.

Fundamentals
3 credits from the following:
ART 101  Art Fundamentals, 3 cr.
ART 103  Art Foundation for Educators, 3 cr.
ART 111  Basic Drawing, 3 cr.

Introductory Level
3 credits from the following:
ART 201  Design, 3 cr.
ART 203  Introduction to Graphic Arts, 3 cr.
ATH 201  Intro Expressive and Therapeutic Arts, 3 cr.

2-Dimensional Skills
3 credits from the following:
ART 202  Basic Painting, 3 cr.
ART 205  Digital Imaging, 3 cr.
ART 206  Scientific Illustration, 3 cr.
ART 207  Computer Illustration, 3 cr.

3-Dimensional Skills
3 credits from the following:
ART 211  Basic Sculpture, 3 cr.
ART 212  Basic Ceramics, 3 cr.
ART 260  Basic Metals, 3 cr.

Mechanical/Process Skills
3 credits from the following:
ART 255  Bookmaking, 3 cr.
ART 300  Printmaking, 3 cr.
ART 305  Introduction to Photography, 3 cr.

Advanced Level
3 credits from the following:
ART 303  Life Drawing, 3 cr.
ART 407  Computer Animation, 3 cr.
ART 4XX  Elective, 3 cr.

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

BIOLOGY DEPARTMENT (BS)
The Biology Department provides students with training in many aspects of the biological sciences. Through lecture, laboratory, and field work, students gain valuable experience that prepares them for careers in allied health programs, industrial and biological research, environmental careers, and teaching. Students desiring certification for teaching biology in grades 5–12 take an additional major in middle–secondary education.

Biology majors must achieve an average GPA of 2.50 in their biology coursework before graduation. Transfer students must complete one-half of their major and one-third of their minor credits at Marian University.

The Biology Department offers the following degree programs: majors in biology (BS) and biology–cytotechnology (BS), with minors in biology, biology education, and environmental science.

General Education Program: 46–49 credits of University requirements. Major satisfies lab science common core and natural sciences elective core requirements.

Other requirements
19-21 credits:
CHE 101  Principles of Chemistry I, 4 cr.
CHE 102  Principles of Chemistry II, 4 cr.
CHE 201  Organic Chemistry I – Lecture, 3 cr.
CHE 251  Organic Chemistry I – Laboratory, 1 cr.
MAT 111, 112, 201, OR 202, 4-5 cr.
MAT 122 OR 304 OR PSY/SWK/BUA 210 OR CRJ 214, 3-4 cr.

BIOLOGY MAJOR
35 credits as follows:
27 credits:
BIO 010  Biology Seminar I, 0 cr.
BIO 101  Biological Principles I & Lab, 4 cr.
BIO 102  Biological Principles II & Lab, 4 cr.
BIO 215  Ecology and Evolution, 3 cr.
BIO 300  Biology Literature and Seminar, 2 cr.
BIO 301  Genetics & Lab, 4 cr.
BIO 302  Cell and Molecular Biology, 4 cr.
BIO 311  Molecular and Physiological Microbiology, 4 cr.
BIO 425  Biology Senior Research I, 1 cr.
BIO 426  Biology Senior Research II, 1 cr.

8 credits: Biology electives
Biology/middle–secondary education double majors must take the following courses, which may be applied toward their biology electives:
BIO 104  Environmental Science & Lab, 4 cr.
or
BIO 215  Ecology and Evolution, 3 cr.
BIO 231  Botany & Lab, 4 cr.

17-20 credits:
University electives

Other math and science courses outside of biology required for teaching certification in biology/middle–secondary education are:
MAT 112  Pre-Calculus Mathematics, 5 cr.
MAT 122  Introduction to Probability and Statistics, 4 cr.
PHS 108  Earth Science & Lab, 4 cr.
PHS 211  Elementary Physics & Lab, 5 cr.
or
PHS 203  University Physics I & Lab, 5 cr.

BIOLOGY MINOR
19 credits:
BIO 101  Biological Principles I & Lab, 4 cr.
BIO 102  Biological Principles II & Lab, 4 cr.
BIO 301  Genetics, 4 cr.
BIO 302  Cell and Molecular Biology, 4 cr.
BIO  electives, 3 cr.

BIOLOGY EDUCATION MINOR
31 credits:
BIO 100  Life Systems, 3 cr.
BIO 150  Life Systems Lab, 1 cr.
BIO 231  Botany, 4 cr.
BIO 301  Genetics, 4 cr.
BIO 302  Cell and Molecular Biology, 4 cr.
BIO 310  Invertebrate Zoology, 4 cr.
BIO 322  Vertebrate Zoology, 4 cr.
BIO 104  Environmental Science, 4 cr.
BIO 215  Ecology and Evolution, 3 cr.

BIOLOGY–CYTOTECHNOLOGY PROGRAM (BS)
The Biology–Cytotechnology Program is a BS degree in biology with a sub-specialization in cytotechnology, which is the study of cells exfoliated or removed from the body for determination of the cancerous versus normal state. Following completion of their science, mathematics, and liberal arts requirements at Marian, cytotechnology majors apply for admission to one year of professional training at the accredited School of Cytotechnology, State Laboratory of Hygiene located in Madison, Wis.

Students must meet all of the requirements for the biology major (see biology program). The courses below must be taken as part of the sub-specialization.

BIOLOGY–CYTOTECHNOLOGY MAJOR
54 Biology major requirements to include the cytotechnology sub-specialization requirements:

15 credits as follows:
8 credits:
BIO 201  Anatomy and Physiology I, 4 cr.
BIO 202  Anatomy and Physiology II, 4 cr.

3 credits from the following:
BIO 402  Virology, 3 cr.
BIO 422  Immunology, 3 cr.

4 credits:
MAT 122  Introduction to Probability and Statistics, 4 cr.

32 credits from the School of Cytotechnology:
CYT 470  Cytotechnology Clinical I, 12 cr.
CYT 475  Cytotechnology Clinical II, 12 cr.
CYT 480

ENVIRONMENTAL SCIENCE MINOR
The Environmental Science minor is an optional minor for elementary–middle education majors or a support minor for science and other majors.
24 credits as follows:
14 credits:
BIO 104  Environmental Science & Lab, 4 cr.
BIO 215  Ecology and Evolution, 3 cr.
BIO 301  Genetics and Lab, 4 cr.
BIO 315  Ecology, 3 cr.
1-2 credits from the following:
BIO 304  Field Study, 1–2 cr.
or
BIO 425  Biology Senior Research I, 1 cr.
BIO 426  Biology Senior Research II, 1 cr.

4–8 credits from the following:
BIO 100  Life Systems, 3 cr.
BIO 150  Life Systems Laboratory, 1 cr.
or
BIO 101  Biological Principles I & Lab, 4 cr.
BIO 102  Biological Principles II & Lab, 4 cr.

0–5 credits from the following:
BIO 110  Prairie Ecosystems and Restoration – Fall, 2 cr.
BIO 112  Prairie Ecosystems and Restoration – Spring, 2 cr.
BIO 114  Environmental Stewardship, 4 cr.
BIO 116  Wisconsin Natural Areas, 3 cr.
BIO 221  Fall Flora, 1 cr.
BIO 222  Spring Flora, 1 cr.
BIO 231  Botany and Lab, 4 cr.
BIO 310  Invertebrate Zoology and Lab, 4 cr.
BIO 311  Molecular and Physiological Microbiology, 4 cr.
BIO 322  Vertebrate Zoology and Lab, 4 cr.
BIO 342  Ornithology and Lab, 4 cr.
BIO 365  Ecology Laboratory, 1 cr.
PHS 108  Earth Science & Lab, 4 cr.
PHS 110  Introduction to Meteorology & Lab, 4 cr.

PRE-PROFESSIONAL PROFESSIONS
Students desiring a pre-professional degree in one of the health sciences in preparation for applying to dentistry, medicine, optometry, pharmacy, physical therapy, physician assistant, and veterinary medicine programs are advised to pursue a biology major with a chemistry minor, or a chemistry major with a biology minor.

CHEMISTRY AND PHYSICS DEPARTMENT (BS)
The Chemistry and Physics Department offers majors in chemistry, and minors in chemistry, chemistry education, and natural science.

The Chemistry and Physics Department provides students with courses and experiences in a wide variety of areas in the disciplines of chemistry and physics. It prepares students for entrance into the chemical industry, graduate school, health profession schools, and teaching science. Students desiring certification for teaching science in grades 5–12 take an additional major in middle–secondary education. Chemistry majors must achieve an average GPA of 2.50 in their chemistry courses before graduation. Transfer students must complete 18 or more of their chemistry credits at Marian University for the chemistry major and must complete 8 or more of their chemistry credits at Marian University for the chemistry minor.

General Education Program: 46–49 credits of University requirements. Major satisfies the lab sciences, mathematics, and the natural science elective core courses.

CHEMISTRY MAJOR
58 credits as follows:

36 credits:
CHE 010  Chemistry Seminar, 0 cr.
CHE 101  Principles of Chemistry I, 4 cr.
CHE 102  Principles of Chemistry II, 4 cr.
CHE 201  Organic Chemistry I, 3 cr.
CHE 202  Organic Chemistry II, 3 cr.
CHE 251  Organic Chemistry I Lab, 1 cr.
CHE 252  Organic Chemistry II Lab, 1 cr.
CHE 300  Analytical Chemistry, 4 cr.
CHE 301  Instrumental Analysis, 4 cr.
CHE 312  Chemistry Literature and Seminar, 2 cr.
CHE 401  Physical Chemistry I, 3 cr.
CHE 402  Physical Chemistry II, 3 cr.
CHE 425  Chemistry Senior Research I, 1 cr.
CHE 426  Chemistry Senior Research II, 1 cr.
CHE 451  Physical Chemistry I Lab, 1 cr.
CHE 452  Physical Chemistry II Lab, 1 cr.

2 credits:
CHE  Chemistry electives, 2 cr. (choose from course numbers above 200)

Chemistry/middle–secondary education double majors are strongly recommended to take CHE 302 Biochemistry as their chemistry elective. Other science courses required for chemistry/middle–secondary education are:
BIO 101  Biological Principles I and Lab, 4 cr.
BIO 102  Biological Principles II and Lab, 4 cr.
BIO 104  Environmental Science and Lab, 4 cr.
Other requirements
20 credits as follows:
10 credits:
MAT 201 Calculus I, 5 cr.
MAT 202 Calculus II, 5 cr.

10 credits:
PHS 203 University Physics I, 5 cr.
PHS 205 University Physics II, 5 cr.

CHEMISTRY MINOR
25 credits as follows:
12 credits:
CHE 101 Principles of Chemistry I, 4 cr.
CHE 102 Principles of Chemistry II, 4 cr.
CHE 300 Analytical Chemistry, 4 cr.

13 credits:
CHE Chemistry electives (choose from course numbers 200 level and above)

CHEMISTRY EDUCATION MINOR
46-47 credits as follows:
20 credits:
CHE 101 Principles of Chemistry I, 4 cr.
CHE 102 Principles of Chemistry II, 4 cr.
CHE 201 Organic Chemistry I, 3 cr.
CHE 202 Organic Chemistry II, 3 cr.
CHE 251 Organic Chemistry I Lab, 1 cr.
CHE 252 Organic Chemistry II Lab, 1 cr.
CHE 300 Analytical Chemistry, 4 cr.

4–5 chemistry elective credits from the following:
CHE 301 Instrumental Analysis, 4 cr.
CHE 302 Biochemistry, 5 cr.

12 credits:
BIO 101 Biological Principles I, 4 cr.
BIO 102 Biological Principles II, 4 cr.
BIO 104 Environmental Science, 4 cr.

10 credits:
PHS 203 University Physics I, 5 cr.
PHS 205 University Physics II, 5 cr.

Additional requirements: All other courses normally applicable to the middle–secondary education major in sciences.

NATURAL SCIENCE MINOR
This minor is available to all students, but will be of greater interest to students majoring in elementary–middle education. The minor is comprised of a series of courses designed to satisfy the requirements of the Wisconsin Department of Public Instruction for a science minor, for certification in grades 1–6 and/or grades 1–9.

29 credits as follows:
25 credits:
BIO 104 Environmental Science & Lab, 4 cr.
CHE 101 Principles of Chemistry I, 4 cr.
CHE 102 Principles of Chemistry II, 4 cr.
PHS 108 Earth Science & Lab, 4 cr.
PHS 110 Introduction to Meteorology & Lab, 4 cr.
PHS 211 Elementary Physics, 5 cr.

4 credits from the following:
BIO 102 Biological Principles II & Lab, 4 cr.
BIO 100 Life Systems, 3 cr.
BIO 150 Life Systems Laboratory, 1 cr.

Mathematics and natural science prerequisites:
BIO 101 Biological Principles I and Lab, 4 cr. (if taking BIO 102)
MAT 112 Pre-Calculus Mathematics, 5 cr.
or
MAT 114 Algebra and Trigonometry, 4 cr.

Students seeking certification for grades 1–9 must also student teach in their minor in the middle school.

COMMUNICATION DEPARTMENT
(BA) or (BS)
The Communication Department offers students a broad-based education anchored in a strong liberal arts core. First, a degree in communication provides students with quality foundational skills in written and spoken communication, with additional essential coursework in one of two emphasis areas. Second, the program grounds students in theories and principles of communication that form the knowledge base for deeper study. Third, this base leads students to an integrated study of the intercultural, ethical, and practical communication situations students will face upon graduation. And fourth, students are further enriched by participation in internship experiences in various specialized areas of employment. These experiences
give students opportunities to apply theories and practices learned in the classroom.

Students who major in communication have the option to earn either a Bachelor of Arts or Bachelor of Science degree. Minors in communication and public relations also are offered. The Communication minor supports all majors by providing students with the foundational skills that employers are seeking with regard to effective oral communication. Students learn to write and speak in a variety of contexts while understanding the global context of all communication. The Public relations minor offered by the Communication program supports students who hope to work in the promotions area of almost any organization, but is particularly useful for English, Marketing, and Management majors. Students learn to develop public relations plans, implement and assess the outcome of their work while addressing the online presence of organizations.

**Graduation requirement**

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

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

**General Education Program:** 46–49 University requirements.

**Foreign Language requirement**

12 credits or equivalent:

Language requirement for BA

**COMMUNICATION MAJOR**

60 credits:

Communication majors must complete the communication core and one of the two areas of emphasis.

**Communication core**

27 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 102</td>
<td>Electronic Student Newspaper</td>
<td>1 cr</td>
</tr>
<tr>
<td>COM 202</td>
<td>Writing for Media</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 232</td>
<td>Public Speaking</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Communication</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 333</td>
<td>Computer Applications for Communications</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 400</td>
<td>Theories in Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 401</td>
<td>Legal Issues in Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 470</td>
<td>Communication Senior Portfolio Preparation</td>
<td>1 cr</td>
</tr>
<tr>
<td>COM 480</td>
<td>Communication Senior Research Project</td>
<td>1 cr</td>
</tr>
<tr>
<td>COM 397</td>
<td>Internship, 1–3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 497</td>
<td>Internship, 1–3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to maintain a professional portfolio of samples of their work. The portfolio is reviewed in COM 470 Communication senior Portfolio Preparation.

**Complete one area of emphasis:**

**Organizational communication emphasis**

21 credits as follows:

15 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 321</td>
<td>Organizational Communication and Behavior</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 322</td>
<td>Argumentation and Persuasion</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 334</td>
<td>Discussion and Small Group Interaction</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

3 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 324</td>
<td>Interpersonal Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 410</td>
<td>Listening</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

3 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 420</td>
<td>Professional Presentations</td>
<td>3 cr or</td>
</tr>
<tr>
<td>COM 431</td>
<td>Training and Assessment in Communication</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

3 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 213</td>
<td>Principles of Management</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

3 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM</td>
<td>Electives (must be at the 300–400 level)</td>
<td></td>
</tr>
</tbody>
</table>

**Public relations and strategic communication emphasis**

21 credits:

12 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 210</td>
<td>Mass and Digital Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 215</td>
<td>Introduction to Public Relations</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 315</td>
<td>Public Relations Writing and Practice</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
COM 416  Crisis Communication, 3 cr.

3 credits from the following:
COM 412  Digital Communication, 3 cr.
MKT 201  Principles of Marketing, 3 cr.

3 credits:
PHI 315  Media and Identity, 3 cr.

3 credits:
COM  Electives (must be at the 300–400 level)

19-22 credits:
University electives

COMMUNICATION MINOR
18 credits as follows:
  12 credits:
    COM 100  Introduction to Communication, 3 cr.
    or
    COM 101  Communication Fundamentals, 3 cr.
    COM 202  Writing for Media, 3 cr.
    COM 232  Public Speaking, 3 cr.
    COM 302  Intercultural Communication, 3 cr.

  6 credits:
    COM  Electives (3 of the 6 credits must be at the 300–400 level)

PUBLIC RELATIONS MINOR
18 credits as follows:
  15 credits:
    COM 100  Introduction to Communication, 3 cr.
    or
    COM 101  Communication Fundamentals, 3 cr.
    COM 202  Writing for Media, 3 cr.
    COM 215  Introduction to Public Relations, 3 cr.
    COM 315  Public Relations Writing and Practice, 3 cr.
    COM 333  Computer Applications for Communications, 3 cr.

  3 credits in Communication at 300 or 400 levels:
    COM  Electives (must be at the 300–400 level)

COMMUNITY HEALTH AND HUMAN SERVICES PROGRAM (BS)

Successful completion of the Community Health and Human Services major prepares students for a variety of entry-level positions in community agencies providing services to diverse populations. The program integrates rigorous academic instruction with practical application, blending liberal arts with theoretical foundations of human services, health care, diversity and population needs, research, program development/evaluation, and intervention methods and skills. Students are prepared to engage in service that recognizes holistic interventions focusing on physical, social and emotional well-being of individuals, families, groups, and communities. A capstone experience provides each student a chance to put skills and knowledge into practice.

COMMUNITY HEALTH AND HUMAN SERVICES MAJOR

General Education Program: 46-49 credits of University requirements, including School of Nursing and Health Professions course requirements: PSY 105; SOC 100; SWK 210.

38 credits as follows:
  23 credits:
    CHH 300  History of Health and Welfare Policy, 3 cr.
    CHH 495  Community Health and Human Services Capstone, 3 cr.
    NRS 325  Health Care Systems, 2 cr.
    HIS 205  History of Selected Minorities, 3 cr.
    SWK 101  Introduction to Social Work and Human Services, 3 cr.
    SWK 111  Interpersonal Skills, 3 cr.
    SWK 301  Human Behavior and the Social Environment, 3 cr.
    SWK 352  Research Methods, 3 cr.

  15 credits of electives (from the list below or as approved by advisor):
    BIO 220  Medical Terminology, 2 cr.
    CHH 204  Special Topics, 1-3 crs.
    CHH 304  Pathophysiology, 3 cr.
    CHH 305  Poverty and Community Health, 3 cr.
    CHH 404  Special Topics, 1-3 crs.
    CHH 410  Community Health Theory and Practice, 3 cr.
    CHH 411  Aging in the 21st Century, 3 cr.
    CHH 430  Community Mental Health, 3 cr.
    COM 334  Discussion and Small Group Interaction, 3 cr.
    NRS 365  Health Care Informatics, 2 cr.
CRIMINAL JUSTICE DEPARTMENT
(BS)
The Criminal Justice Program focuses on academics that stress five core areas in the U.S. criminal justice system: law enforcement; correctional institutions; probation and parole; juvenile justice; and general criminal justice study. The program provides an excellent base of learning and practical preparation for positions in law enforcement, probation and parole, corrections, pre-law, and human services in both the public and private sector. Students are strongly encouraged to complete a criminal justice internship as part of their coursework.

Many students majoring in criminal justice are returning law enforcement, public safety, private security, and first responder professionals. Credits may be awarded for prior certified training, especially in law enforcement and corrections. Through agreements with Wisconsin state technical colleges, the University allows transfer students to apply their associate degrees in police science, corrections, and probation and parole toward a bachelor’s degree.

Adult undergraduate students may pursue a criminal justice major in an accelerated format. Refer to the Adult and Graduate Studies section of this bulletin for more information.

CRIMINAL JUSTICE MAJOR
General Education Program: 46–49 University requirements

54 credits as follows:

33 credits:
- CRJ 101 Introduction to the Criminal Justice System, 3 cr.
- CRJ 102 Constitutional Law, 3 cr.
- CRJ 201 Criminal Law, 3 cr.
- CRJ 203 Juvenile Law, 3 cr.
- CRJ 214 Statistics for Criminology and Criminal Justice, 3 cr.
- or
- PSY 210 Statistical Techniques for Research Data Analysis, 3 cr.
- CRJ 310 Criminology, 3 cr.
- CRJ 325 Corrections, 3 cr.
- CRJ 400 Criminal Justice Seminar, 3 cr.
- CRJ 420 Race, Gender and Ethnicity, 3 cr.
- CRJ 495 Capstone Project in Criminal Justice, 3 cr.
- HOS 342 Research Methods, 3 cr.

6 credits from the following:
- CRJ 220 Critical Issues in Criminal Justice, 3 cr.
- CRJ 312 Crisis Intervention and Management, 3 cr.
- CRJ 340 Principles of Judicial Process, 3 cr.
- CRJ 350 Principles of Professional Practice, 3 cr.
- PHI 320 Philosophy of Law, 3 cr.

15 credits from any the three groupings below:
Criminal Justice Electives
- CRJ 204 Special Topics, 1-3 cr.
- CRJ 220 Critical Issues in Criminal Justice, 3 cr.*
- CRJ 301 Criminal Investigations, 3 cr.
- CRJ 302 Criminal Procedures, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- CRJ 304 Rules of Evidence, 3 cr.
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes against Children, 3 cr.
- CRJ 312 Crisis Intervention and Management, 3 cr.*
- CRJ 340 Principles of Judicial Process, 3 cr.*
CRJ 350 Principles of Professional Practice, 3 cr.*
CRJ 360 Practicum in Research I, 3 cr.
CRJ 362 Practicum in Research II, 3 cr.
CRJ 394 Criminal Justice Field Experience, 3 cr.
CRJ 404 Special Topics, 1-3 cr.
CRJ 414 Independent Study, 1-3 cr.
CRJ 425 Crime Prevention and Community Relations, 3 cr.
CRJ 457 Comparative Criminal Justice Systems, 3 cr.
CRJ 494 Criminal Justice Field Experience, 0-3 cr.

Homeland Security Electives
HOS 204 Special Topics, 1-3 cr.
HOS 394 Homeland Security Field Experience, 3 cr.
HOS 404 Special Topics, 1-3 cr.
HOS 405 Disaster Management, 3 cr.
HOS 415 Combating Terrorism, 3 cr.
HOS 494 Homeland Security Field Experience, 3 cr.
HOS 101 Introduction to Homeland Security, 3 cr.
HOS 204 Special Topics, 1-3 cr.
HOS 215 Emergency Planning, 3 cr.
HOS 495 Capstone Project in Homeland Security, 3 cr.

Non-Criminal Justice Electives (maximum of 6 credits)
COM 321 Organizational Behavior and Communication, 3 cr.
ENG 312 Advanced Composition, 3 cr.
HIS 206 History of Terrorism, 3 cr.
HIS 207 History of Crime, 3 cr.
PHI 320 Philosophy of Law, 3 cr.
PSY 211 Abnormal Psychology, 3 cr.
PSY 301 Drugs and Behavior, 3 cr.
PSY 308 Theories of Personality, 3 cr.
PSY 330 Forensic Psychology, 3 cr.
SPA 101 Elementary Spanish I, 3 cr.
SPA 102 Elementary Spanish II, 3 cr.
SPA 320 The Hispanic Experience in America, 3 cr.
SWK 101 Introduction to Social Work and Human Services, 3 cr.
THE 205 Peacemaking: Multicultural, Interfaith and Dimensions, 3 cr.

17–20 credits:
University electives

*CRJ 220, CRJ 312, CRJ 340, CRJ 350, and PHI 320 are part of the major requirements. Courses not used to fulfill major requirements may be used as electives.

CRIMINAL JUSTICE MINOR
21 credits as follows:
9 credits:
CRJ 101 Introduction to the Criminal Justice System, 3 cr.
CRJ 102 Constitutional Law, 3 cr.
CRJ 301 Criminology, 3 cr.

12 credits from the following:
CRJ 201 Criminal Law, 3 cr.
CRJ 203 Juvenile Law, 3 cr.
CRJ 204 Critical Issues in Criminal Justice, 3 cr.
or
PSY 210 Statistical Techniques for Research Data Analysis, 3 cr.
CRJ 220 Crisis Intervention and Management, 3 cr.
CRJ 312 Crisis Intervention and Management, 3 cr.
CRJ 325 Corrections, 3 cr.
CRJ 340 Principles of Judicial Process, 3 cr.
CRJ 350 Principles of Professional Practice, 3 cr.
CRJ 400 Criminal Justice Seminar, 3 cr.
CRJ 420 Race, Gender, and Ethnicity, 3 cr.

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

Graduation requirement
The English Department requires that all students must have a C or better in all classes required for the major and minor programs.

General Education Program: 46–49 University requirements, including COM 232.
ENGLISH MAJOR (BA)
42 credits as follows:

12 credits:
- ENG 205 Introduction to Literary Studies and the English Professions, 3 cr.
- ENG 302 Shakespeare, 3 cr.
- ENG 375 Advanced Study of Language, Grammar, and Rhetoric, 3 cr.
- ENG 495 English Research Capstone, 3 cr.

3 credits of Genre Studies from the following:
- ENG 112 Introduction to Literary Genres, 3 cr.
- ENG 121 Introduction to Poetry, 3 cr.
- ENG 122 Introduction to Fiction, 3 cr.
- ENG 123 Introduction to Drama, 3 cr.

3 credits of World Literature from the following:
- ENG 220 World Literature I, 3 cr.
- ENG 221 World Literature II, 3 cr.
- ENG 225 Mythology, 3 cr.

3 credits of British Literature from the following:
- ENG 201 British Literature I, 3 cr.
- ENG 202 British Literature II, 3 cr.

3 credits of American Literature from the following:
- ENG 211 American Literature I, 3 cr.
- ENG 212 American Literature II, 3 cr.

3 credits of Minority Literature from the following:
- ENG 216 Contemporary Women’s Literature: Emerging Voices, 3 cr.
- ENG 217 Evolution of Women’s Literature, 3 cr.
- ENG 250 Ethnic Minority Literature, 3 cr.
- ENG 310 African-American Literature, 3 cr.

15 credits of English electives:
- ENG Electives (at least 9 credits at the 150 level or above; only 3 of the remaining 6 credits can be at the 100 level)

Foreign Language requirement
12 credits or equivalent:
Language requirement for BA

17-20 credits:
University electives

WRITING MAJOR (BA)
42 credits as follows:

15 credits:
- ENG 205 Introduction to Literary Studies and the English Professions, 3 cr.
- ENG 301 Creative Writing, 3 cr.
- ENG 302 Shakespeare, 3 cr.
- ENG 375 Advanced Study of Language, Grammar, and Rhetoric, 3 cr.
- ENG 495 English Research Capstone, 3 cr.

3 credits of Genre Studies from the following:
- ENG 112 Introduction to Literary Genres, 3 cr.
- ENG 121 Introduction to Poetry, 3 cr.
- ENG 122 Introduction to Fiction, 3 cr.
- ENG 123 Introduction to Drama, 3 cr.

6 credits of Survey courses from the following:
- ENG 201 British Literature I, 3 cr.
- ENG 202 British Literature II, 3 cr.
- ENG 211 American Literature I, 3 cr.
- ENG 212 American Literature II, 3 cr.
- ENG 220 World Literature I, 3 cr.
- ENG 221 World Literature II, 3 cr.
- ENG 225 Mythology, 3 cr.

3 credits of Minority Literature from the following:
- ENG 216 Contemporary Women’s Literature: Emerging Voices, 3 cr.
- ENG 217 Evolution of Women’s Literature, 3 cr.
- ENG 250 Ethnic Minority Literature, 3 cr.
- ENG 310 African-American Literature, 3 cr.

3 credits of Creative Writing from the following:
- ENG 406 Seminar in Fiction Writing, 3 cr.
- ENG 408 Seminar in Poetry Writing, 3 cr.

3 credits of Professional Writing from the following:
- ENG 222 Business Communications, 3 cr.
- COM 202 Writing for Media, 3 cr.
- COM 215 Introduction to Public Relations, 3 cr.
- COM 315 Public Relations Writing and Practice, 3 cr.
- COM 412 Digital Communication, 3 cr.
- COM 416 Crisis Communication, 3 cr.

9 credits of writing electives (200–400 level):
- ENG Electives (at least 6 credits must be at the 300 level or above)
Foreign Language requirement
12 credits or equivalent:
Language requirement for BA

17-20 credits:
University electives

ENGLISH EDUCATION MAJOR (BS)
Students majoring in English Education will also take classes from the School of Education to complete all DPI National Council of Teachers of English licensing requirements.

Graduation requirement
The English Department requires that all students must have a C or better in all classes required for the major and minor programs.

General Education Program: 46-49 University requirements including: BIO 100 and BIO 150, or BIO 104 or BIO 114; PHS 102 or PHS 203 or PHS 211 or CHE 101 or CHE 103 or PHS 108 or PHS 110; ENG 112; HIS 101; PSY 105; EDU 202; and COM 232.

6 credits as follows:
3 credits:
POS 205 American Government, 3 cr.

3 credits from the following:
HIS 111 History of the United States to 1877, 3 cr.
HIS 112 History of the United States from 1877, 3 cr.
HIS 102 World Civilizations II, 3 cr.

39 credits as follows:
18 credits:
ENG 112 Introduction to Literary Genres, 3 cr.
ENG 205 Introduction to Literary Studies and the English Professions, 3 cr.
ENG 301 Creative Writing, 3 cr.
ENG 302 Shakespeare, 3 cr.
ENG 375 Advanced Study of Language, Grammar, and Rhetoric, 3 cr.
ENG 495 English Research Capstone, 3 cr.

3 credits of World Literature from the following:
ENG 220 World Literature I, 3 cr.
ENG 221 World Literature II, 3 cr.
ENG 225 Mythology, 3 cr.

3 credits of British Literature from the following:
ENG 201 British Literature I, 3 cr.
ENG 202 British Literature II, 3 cr.

3 credits of American Literature from the following:
ENG 211 American Literature I, 3 cr.
ENG 212 American Literature II, 3 cr.

3 credits of a Minority Literature from the following:
ENG 216 Contemporary Women’s Literature: Emerging Voices, 3 cr.
ENG 217 Evolution of Women’s Literature, 3 cr.
ENG 250 Ethnic Minority Literature, 3 cr.
ENG 310 African-American Literature, 3 cr.

9 credits:
ENG Electives (at least 6 credits must be at the 300 level or above)

Middle–secondary education courses
37 credits as follows:
25 credits:
EDU 010 Field Experience One, ½ cr.
EDU 020 Field Experience Two, ½ cr.
EDU 030 Field Experience Three, ½ cr.
EDU 040 Field Experience Four, ½ cr.
EDU 100 Introduction to Education and Classroom Management, 2 cr.
EDU 200 Technology in Education, 3 cr.
EDU 202 Psychology of Learning, 3 cr.
EDU 213 Introduction to Special Education, 3 cr.
EDU 301 Intercultural Studies for Educators, 3 cr.
EDU 412 Educational Measurement and Assessment, 3 cr.
SEC 310 Academic Literacy, 3 cr.
SEC 410 English/Language Arts Curriculum and Methods, 3 cr.

12 credits:
SEC 450 Clinical Practice and Seminar – Secondary–Grades 9–12, 1–12 cr.
SEC 455 Clinical Practice and Seminar – Middle Level Grades 5–8, 1–6 cr.

Foreign Language requirement
12 credits or equivalent:
Language requirement for BA
LANGUAGE ARTS MINOR
21 credits as follows:
15 credits:
ENG 112 Introduction to Literary Genres, 3 cr.
ENG 212 American Literature II, 3 cr.
ENG 301 Creative Writing, 3 cr.
ENG 302 Shakespeare, 3 cr.
ENG 375 Advanced Study of Language, Grammar, and Rhetoric, 3 cr.

3 credits from the following:
ENG 220 World Literature I, 3 cr.
ENG 221 World Literature II, 3 cr.
ENG 225 Mythology, 3 cr.

3 credits:
ENG Electives

WRITING MINOR
21 credits as follows:
12 credits:
ENG 301 Creative Writing, 3 cr.
ENG 375 Advanced Study of Language, Grammar, and Rhetoric, 3 cr.
ENG 406 Seminar in Fiction Writing, 3 cr.
ENG 408 Seminar in Poetry Writing, 3 cr.

9 credits of Professional Writing from the following:
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 315 Public Relations Writing and Practice, 3 cr.
COM 412 Digital Communication, 3 cr.
COM 416 Crisis Communication, 3 cr.
ENG 222 Business Communications, 3 cr.

FOREIGN LANGUAGE DEPARTMENT
The Foreign Language Department offers opportunities for the study of languages, literatures, history, and cultures. Through the study of a minor, specialized classes for professionals, or classes in foreign languages, students learn to communicate effectively, think critically, and interact compassionately with people throughout the world. Proficiency in a second language and enhanced cultural understanding are marketable skills in many careers and complement all other fields of study.

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

24 credits as follows:
21 credits:
SPA 101 Elementary Spanish I, 3 cr.
SPA 102 Elementary Spanish II, 3 cr.
SPA 201 Intermediate Spanish I, 3 cr.
SPA 202 Intermediate Spanish II, 3 cr.
SPA 301 Latin American Civilizations, 3 cr.
SPA 401 Introduction to Literary Studies in Spanish, 3 cr.
SPA 402 Hispanic Literature of Social Conscience, 3 cr.

3 credits from the following:
SPA 302 History and Culture of Spain, 3 cr.
SPA 311 Advanced Spanish Grammar, 3 cr.
SPA 312 Advanced Composition and Conversation in Spanish, 3 cr.
SPA 320 Hispanic Experience in the United States, 3 cr.
SPA 322 To Be a Woman in Latin America, 3 cr.
SPA 324 Truth and Memory in Latin America, 3 cr.
SPA 411 Masterpieces of Spanish Literature, 3 cr.
SPA 412 Masterpieces of Spanish–American Literature, 3 cr.
SPA 413 Twentieth Century Hispanic Literature, 3 cr.

SPANISH EDUCATION MINOR
The Spanish education minor leads to licensure to teach the language in grades 1–8. It consists of a minor in Spanish, a major in elementary–middle education, and additional experiences required by the Wisconsin Department of Public Instruction. Students must complete all requirements for the elementary–middle education major, including achieving satisfactory scores on the Praxis II exams in Oral Proficiency and Writing Proficiency in Spanish. Students must study applied linguistics and complete either SPA 390: Spanish Language Immersion Seminar and Practicum, 1–3 credits, or a 4–6 week study abroad immersion program.

27 credits as follows:
24 credits:
- SPA 101 Elementary Spanish I, 3 cr.
- SPA 102 Elementary Spanish II, 3 cr.
- SPA 201 Intermediate Spanish I, 3 cr.
- SPA 202 Intermediate Spanish II, 3 cr.
- SPA 301 Latin American Civilizations, 3 cr.
- SPA 401 Introduction to Literary Studies in Spanish, 3 cr.
- SPA 402 Hispanic Literature of Social Conscience, 3 cr.
- FLE 470 Foreign Language Curriculum and Methods (PK–12), 3 cr.

3 credits from the following:
- SPA 302 History and Culture of Spain, 3 cr.
- SPA 311 Advanced Spanish Grammar, 3 cr.
- SPA 312 Advanced Composition and Conversation in Spanish, 3 cr.
- SPA 320 Hispanic Experience in the United States, 3 cr. or
- SPA 322 To Be a Woman in Latin America, 3 cr. or
- SPA 324 Truth and Memory in Latin America, 3 cr.
- SPA 411 Masterpieces of Spanish Literature, 3 cr.
- SPA 412 Masterpieces of Spanish-American Literature, 3 cr.
- SPA 413 Twentieth Century Hispanic Literature, 3 cr.

FORENSIC SCIENCE PROGRAM (BS)
The Forensic Science Program combines knowledge of criminal justice and natural sciences in their broadest sense with thorough training in the approaches, knowledge, and analytical techniques of the laboratory scientist. Forensic scientists are often called on to analyze a wide variety of evidence and events, and consequently this requires thorough preparation in a broad array of disciplines including: forensic science, criminal justice, biology, chemistry, mathematics, physics, and statistics.

The Forensic Science Program provides its students with broad training in many of the sub-disciplines of forensic science. Through lecture, laboratory, field work, and practical experience, students are prepared for careers in crime scene investigation, death investigation, and criminalistics. This intense and broad program of study includes all of the courses required for application to advanced study in fields such as forensic science, medicine, physician assistant, physical therapy, and veterinary science. In addition, this program includes the array of coursework expected of candidates seeking employment in crime laboratories, law enforcement agencies, industrial quality control, basic science laboratories, and industrial product development research laboratories.

**Progression policy and graduation requirements**

Forensic Science majors must maintain a cumulative GPA of 3.0 starting with entrance to the program and throughout the first semester of senior year. Progression will be based on cumulative GPAs earned at Marian University at the conclusion of each semester. Any major failing to meet this criterion will be placed on probation. During the first semester of probation, students may continue taking major and chemistry minor courses. If the student fails to meet the criteria after one semester on probation, that student may only retake deficient classes and general education requirements. Failure to meet the progression requirement at the conclusion of a second probationary semester will result in dismissal from the Forensic Science Program.

Forensic Science majors may not earn a grade lower than C in any of the required major or Chemistry minor courses. In instances where the student earns a grade of C- or lower the course must be repeated in order to graduate.

Transfer students must complete one-half of their major and one-third of their minor credits at Marian University.
All Forensic Science majors are required to complete an approved internship. The internship provides practical work experience related to the student’s career objective. All internships involve planned and supervised on-the-job training with interaction among the student, their faculty internship coordinator, and a supervisor from the site of the internship. The student may complete the internship on a part-time or full-time basis at the discretion of their selected agency and/or coordinator. Background checks similar to those required for law enforcement officers are likely to be a condition of your internship and future employment.

All Forensic Science majors are required to complete a comprehensive exit examination and interview during the semester prior to graduation.

**FORENSIC SCIENCE MAJOR**

**General Education Program:** 46–49 credits

University requirements. Major satisfies natural sciences and mathematics common core and elective core requirements, laboratory science common core requirement, and social science elective core requirement.

**Other requirements**

The forensic science major requires completion of a concurrent minor in chemistry, including CHE 201, CHE 251, CHE 202, CHE 252, and CHE 302.

**58–63 credits as follows:**

50–52 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Biological Principles I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Biological Principles II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Genetics &amp; Lab</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CRJ 101</td>
<td>Intro to Criminal Justice System</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 302</td>
<td>Criminal Procedures</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 340</td>
<td>Principles of Judicial Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 105</td>
<td>Survey of Forensic Sciences</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 300</td>
<td>Forensic Photography</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 350</td>
<td>Forensic Photography Lab.</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 304</td>
<td>Rules of Evidence</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 305</td>
<td>Crime Scene Investigation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 355</td>
<td>Crime Scene Investigation Lab.</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 405</td>
<td>Forensic Sciences</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 455</td>
<td>Forensic Sciences Lab.</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 412</td>
<td>Forensic Science Literature and Seminar</td>
<td>2 cr.</td>
</tr>
<tr>
<td>FOS 497</td>
<td>Internship</td>
<td>1-3 cr.</td>
</tr>
<tr>
<td>PHS 203</td>
<td>University Physics I</td>
<td>5 cr.</td>
</tr>
<tr>
<td>PHS 205</td>
<td>University Physics II</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

3–4 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 122</td>
<td>Introduction to Probability and Statistics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MAT 304</td>
<td>Introduction to Mathematical Statistics</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

5–7 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 302</td>
<td>Cell and Molecular Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHE 301</td>
<td>Instrumental Analysis</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHE 401</td>
<td>Physical Chemistry I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHE 451</td>
<td>Physical Chemistry I-Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CHE 402</td>
<td>Physical Chemistry II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHE 452</td>
<td>Physical Chemistry II-Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CHE 411</td>
<td>Advanced Organic Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOS 406</td>
<td>Detection &amp; Recovery of Remains</td>
<td>2 cr.</td>
</tr>
<tr>
<td>FOS 407</td>
<td>Bloodstain Pattern Analysis</td>
<td>2 cr.</td>
</tr>
<tr>
<td>FOS 457</td>
<td>Bloodstain Pattern Analysis Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 408</td>
<td>Fingerprint Analysis</td>
<td>2 cr.</td>
</tr>
<tr>
<td>FOS 458</td>
<td>Fingerprint Analysis Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>FOS 409</td>
<td>Advanced Forensic Photography</td>
<td>2 cr.</td>
</tr>
<tr>
<td>FOS 459</td>
<td>Advanced Forensic Photography Lab</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Chemistry minor

**25 credits:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 101</td>
<td>Principles of Chemistry I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHE 102</td>
<td>Principles of Chemistry II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHE 201</td>
<td>Organic Chemistry I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHE 251</td>
<td>Organic Chemistry I-Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CHE 202</td>
<td>Organic Chemistry II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHE 252</td>
<td>Organic Chemistry II-Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Analytical Chemistry</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Biochemistry</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**HISTORY DEPARTMENT (BS)**

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

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

Graduation requirement
The History Department requires that all students must have a C or better in all classes required for the major and minor programs.

BROAD FIELD SOCIAL STUDIES MAJOR (BS)
General Education Program: 46–49 University requirements, including HIS 101 and HIS 102 and BIO 104, are included in the major program.

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

56 credits as follows:
19 credits:
HIS 101  World Civilizations I, 3 cr.
HIS 102  World Civilizations II, 3 cr.
HIS 111  History of the United States to 1877, 3 cr.
HIS 112  History of the United States from 1877, 3 cr.
HIS 214  History of Wisconsin, 3 cr.
HIS 395  History Capstone I, 2 cr.
HIS 495  History Capstone II, 2 cr.

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

6 credits from the following:
HIS 314  American Constitutional Development, 3 cr.
HIS 309  Public History, 3 cr.

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

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

Other credits required for teacher licensure
13 credits:
BIO 104  Environmental Science & Lab, 4 cr.
ECO 201  Macroeconomics, 3 cr.
ECO 202  Microeconomics, 3 cr.
GEO 201  World Regional Geography, 3 cr.

6 credits from the following:
PSY 202  Social Psychology, 3 cr.
PSY 211  Abnormal Psychology, 3 cr.
PSY 341  Cognitive Psychology, 3 cr.

41 credits:
Middle-secondary education major

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

24 credits as follows:
9 credits:
GEO 201  World Regional Geography, 3 cr.
HIS 102  World Civilizations II, 3 cr.
HIS 214  History of Wisconsin, 3 cr.

6 history credits at the 300 and 400 level:
HIS 3XX  History elective, 3 cr.
HIS 4XX  History elective, 3 cr.
3 economic electives:
ECO XXX Economic elective, 3 cr.

3 credits:
SOC 100 Introduction to Sociology, 3 cr.

3 Psychology or Sociology credits at the 200, 300, or 400 level:
PSY 2XX Psychology elective, 3 cr.
SOC 2XX Sociology elective, 3 cr.

HISTORY MAJOR (BS)
General Education Program: 46–49 University requirements. HIS 101 and HIS 102 are included in the major program.

46 credits as follows:
  19 credits:
  HIS 101 World Civilizations I, 3 cr.
  HIS 102 World Civilizations II, 3 cr.
  HIS 111 History of the United States to 1877, 3 cr.
  HIS 112 History of the United States from 1877, 3 cr.
  HIS 214 History of Wisconsin, 3 cr.
  HIS 395 History Capstone I, 2 cr.
  HIS 495 History Capstone II, 2 cr.

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

  6 credits from the following:
  HIS 314 American Constitutional Development, 3 cr.
  HIS 309 Public History, 3 cr.
  HIS 408 History of American Foreign Policy, 3 cr.
  HIS 415 Recent American History, 3 cr.
  HIS 416 History/Culture of American Indians, 3 cr.
  HIS 425 The Civil War Era 1850—1877, 3 cr.
  HIS 436 Controversies in American History, 3 cr.

  HIS 490 Seminar in American History, 3 cr.

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

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

25-31 credits:
University electives – depending upon history strand

HISTORY MINOR
18 credits as follows:
  6 credits:
  HIS 101 World Civilizations I, 3 cr.
  HIS 102 World Civilizations II, 3 cr.

  6 history elective credits at the 100 or 200 level:
  HIS Electives (100 or 200 level history courses)

  6 history elective credits at the 300 or 400 level:
  HIS Electives (300 or 400 level history courses)

HOMELAND SECURITY DEPARTMENT
The Homeland Security program comprises coursework applying principles, doctrine and applications currently employed in the field of homeland security and emergency management. Students gain practical tools and capabilities, contribute to real-world projects and initiatives, and develop advanced critical thinking and problem-solving abilities necessary to bring them success as future homeland security professionals. Marian University offers a major and minor degree in homeland security for both traditional and adult students, and a degree completion option for students who have completed an associate’s degree.
HOMELAND SECURITY MAJOR

General Education Program: 46–49 of University requirements.

36 credits as follows:
- HOS 101 Intro to Homeland Security, 3 cr.
- HOS 206 History of Terrorism, 3 cr.
- HOS 212 Resource Management for HOS, 3 cr.
- HOS 215 Emergency Planning, 3 cr.
- HOS 315 Combating Terrorism, 3 cr.
- HOS 320 Transnational Threats, 3 cr.
- HOS 322 Infrastructure Protection & Risk Assessments, 3 cr.
- HOS 342 Research Methods, 3 cr.
- COM 416 Crisis Communications, 3 cr.
- HOS 405 Disaster Management, 3 cr.
- HOS 394/494 Field Experience in HOS, 3 cr.
- HOS 495 Homeland Security Capstone, 3 cr.

18 credits: University electives with at least 9 credits earned from upper level (300-400) courses from the following (at least 6 credits must be from courses other than military science):
- 6 credits of HOS 202/404 ANY special topics in homeland security
- 12 credits from any course prefixes below:
  - FOS XXX ANY FOS course/elective
  - CRJ XXX ANY CRJ course/elective
  - HOS XXX ANY HOS course/elective
  - MSC XXX ANY MSC course/elective
  - POS 205 American Government, 3 cr.

17-20 credits:
- University electives

HOMELAND SECURITY MINOR

21 credits as follows:
- HOS 101 Intro to Homeland Security, 3 cr.
- HOS 215 Emergency Planning, 3 cr.
- HOS 315 Combating Terrorism, 3 cr.
- HOS 405 Disaster Management, 3 cr.
- 19 credits from the following:
  - HOS XXX any HOS course/elective (to include additional HOS 204/404 special topics)
  - CRJ XXX any CRJ course/elective
  - FOS XXX any FOS course/elective
  - MSC XXX any MSC course/elective

LEADERSHIP DEPARTMENT

The leadership minor program is interdisciplinary nature and helps students in all majors develop and use their skills and abilities as leaders and followers. Designed to support all majors, students enhance their leadership through exploration of leadership theory along-side courses in communication, organizational dynamics and intercultural development. Drawing from courses within their major, students integrate effective leadership practice through self-awareness, service learning and values-based practice.

LEADERSHIP MINOR

27 credits:
- 12 credits:
  - LDR 200 Introduction to Leading and Leadership, 3 cr.
  - THE/LDR 225 Theology of Leadership, 3 cr.
  - LDR 300 Spirituality Integration Seminar, 1 cr.
  - LDR 350 Leadership Integration Seminar, 1 cr.
  - LDR 400 Values Development in Leadership, 3 cr.
  - LDR 450 Leadership Capstone Seminar, 1 cr.

6 credits from the following (Interpersonal Communication):
- COM 322 Argumentation and Persuasion, 3 cr.
- COM 334 Discussion & Small Group Interaction, 3 cr.
- COM 410 Listening, 3 cr.
- SWK 111 Interpersonal Skills, 3 cr.

3 credits from the following (Central Organizational Dynamics and Systems Skills):
- COM/MGT 321 Organizational Communication and Behavior, 3 cr.
- CRJ 303 Law Enforcement Administration, 3 cr.
- ESS 350 Organization and Administration of Athletics, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
- NRS 415 Leadership and Health Care Professions, 3 cr.
- SRM 402 Leadership in Sport and Recreation Management, 3 cr.

3 credits:
- COM 302 Intercultural Communication, 3 cr.
3 credits from the following (Intercultural Development):
CMG 215 Contemporary Culture, 3 cr.
CMG 315 Gender and Sexuality in the 21st Century, 3 cr.
CRJ 420 Race, Gender, and Ethnicity, 3 cr.
EDU 301 Intercultural Studies for Educators, 3 cr.
ENG 216 Women’s Literature, 3 cr.
ENG 250 Ethnic Minority Literature, 3 cr.
ENG 324 Modern and Contemporary World Literature, 3 cr.
HIS 205 History of Selected Minorities, 3 cr.
MUS 205 World Musics, 2–3 cr.
PHI 306 Ethics of Gender, Race, and Class, 3 cr.
THE 218 World Religions, 3 cr.
Foreign Language (varies), 3 cr.

Other leadership courses from student’s major programs may be substituted with approval from the Leadership Department Chair. The minor in leadership is also available through the Adult and Graduate Studies Program.

LEADERSHIP CERTIFICATE
(This certificate program does not qualify for Federal Financial Aid)
The leadership certificate helps students shape their own leadership vision based on the core values of Marian University and the principles of transformational and servant leadership. The certificate in leadership incorporates coursework that provides students with a foundation in leadership theory as it is linked to personal spirituality. Service learning is an important element of the leadership seminar courses.

12 credits:
LDR 200 Introduction to Leading and Leadership, 3 cr.
LDR/THE 225 Theology of Leadership, 3 cr.
LDR 300 Spirituality Integration Seminar, 1 cr.
LDR 350 Leadership Integration Seminar, 1 cr.
LDR 400 Values Development in Leadership, 3 cr.
LDR 450 Leadership Capstone Seminar, 1 cr.

MATHEMATICS DEPARTMENT (BS)
The Mathematics Department presents students with an aesthetic view of mathematics as well as the role of mathematics in science, technology, business, and other fields. The variety of courses in introductory mathematics, calculus, geometry, algebra, and probability statistics offers students a wide range of choices to meet their interests. The program provides students with the necessary mathematical knowledge and skills to pursue further study in mathematics and careers in education, business, science, and government. The Mathematics Department’s recommendation for students taking their first course in mathematics is made on the basis of the student’s ACT score, high school record, University objectives and/or an Accuplacer assessment.

Students desiring state certification to teach mathematics in grades 5–12 take an additional major in middle-secondary education. All mathematics majors must achieve an average GPA of 2.50 in their mathematics courses applicable to the degree (MAT 201 and above) before graduation. Transfer students must complete one-half of their major credits and one-third of their minor credits at Marian University.

The Mathematics Department offers a major in mathematics and minors in mathematics and mathematics education.

General Education Program: 46–49 credits of University requirements. Major and minor satisfy the mathematics core.

MATHEMATICS MAJOR
38 credits as follows:

26 credits:
MAT 201 Calculus I, 5 cr.
MAT 202 Calculus II, 5 cr.
MAT 212 Introduction to Abstract Mathematics, 3 cr.
MAT 301 Calculus III, 4 cr.
MAT 304 Introduction to Mathematical Statistics I, 3 cr.
MAT 334 Linear Algebra, 3 cr.
MAT 344 Abstract Algebra, 3 cr.

12 credits:
MAT Electives (must be at the 300 level or above)

33–36 credits:
University electives
Mathematics/middle-secondary education double majors must include MAT 314: Modern Geometry, 4 cr., in these electives.

**MATHEMATICS MINOR**
22 credits as follows:

19 credits:
- MAT 201 Calculus I, 5 cr.
- MAT 202 Calculus II, 5 cr.
- MAT 212 Introduction to Abstract Mathematics, 3 cr.
- MAT 304 Introduction to Mathematical Statistics I, 3 cr.
- MAT 334 Linear Algebra, 3 cr.

3 credits:
- MAT Electives (must be at the 300 level or above)

**MATHEMATICS EDUCATION MINOR**
22 credits as follows:

22 credits:
- MAT 122 Introduction to Probability and Statistics, 4 cr.
- MAT 100 Mathematics Survey, 3 cr.
- MAT 151 Mathematics for Elementary School Teachers, 3 cr.
- MAT 201 Calculus I, 5 cr.
- MAT 212 Introduction to Abstract Mathematics, 3 cr.
- MTE 290 Mathematics for Middle School Teachers, 4 cr.

**MUSIC DEPARTMENT (BA)**
The Music Department develops students’ understanding, perception, and appreciation of music through music performance and courses that develop listening skills, investigate the structure of music, and survey the historical and sociological setting of various styles of music.

Students majoring in music are required to pass a performance proficiency evaluation on their major performing medium (voice or instrument) after four semesters of lessons. The specific requirements for each performing medium may be obtained from the Music Department. A minor in music is also offered. If students do not pass the performance proficiency evaluation on the first attempt, they are required to continue lessons at the fourth semester level (MUS 222, 232, 242, 252, 262, or 272) until ready to attempt the evaluation again. If a student does not pass the performance proficiency evaluation on the second attempt, he or she will be asked to discontinue the music major. Refer to Music Department Handbook for further explanation of policies and requirements.

Students without background in music theory may be required to take MUS 101: Music Fundamentals before taking MUS 211.

**MUSIC MAJOR (BA)**
All music majors must pass a keyboard proficiency examination.

**General Education Program:** 46–49 University requirements.

**Foreign Language requirement**
12 credits or equivalent:
- Language requirement for BA

**Music courses**
42–43 credits as follows:

0 credits:
- MUS 010, 020, 030, 040, 050, 060, 070 Concert Attendance, 0 cr.

21 credits:
- MUS 211 Music Theory I, 3 cr.
- MUS 212 Music Theory II, 3 cr.
- MUS 301 History and Literature of Music I, 3 cr.
- MUS 302 History and Literature of Music II, 3 cr.
- MUS 303 Music since 1900, 2 cr.
- MUS 311 Music Theory III, 3 cr.
- MUS 312 Music Theory IV, 3 cr.
- MUS 476 Senior Recital, 1 cr.

7 credits from the following: Major instrument/voice
- MUS 104 Beginning Voice Class, 1 cr.
- MUS 121, 122, 221, 222, 321, 322, 421, 422 Voice, ½–1 cr. per semester
- MUS 131, 132, 231, 232, 331, 332, 431, 432 Keyboard: Piano and Organ, ½–1 cr. per semester
- MUS 141, 142, 241, 242, 341, 342, 441, 442 Strings, ½–1 cr. per semester
- MUS 151, 152, 251, 252, 351, 352, 451, 452 Woodwinds, ½–1 cr. per semester
MUS 161, 162, 261, 262, 361, 362, 461, 462  
Brass, ½–1 cr. per semester  
MUS 171, 172, 271, 272, 371, 372, 471, 472  
Percussion, ½–1 cr. per semester  
MUS 191, 192, 291, 292, 391, 392, 491, 492  
Music Composition, 1 cr. per semester  
MUS 376  
Junior Recital, ½ cr.

2 credits: Piano (except piano majors)  
MUS 111  
Beginning Keyboard Class, 1 cr.  
MUS 112  
Keyboard Class II, 1 cr.

7 credits:  
MUS 107  
Women’s Chorale, 0–1 cr.  
MUS 130  
Collegiate Wind Ensemble, 0–1 cr. per semester  
MUS 140  
Chamber Ensemble, 0–1 cr. per semester  
MUS 150  
Orchestra, 0–1 cr. per semester  
MUS 170  
Jazz Ensemble, 0–1 cr. per semester  
MUS 209  
Vocal Jazz Ensemble, 0-1 cr.  
MUS 220  
Chamber Singers, 0–1 cr.

5–6 credits from the following:  
MUS 202  
American Music, 3 cr.  
MUS 203  
Jazz Survey, 3 cr.  
MUS 205  
World Musics, 2–3 cr.  
MUS 224  
Beginning Conducting, 2 cr.  
MUS 226  
Choral Conducting, 2 cr.  
MUS 234  
Instrumental Conducting, 2 cr.  
MUS 411  
Arranging, 1 cr.

20-23 credits:  
University electives

MUSIC INDUSTRY (ADMINISTRATION)  
MAJOR (BA)  
The Music Industry (Administration) major prepares the student for careers in music publishing, music and instrument merchandising, and arts management. A handbook is available from the Music Department, which contains all the requirements for the major. All Music Industry (Administration) majors must pass a keyboard proficiency examination.

General Education Program: 46–49 credits, per the University General Education requirements.

Program Requirements:  
32 credits:

MUS 211  
Music Theory I, 3 cr.  
MUS 212  
Music Theory II, 3 cr.  
MUS 281  
Intro to the Music Industry, 3 cr.  
MUS 282  
Promotion and Marketing in Music, 3 cr.  
MUS 301  
Music History and Lit I, 3 cr.  
MUS 302  
Music History and Lit II, 3 cr.  
MUS 303  
Music since 1900, 2 cr.  
MUS 311  
Music Theory III, 3 cr.  
MUS 312  
Music Theory IV, 3 cr.  
MUS 381  
Legal Issues, 3 cr.  
MUS 388  
Practicum in Studio Sound Recording, 3 cr.  
OR  
MUS 389  
Practicum in Music Industry (Administration)

7 credits of lessons, including recital, from the following:  

7 credits of ensembles, from the following:  
MUS 107, MUS 130, MUS 140, MUS 170, MUS 180, MUS 209, OR MUS 220

Electives:  
3-6 credits from the following:  
MUS 202, MUS 203, MUS 205, MUS 224, MUS 226, MUS 234, MUS 411, or acceptable substitutes. Electives may also be chosen from the student’s minor program, in consultation with the advisor.

Additional Requirements:  
All Music Administration majors must fulfill a concert attendance requirement by completing: MUS 010, 020, 030, 040, 050, 060, and 070 (zero-credit courses).

All music Administration majors must pass a keyboard proficiency examination.

One of the following minors is required:  
- Business administration minor, 18 cr.  
- Communication minor, 18 cr.  
- Public relations minor, 18 cr.  
- Pre-Law minor, 18 cr.
MUSIC MINOR

Music minors are required to participate in a music ensemble each of seven semesters, but need to take only four for credit.

20 credits as follows:

0 credits:
- MUS 010 Concert Attendance, 0 cr.
- MUS 020 Concert Attendance, 0 cr.
- MUS 030 Concert Attendance, 0 cr.
- MUS 040 Concert Attendance, 0 cr.
- MUS 050 Concert Attendance, 0 cr.
- MUS 060 Concert Attendance, 0 cr.
- MUS 070 Concert Attendance, 0 cr.

6 credits:
- MUS 211 Music Theory I, 3 cr.
- MUS 212 Music Theory II, 3 cr.

5–6 credits from the following:
- MUS 301 History and Literature of Music I, 3 cr.
- MUS 302 History and Literature of Music II, 3 cr.
- MUS 303 Music Since 1900, 2 cr.

2–3 credits from the following:
- MUS 202 American Music, 3 cr.
- MUS 203 Jazz Survey, 3 cr.
- MUS 205 World Musics, 2-3 cr.
- MUS 301 History and Literature of Music I, 3 cr.
- MUS 302 History and Literature of Music II, 3 cr.
- MUS 303 Music Since 1900, 2 cr.

2 credits from the following:
- MUS 121, 122, 221, 222, 321, 322, 421, 422
  Voice, ½–1 cr. per semester
- MUS 131, 132, 231, 232, 331, 332, 431, 432
  Keyboard: Piano and Organ, ½–1 cr. per semester
- MUS 141, 142, 241, 242, 341, 342, 441, 442
  Strings, ½–1 cr. per semester
- MUS 151, 152, 251, 252, 351, 352, 451, 452
  Woodwinds, ½–1 cr. per semester
- MUS 161, 162, 261, 262, 361, 362, 461, 462
  Brass, ½–1 cr. per semester
- MUS 171, 172, 271, 272, 371, 372, 471, 472
  Percussion, ½–1 cr. per semester
- MUS 191, 192, 291, 292, 391, 392, 491, 492
  Music Composition, 1 cr. per semester

4 credits from the following:
- MUS 107 Women’s Chorale, 0–1 cr.
- MUS 130 Collegiate Wind Ensemble, 0–1 cr. per semester
- MUS 140 Chamber Ensemble, 0–1 cr. per semester
- MUS 150 Orchestra, 0–1 cr. per semester
- MUS 170 Jazz Ensemble, 0–1 cr. per semester
- MUS 209 Vocal Jazz Ensemble, 0–1 cr.
- MUS 220 Chamber Singers, 0–1 cr.

PHILOSOPHY AND CULTURAL STUDIES DEPARTMENT

The Department of Philosophy and Cultural Studies houses two programs: Philosophy and Culture, Media, and Gender Studies. Our programs enable students to deepen their understanding of the world through thoughtful reflection, meaningful dialogue and the application of theory to their personal and social lives. Students develop the ability to question and examine their own deeper assumptions and biases; accept, appreciate, and explore diversity; value and advocate social justice; and become better global citizens.

CULTURAL, MEDIA, AND GENDER STUDIES MINOR

18 credits as follows:

3 credits:
- CMG 215 Contemporary Culture, 3 cr.

12 credits from the following:
- CMG 204 Special Topics, 1-3 cr.
- CMG 397 Internship, 1-3 cr.
- CMG 414 Independent Study, 1-3 cr.
- CMG 497 Internship, 1-3 cr.
- COM 302 Intercultural Communication, 3 cr.
- ENG 125 Introduction to Film, 3 cr.
- ENG 216 Contemporary Women’s Literature: Emerging Voices, 3 cr.
- ENG 217 Evolution of Women’s Literature, 3 cr.
- ENG 250 Ethnic Minority Literature, 3 cr.
- ENG 310 African-American Literature, 3 cr.
- FRE 210 The French African Novel, 3 cr.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 320</td>
<td>French and Francophone Culture and Civilization</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HIS 209</td>
<td>History of Sex and Abstinence</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHI 304</td>
<td>Art and Culture</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHI 318</td>
<td>Buddhism and the Mind</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Human Sexuality</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPA 320</td>
<td>Hispanic Experience in the United States</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPA 322</td>
<td>To Be a Woman in Latin America</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Truth and Memory in Latin America</td>
<td>3 cr.</td>
</tr>
<tr>
<td>THE 215</td>
<td>The Religious Imagination: Theology and the Arts</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**3 Capstone credits from the following:**

- CMG 315  Gender and Sexuality in the 21st Century, 3 cr.
- CMG 410  Questions of Culture, 3 cr.
- ENG 402  Literary Criticism, 3 cr.
- PHI 315  The Media and Identity, 3 cr.
- PHI 306  Ethics of Gender, Race and Class, 3 cr.

All options listed under capstone could also count for elective choices, but a single class cannot count as both an elective and the capstone class.

**PHILOSOPHY MINOR**

18 credits as follows:

**3 credits:**
- PHI 132  The Examined Life, 3 cr.

**3 credits in “Ethics” from the following:**
- PHI 204  Special Topics, 1-3 cr.
- PHI 212  Contemporary Ethical Issues, 3 cr.
- PHI 220  Bioethics, 3 cr.
- PHI 231  Business Ethics, 3 cr.
- PHI 306  Ethics of Gender, Race and Class, 3 cr.
- PHI 320  Philosophy of Law, 3 cr.

**3 credits in “Identity” from the following:**
- PHI 305  Philosophy of Love and Friendship, 3 cr.
- PHI 315  The Media and Identity, 3 cr.
- PHI 318  Buddhism and the Mind, 3 cr.
- CMG 315  Gender and Sexuality in the 21st Century, 3 cr.

**3 credits in “Social Theory” from the following:**
- PHI 304  Art and Culture, 3 cr.
- PHI 312  Existentialism, 3 cr.
- PHI 316  Social and Political Philosophy, 3 cr.
- PHI 324  Philosophy of Food, 3 cr.
- PHI 404  Special Topics, 1-3 cr.

**3 elective credits:**
- CMG  Cultural, Media and Gender Studies elective, 3 cr.
- PHI  Philosophy elective, 3 cr.

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

All options listed under capstone could also count for elective choices, but a single class cannot count as both an elective and the capstone class.

**PRE-LAW MINOR**

Law schools throughout the country accept students from a variety of academic majors. Typically, students who wish to enter a law school need a strong academic background, an above-average GPA, and must meet LSAT standards of the school to which they are applying. Marian students who are interested in a career in law are encouraged to major in their own field of interest and take a specially-designed minor program, which provides a stronger generalist background.

18 credits as follows:

**6 credits:**
- PHI 320  Philosophy of Law, 3 cr.
- POS 205  American Government, 3 cr.

**3 credits from the following:**
- HIS 111  History of the United States to 1877, 3 cr.
- HIS 112  History of the United States from 1877, 3 cr.

**9 credits from the following:**
- BUA 350  Business Law I, 3 cr.
- COM 401  Legal Issues in Communication, 3 cr.
- CRJ 102  Constitutional Law, 3 cr.
<table>
<thead>
<tr>
<th>CRJ 201</th>
<th>Criminal Law, 3 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 203</td>
<td>Juvenile Law, 3 cr.</td>
</tr>
<tr>
<td>HIS 206</td>
<td>History of Terrorism, 3 cr.</td>
</tr>
<tr>
<td>HIS 207</td>
<td>History of Crime, 3 cr.</td>
</tr>
<tr>
<td>HIS 314</td>
<td>American Constitutional Development, 3 cr.</td>
</tr>
<tr>
<td>MUS 381</td>
<td>Legal Issues in Music, 3 cr.</td>
</tr>
<tr>
<td>PHI 316</td>
<td>Social and Political Philosophy, 3 cr.</td>
</tr>
<tr>
<td>SWK 422</td>
<td>Law and the Helping Professions, 3 cr.</td>
</tr>
<tr>
<td>SRM 301</td>
<td>Legal Issues in Sport and Recreation Management, 3 cr.</td>
</tr>
</tbody>
</table>

**PSYCHOLOGY DEPARTMENT (BS)**

The Psychology Program provides a foundation in theory, methodology, and research findings in preparation for graduate school for those students who wish to become professional psychologists. The program prepares students for a variety of careers ranging from working with non-profit agencies to the service fields. The program seeks to give the student an appreciation of the complexity and variability of human functioning, as well as a realization of the role of the many factors that contribute to that functioning. This second goal involves an effort to help the individual grow in understanding of and empathy for both self and others, with the hope that this will lead to a greater fulfillment of human potential.

Psychology majors must achieve an average GPA of 2.5 in their psychology coursework before graduation.

**General Education Program:** 46–49 University requirements, including: PSY 101; PSY 105; and COM 101 or COM 232 or COM 302.

**PSYCHOLOGY MAJOR**

36 credits as follows:

- **21 credits:**
  - PSY 101 General Psychology, 3 cr.
  - PSY 105 Human Development, 3 cr.
  - PSY 210 Statistical Techniques for Research Data Analysis, 3 cr.
  - PSY 211 Abnormal Psychology, 3 cr.
  - PSY 311 History and Systems of Psychology, 3 cr.
  - PSY 342 Research Methods, 3 cr.
  - or
  - SWK 352/HOS 342 Research Methods, 3 cr.

- **15 elective credits, from the following:**
  - CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
  - CRJ 307 Crimes Against Children, 3 cr.
  - MAT 122 Introduction to Probability and Statistics, 3 cr.
  - NRS 200 Health Promotion, Wellness, and Safety Across the Lifespan, 3 cr.

**35–38 credits:**

University electives

**PSYCHOLOGY MINOR**

21 credits as follows:

- **9 credits:**
  - PSY 101 General Psychology, 3 cr.
  - PSY 105 Human Development, 3 cr.
  - PSY 211 Abnormal Psychology, 3 cr.

- **12 credits:**
  - *Electives, 12 cr.

**SOCIAL WORK PROGRAM (BSW)**

The philosophical base of the Social Work Program begins with the Marian University mission to provide a quality liberal arts education to its students. Essential to this mission is the recognition of the interconnectedness between individual and societal well-being, an appreciation for human diversity, an informed call to remediate social injustice and a respect for holistic problem-solving. The social work program extends this mission and translates its
compassion into professional actions for helping individuals, families, groups, communities and societal institutions to affect changes favorable to their mutual well-being. Successful completion of the social work major prepares students for generalist practice in entry-level positions in the social work profession.

**Preadmission and transfer requirements**

1. Entering students who achieve a cumulative GPA of 2.0 or higher in high school are eligible to declare a major in social work. Transfer students who meet this cumulative GPA requirement, along with a minimum cumulative GPA of 2.25 in the social work prerequisites taken to date, are also eligible to declare a major in social work.

2. Transfer students are required to have previously earned social work foundation course credits validated by social work advisors in order to determine course equivalency for acceptance of transfer credits.

3. The complete preadmission and transfer policies are contained in the social work student handbook, and are available in the social work program office.

**Admission to the social work major and degree candidacy**

Students apply for admission to the social work major in the second semester of the sophomore year. In the second semester of their junior year, students apply for admission to degree candidacy. Criteria for admission to both the major and degree candidacy include academic standing, pre-professional activities, and indicators of professional readiness. The complete social work program admission policy is in the Social Work Student Handbook. Applications and additional information are available in the social work program office.

**SOCIAL WORK MAJOR**

**General Education Program**: 46–49 credits of University requirements, including School of Nursing and Health Professions course requirements (58–61 credits): HIS 205; POS 205; PSY 101; PSY 105; PSY 211; and SOC 100.

**SOCIAL WORK MAJOR**

45 credits:

- SWK 101 Introduction to Social Work and Human Services, 3 cr.
- SWK 111 Interpersonal Skills, 3 cr.
- SWK 210 Statistical Techniques for Research Data Analysis, 3 cr.
- SWK 301 Human Behavior and the Social Environment, 3 cr.
- SWK 311 Generalist Practice I: Natural Resource Systems, 3 cr.
- SWK 312 Generalist Practice II: Societal Resource Systems, 3 cr.
- SWK 321 Skills Laboratory I, 3 cr.
- SWK 322 Grant Writing, 3 cr.
- SWK 331 Policies and Programs, 3 cr.
- SWK 352 Research Methods, 3 cr.
- SWK 411 Seminar I, 2 cr.
- SWK 412 Seminar II, 2 cr.
- SWK 421 Family Intervention, 3 cr.
- SWK 497 Social Work Internship I, 4 cr.
- SWK 498 Social Work Internship II, 4 cr.

14-17 credits:

- University electives

**THEOLOGY DEPARTMENT (BA)**

Through the heritage of the Catholic tradition and by being open to diverse religious viewpoints, the Theology Department engages the whole person in developing a personal faith perspective regarding ultimate reality. The exact coursework and/or plan of study will be determined by a student in conjunction with his or her theology advisor and theology department faculty.

Exact coursework and/or plan of study will be determined by a student in conjunction with his or her theology advisor and theology department faculty.

**THEOLOGY MINOR**

**General Education Program Requirements**:

THE 101 and a 200-level (or higher) three-credit THE elective (or six credits) fulfill the studies of Theology in the Liberal Arts Core, as well as some of the requirements of the theology minor.

**Program Requirements**:
THEOLOGY MINOR: The program of courses for each theology minor will be discussed and approved by the theology department. 16 credits as follows:

3 credits: THE 101 Introduction to Christian Theology
6 credits: THE electives courses – 200-level or higher
6 credits: THE elective courses – 300-level or higher
1 credit: THE 495 Theology Capstone

ADULT UNDERGRADUATE PROGRAMS
(ACCELERATED/EVENING/ONLINE PROGRAMS)
The accelerated adult undergraduate programs are dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. The accelerated adult undergraduate programs, offered online and in the classrooms at the Fond du Lac Campus and at many other locations throughout the state, provide for continued personal and professional growth of the nontraditional adult learners, and are aligned with the changing needs of communities and organizations in the global workplace. These programs are sometimes internally referred to as “Adult Undergraduate” programs.

Accelerated Undergraduate Degrees:
Bachelor's Degrees
- Bachelor of Criminal Justice (BCJ)
- Bachelor of Interdisciplinary Studies (BIS)
- Bachelor of Organizational Communication (BOC)
- Bachelor of Science (BS)
  Major: Homeland Security
  Major: Psychology

Accelerated Undergraduate Certificates:
- Homeland Security Leadership
- Leadership

Admission
Refer to the Admission section of the Academic Bulletin for details about admission.

CRIMINAL JUSTICE PROGRAM
The Criminal Justice Program prepares students in law enforcement, probation and parole, corrections, pre-law, and an assortment of human services in both the public and private sector. This program is also suitable for incumbent practitioners in criminal justice fields who seek to professionalize themselves with a bachelor’s degree for career advancement purposes.

Credit may be awarded for prior certified training, especially in law enforcement and corrections. In addition, through agreements with Wisconsin state technical colleges, Marian allows transfer students to apply their associate degrees in police science, corrections, and probation and parole toward a bachelor’s degree.

Student majoring in criminal justice may not earn a grade lower than C– in any course in the criminal justice core, or criminal justice electives. In instances where the student earns a grade of D+ or lower in any of these courses, the course must be repeated in order to meet the graduation requirements.

CRIMINAL JUSTICE MAJOR
Liberal arts core
45 credits:
- ENG 230  Professional Composition and Research Writing, 3 cr.
- ART xxx  Art elective, 3 cr.
- MUS xxx  Music elective, 3 cr.
- ENG xxx  Literature elective, 3 cr.
- BIO xxx  Biological, ecological or environmental science elective, 3 cr.
- PHS xxx  Physical science, chemistry, or physics elective, 3 cr.
- MAT xxx  Mathematics elective, 3 cr.
- SOC xxx  Sociology elective, 3 cr.
- PSY xxx  General Psychology or Human Development, 3 cr.
- HIS 102  World Civilizations II, 3 cr.
- HIS 2xx  History elective, 3 cr.
- THE 101  Introduction to Christian Theology, 3 cr.
- THE 2xx  Theology elective, 3 cr.
- PHI 132  The Examined Life, 3 cr.
- PHI 2xx  Philosophy elective, 3 cr.

Criminal justice core
36 credits:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to the Criminal Justice System</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 102</td>
<td>Constitutional Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Criminal Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 203</td>
<td>Juvenile Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 220</td>
<td>Critical Issues in Criminal Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Criminal Investigation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 303</td>
<td>Law Enforcement Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ/HOS 310</td>
<td>Criminology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ/HOS 312</td>
<td>Crisis Intervention and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 325</td>
<td>Corrections, Corrections</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 400</td>
<td>Criminal Justice Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Race, Gender, and Ethnicity in Criminal Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 306</td>
<td>Understanding Gang Formation and Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 307</td>
<td>Crimes Against Children</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Crime Prevention and Community Safety</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ/HOS 350</td>
<td>Principles of Professional Practice Topics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 403</td>
<td>Traffic/Patrol Procedures</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 404</td>
<td>Criminal Justice – Special Topics, 1-3</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ 409</td>
<td>HAZMAT/EMS for Police Officers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRJ/HOS 420</td>
<td>Race, Gender, and Ethnicity in Criminal Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HOS 405</td>
<td>Disaster Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HOS 315</td>
<td>Combating Terrorism</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HOS 101</td>
<td>Introduction to Homeland Security</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HOS 215</td>
<td>Emergency Planning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HSL 495</td>
<td>Capstone Project in Homeland Security</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Abnormal Psychology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**15 credits of electives from the following:**
- CRJ 306: Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307: Crimes Against Children, 3 cr.
- CRJ 330: Crime Prevention and Community Safety, 3 cr.
- CRJ/HOS 350: Principles of Professional Practice Topics, 3 cr.
- CRJ 403: Traffic/Patrol Procedures, 3 cr.
- CRJ 404: Criminal Justice – Special Topics, 1-3 cr.
- CRJ 409: HAZMAT/EMS for Police Officers, 3 cr.
- CRJ/HOS 420: Race, Gender, and Ethnicity in Criminal Justice, 3 cr.
- HOS 405: Disaster Management, 3 cr.
- HOS 315: Combating Terrorism, 3 cr.
- HOS 101: Introduction to Homeland Security, 3 cr.
- HOS 215: Emergency Planning, 3 cr.
- HSL 495: Capstone Project in Homeland Security, 3 cr.
- PSY 211: Abnormal Psychology, 3 cr.

**24 credits:**
- University electives

**HOMELAND SECURITY MAJOR**

**Liberal arts core**

**49 credits:**
- GEN 101: First Year Seminar, 3 cr.
- MAT XXX: Mathematics elective, 3 cr.
- BIO/PHS XXX: Natural Science and Mathematics elective, 3 cr.
- PHI 132: The Examined Life, 3 cr.
- ENG XXX: Literature elective, 3 cr.
- ART XXX: Art elective, 3 cr.
- MUS XXX: Music elective, 3 cr.
- THE 101: Introduction to Christian Theology, 3 cr.

**36 credits as follows:**
- COM 215: Introduction to Public Relations, 3 cr.
- CRJ 303: Law Enforcement Administration, 3 cr.
- HOS 312: Crisis Intervention and Management, 3 cr.
- HOS 350: Principles of Professional Practice, 3 cr.
- HOS 405: Disaster Management, 3 cr.
- HOS 315: Combating Terrorism, 3 cr.
- HOS 101: Introduction to Homeland Security, 3 cr.
- HOS 215: Emergency Planning, 3 cr.
- HSL 495: Capstone Project in Homeland Security, 3 cr.
- HIS 204: Special Topics, 1–3 cr.
- HIS 310: Criminology, 3 cr.
- HIS 342: Research Methods, 3 cr.

**18 credits:** University electives with at least 9 credits earned from upper level (300-400) courses from the following (at least 6 credits must be from courses other than military science):
- CRJ 101: Intro to the Criminal Justice System, 3 cr.
- CRJ 330: Crime Prevention/Community Safety, 3 cr.
- CRJ 401: Police Community Relations, 3 cr.
- HIS 206: History of Terrorism, 3 cr.
- HIS 207: History of Crime, 3 cr.
- HOS 204: Special Topics, 1–3 cr.
- HOS 310: Criminology, 3 cr.
- HOS 342: Research Methods, 3 cr.
HOS 404  Special Topics, 1–3 cr.
HOS 414  Independent Study, 1–3 cr.
HOS 420  Race, Gender and Ethnicity, 3 cr.
HOS 494  Homeland Security Field Experience, 1–3 cr.
MSC 110  Leadership and Military Science I, 2 cr.
MSC 120  Leadership and Military Science II, 2 cr.
MSC 210  Basic Leadership and Management I, 2 cr.
MSC 220  Basic Leadership and Management II, 2 cr.
MSC 301  Advanced Leadership and Management I, 4 cr.
MSC 302  Advanced Leadership and Management II, 4 cr.
MSC 401  Applied Leadership and Management I, 4 cr.
MSC 402  Applied Leadership and Management II, 4 cr.
PHI 320  Philosophy of Law, 3 cr.
SWK 210  Statistical Techniques for Research Data Analysis, 3 cr.

17-20 credits:
University electives

UNDERGRADUATE CERTIFICATE
PROGRAM

HOMELAND SECURITY LEADERSHIP
CERTIFICATE
(This certificate program does not qualify for Federal Financial Aid)
18 credits:
HOS 101  Introduction to Homeland Security, 3 cr.
HOS 215  Emergency Planning, 3 cr.
HSL 495  Capstone in Homeland Security, 3 cr.

INTERDISCIPLINARY STUDIES
PROGRAM
The interdisciplinary studies degree programs are designed for students who have completed an approved associate degree in a technical or professional area at a community or technical college that holds institutional accreditation by one of the major regional accrediting agencies and whose primary career focus is related to their associate degree area.

INTERDISCIPLINARY STUDIES MAJOR
Liberal arts core
39 credits as follows:
33 credits:
ENG 230  Professional Composition and Research Writing, 3 cr.
ART xxx  Art elective, 3 cr.
MUS xxx  Music elective, 3 cr.
ENG xxx  Literature elective, 3 cr.
BIO xxx  Biological, ecological, or environmental science elective, 3 cr.
PHS xxx  Physical science, chemistry, meteorology, or physics elective, 3 cr.
MAT xxx  Mathematics elective, 3 cr.
HIS 1102  World Civilizations II, 3 cr.
HIS 2xx  History elective, 3 cr.
THE xxx  Theology elective, 3 cr.
PHI xxx  Philosophy elective, 3 cr.

3 credits from the following:
PSY xxx  Psychology elective, 3 cr.
SOC xxx  Sociology elective, 3 cr.

3 credits from the following:
PHI 2xx  Philosophy elective, 3 cr.
THE 2xx  Theology elective, 3 cr.

60-68 credits:
Associate degree from an approved accredited institution

Interdisciplinary studies core
6 credits:
IDS 201  Introduction to the Humanities, 3 cr.
or
IDS 202  Introduction to the Social Sciences, 3 cr.
IDS 400  Senior Seminar in Interdisciplinary Studies, 3 cr.

30 credits:
Must be chosen from at least 3 established program areas within art, history, literature, mathematics, music, natural science, philosophy, psychology, theology, or specified minors of business administration, communication, history,
information technology, leadership, management, or marketing (exceptions may be made on an individual basis), with a minimum of 18 credits at the 300 or 400 level.

ORGANIZATIONAL COMMUNICATION PROGRAM
The Organizational Communication Program prepares students for the creation, support, and restoration of communication structures, networks, and the flow of communication in organizations. The program provides a solid foundation in effective communication skills, combined with communication theories and principles. Students explore intercultural communication and ethical issues in communication as key elements of the major.

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

ORGANIZATIONAL COMMUNICATION MAJOR
Liberal arts core
45 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Professional Composition and Research Writing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MUS xxx</td>
<td>Music elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG xxx</td>
<td>Literature elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ART xxx</td>
<td>Art elective (ART 201 preferred)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIO xxx</td>
<td>Ecological or environmental science elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHS xxx</td>
<td>Physical science, chemistry, meteorology, or physics elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAT xxx</td>
<td>Mathematics elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC xxx</td>
<td>Sociology elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY xxx</td>
<td>Psychology elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HIS 102</td>
<td>World Civilizations II, 3 cr.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HIS 2xx</td>
<td>History elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Christian Theology, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>THE 2xx</td>
<td>Theology elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHI 132</td>
<td>The Examined Life</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHI 2xx</td>
<td>Philosophy elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

18 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 202</td>
<td>Writing for Media, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 232</td>
<td>Public Speaking, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 401</td>
<td>Legal Issues in Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 406</td>
<td>Organizational Communication Senior Project, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

Emphasis area
18 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 321</td>
<td>Organizational Behavior and Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 322</td>
<td>Argumentation and Persuasion, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 324</td>
<td>Interpersonal Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 334</td>
<td>Discussion and Small Group Interaction, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 400</td>
<td>Theories in Communication, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 420</td>
<td>Professional Presentations, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 431</td>
<td>Training and Assessment in Communication, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

6 elective credits (3 credits must be communication and 300/400 level):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 3XX</td>
<td>Communication elective, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 4XX</td>
<td>Communication elective, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

One of the following may be taken as an elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 213</td>
<td>Principles of Management, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>MGT 311</td>
<td>Human Resource Management, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

33 credits:

University electives

COMMUNICATION MINOR
18 credits as follows:

12 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Introduction to Communications, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 202</td>
<td>Writing for Media, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 232</td>
<td>Public Speaking, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Communication, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Fundamentals of Communication, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 202</td>
<td>Writing for Media, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 232</td>
<td>Public Speaking, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Communication, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>
6 credits:
COM Communication electives (3 of the 6 credits must be taken at the 300 level or above)

HISTORY MINOR
18 credits as follows:
3 credits:
HIS 102 World Civilizations II, 3 cr.

15 credits:
HIS History electives, 15 cr.

LEADERSHIP MINOR
27 credits:
12 credits:
LDR 200 Introduction to Leading and Leadership, 3 cr.
THE/LDR 225 Theology of Leadership, 3 cr.
LDR 300 Spirituality Integration Seminar, 1 cr.
LDR 350 Leadership Integration Seminar, 1 cr.
LDR 400 Values Development in Leadership, 3 cr.
LDR 450 Leadership Capstone Seminar, 1 cr.

6 credits from the following (Interpersonal Communication):
COM 322 Argumentation and Persuasion, 3 cr.
COM 324 Interpersonal Communication, 3 cr.
COM 334 Discussion & Small Group Interaction, 3 cr.
COM 410 Listening, 3 cr.
SWK 111 Interpersonal Skills, 3 cr.

3 credits from the following (Central Organizational Dynamics and Systems Skills):
COM/MGT 321 Organizational Communication and Behavior, 3 cr.
CRJ 303 Law Enforcement Administration, 3 cr.
ESS 350 Organization and Administration of Athletics, 3 cr.
MGT 304 International Organizational Behavior, 3 cr.
NRS 415 Leadership and Health Care Professions, 3 cr.
SRM 402 Leadership in Sport and Recreation Management, 3 cr.

3 credits:
COM 302 Intercultural Communication, 3 cr.

3 credits from the following (Intercultural Development):
CMG 215 Contemporary Culture, 3 cr.
CMG 315 Gender and Sexuality in the 21st Century, 3 cr.
CRJ 420 Race, Gender, and Ethnicity, 3 cr.
EDU 301 Intercultural Studies for Educators, 3 cr.
ENG 216 Women’s Literature, 3 cr.
ENG 250 Ethnic Minority Literature, 3 cr.
ENG 324 Modern and Contemporary World Literature, 3 cr.
HIS 205 History of Selected Minorities, 3 cr.
MUS 205 World Musics, 2–3 cr.
PHI 306 Ethics of Gender, Race, and Class, 3 cr.
THE 218 World Religions, 3 cr.
Foreign Language (varies), 3 cr.

Other leadership courses from student’s major programs may be substituted with approval from the Leadership Department Chair.

UNDERGRADUATE CERTIFICATE PROGRAM

LEADERSHIP CERTIFICATE
(This certificate program does not qualify for Federal Financial Aid)
The undergraduate certificate in leadership helps students shape their own leadership vision based on the core values of Marian University and the principles of transformational and servant leadership. The certificate in leadership incorporates nine credits of coursework which provides students with a foundation in leadership theory as it is linked to personal spirituality. Students integrate their own leadership experiences with the fundamentals of transformational leadership. Service learning is an important element of the leadership seminar courses.

12 credits:
LDR 200 Introduction to Leading and Leadership, 3 cr.
LDR/THE 225 Theology of Leadership, 3 cr.
LDR 300 Spirituality Integration Seminar, 1 cr.
LDR 350 Leadership Integration Seminar, 1 cr.
LDR 400 Values Development in Leadership, 3 cr.
LDR 450 Leadership Capstone Seminar, 1 cr.
PSYCHOLOGY PROGRAM (BS)
The Psychology Program provides a foundation in theory, methodology, and research findings in preparation for graduate school for those students who wish to become professional psychologists. The program prepares students for a variety of careers ranging from working with non-profit agencies to the service fields. The program seeks to give the student an appreciation of the complexity and variability of human functioning, as well as a realization of the role of the many factors that contribute to that functioning. This second goal involves an effort to help the individual grow in understanding of and empathy for both self and others, with the hope that this will lead to a greater fulfillment of human potential.

Psychology majors must achieve an average GPA of 2.5 in their psychology coursework before graduation.

PSYCHOLOGY MAJOR
Liberal arts core
45 credits:
- ENG 230 Professional Composition and Research Writing, 3 cr.
- ART xxx Art elective, 3 cr.
- MUS xxx Music elective, 3 cr.
- ENG xxx Literature elective, 3 cr.
- BIO xxx Biological, ecological or environmental science elective, 3 cr.
- PHS xxx Physical science, chemistry, or physics elective, 3 cr.
- MAT xxx Mathematics elective, 3 cr.
- SOC xxx Sociology elective, 3 cr.
- PSY xxx General Psychology or Human Development, 3 cr.
- HIS 102 World Civilizations II, 3 cr.
- HIS 2xx History elective, 3 cr.
- THE 101 Introduction to Christian Theology, 3 cr.
- THE 2xx Theology elective, 3 cr.
- PHI 132 The Examined Life, 3 cr.
- PHI 2xx Philosophy elective, 3 cr.

Psychology Core
36 credits as follows:
21 required credits:
- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 210/SWK 210/CRJ 214 Statistical Techniques for Research Data Analysis, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.
- PSY 311 History and Systems of Psychology, 3 cr.
- PSY 342 Research Methods, 3 cr.
- SWK 352/HOS 342 Research Methods, 3 cr.
- NRS 335 Research in Health Care, 3 cr.
- PSY 402 Senior Seminar in Psychology, 3 cr.
- NRS 470 Senior Capstone, 4 cr.

15 elective credits, from the following:
- CRJ 306 Understanding Gang Formation and Behavior, 3 cr.
- CRJ 307 Crimes Against Children, 3 cr.
- MAT 122 Introduction to Probability and Statistics, 3 cr.
- NRS 200 NRS 200 Health Promotion, Wellness, and Safety Across the Lifespan, 3 cr.
- PSY 202 Social Psychology, 3 cr.
- PSY 204 Special Topics, 3 cr.
- PSY 222 Human Sexuality, 3 cr.
- PSY 301 Drugs and Behavior, 3 cr.
- PSY 302 Introduction to Clinical Counseling, 3 cr.
- PSY 308 Theories of Personality, 3 cr.
- PSY 314 Positive Psychology, 3 cr.
- PSY 321 Applied Behavior Modification, 3 cr.
- PSY 322 Childhood Psychopathy, 3 cr.
- PSY 330 Forensic Psychology, 3 cr.
- PSY 331 Neuroscience, 3 cr.
- PSY 341 Cognitive Psychology, 3 cr.

24 credits:
University electives

PSYCHOLOGY MINOR
21 credits as follows:
9 credits:
- PSY 101 General Psychology, 3 cr.
- PSY 105 Human Development, 3 cr.
- PSY 211 Abnormal Psychology, 3 cr.

12 credits:
- PSY Electives, 12 cr.

COLLEGE OF THE PROFESSIONS
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.

Undergraduate Studies
Majors are offered in allied health, business, education, and nursing. Minors are offered in athletic coaching, information technology, management, marketing, and religious education.

Background Checks
To comply with federal and state laws and regulations, background checks of nursing, radiologic technology, and social work students are implemented through the School of Nursing and Health Professions. Although Marian University and the College of the Professions do not exclude students based upon the results of this background check, clinical/field experience agencies reserve the right to refuse admittance of any student to their facility based on the information obtained in the background checks. Agency refusal to accept a student results in the student not being able to complete the requirements necessary for progression in any of these programs.

Allied Health Department
Sean Fitzpatrick, Ph.D. CC-AASP Chair
Regina Hall, room 115
(920) 923-7677

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

General Education Program: 46–49 credits of University requirements, including School of Nursing and Health Professions course requirements (48–51 credits): BIO 100; CHE 103; COM 101 or COM 232 or COM 302; MAT 114 or MAT 112 or MAT 201; PHI 220; and PSY 101 or PSY 105.

77 credits as follows:

17 credits:
- BIO 205 Fundamentals of Anatomy and Physiology, 5 cr.
- BIO 220 Introduction to Medical Terminology, 2 cr.
- CHH 304 Pathophysiology, 3 cr.
- NRS 365 Health Care Informatics, 2 cr.
- PHS 211 Elementary Physics, 5 cr.

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

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

- DMS 380 Diagnostic Medical Sonography Clinical I, 12 cr.
- DMS 390 Diagnostic Medical Sonography Clinical II, 12 cr.
- DMS 395 Diagnostic Medical Sonography Clinical III, 6 cr.
- DMS 400 Diagnostic Medical Sonography Clinical IV, 12 cr.
- DMS 410 Diagnostic Medical Sonography Clinical V, 12 cr.
- DMS 415 Diagnostic Medical Sonography Clinical VI, 6 cr.
Refer to the Adult Undergraduate Programs section for information regarding the Diagnostic Medical Sonography Completion Program.

**DIAGNOSTIC MEDICAL SONOGRAPHY (BS)**
**ACCELERATED/EVENING/ONLINE PROGRAMS**

The Diagnostic Medical Sonography program is an accelerated adult undergraduate program that is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. This program is offered in an accelerated format either online or in the classrooms at the Fond du Lac Campus and at many other locations throughout the state. It provides for continued personal and professional growth of the nontraditional adult learners and is aligned with the changing needs of communities and organizations in the global workplace.

This completion program is designed for students who have completed a two-year program in an accredited school of diagnostic medical sonography and wish to achieve a baccalaureate degree. Students are credited with 60 credits toward their degree for having successfully completed the two-year Diagnostic Medical Sonography Program including certification. Coursework includes the liberal arts courses required to complete the baccalaureate degree and a choice among six minors. Students may also opt to earn a business administration double major. This program provides a Bachelor of Science degree to certified Diagnostic Medical Sonography technicians.

One of the following minors is required: business administration, communication, history, information technology, leadership, management, or marketing. The only minors available online are Business Administration and Information Technology.

**Liberal arts core**
**45 credits:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Professional Composition and Research Writing, 3 cr.</td>
</tr>
<tr>
<td>ART xxx</td>
<td>Art elective, 3 cr.</td>
</tr>
<tr>
<td>MUS xxx</td>
<td>Music elective, 3 cr.</td>
</tr>
<tr>
<td>ENG xxx</td>
<td>Literature elective, 3 cr.</td>
</tr>
<tr>
<td>BIO xxx</td>
<td>Biological, ecological, or environmental science elective, 3 cr.</td>
</tr>
<tr>
<td>PHS xxx</td>
<td>Physical science, chemistry, or physics elective, 3 cr.</td>
</tr>
<tr>
<td>MAT xxx</td>
<td>Mathematics elective, 3 cr.</td>
</tr>
<tr>
<td>SOC xxx</td>
<td>Sociology elective, 3 cr.</td>
</tr>
<tr>
<td>PSY xxx</td>
<td>General Psychology (PSY 101) or Human Development (PSY 105), 3 cr.</td>
</tr>
<tr>
<td>HIS 102</td>
<td>World Civilizations II, 3 cr.</td>
</tr>
<tr>
<td>HIS 2xx</td>
<td>History elective, 3 cr.</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Christian Theology, 3 cr.</td>
</tr>
<tr>
<td>THE 2xx</td>
<td>Theology elective, 3 cr.</td>
</tr>
<tr>
<td>PHI 132</td>
<td>The Examined Life, 3 cr.</td>
</tr>
<tr>
<td>PHI 2xx</td>
<td>Philosophy elective, 3 cr. (PHI 220: Bioethics recommended)</td>
</tr>
</tbody>
</table>

**60 credits:**
Two-year diagnostic medical sonography program from an accredited school of diagnostic medical sonography transferred as DMS 380, 390, 395, 400, 410, and 415.

**15–24 minor credits:**
See specific program area for required courses

**EXERCISE AND SPORT SCIENCE PROGRAM (BS)**

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

**EXERCISE AND SPORT SCIENCE MAJOR**
General Education Program: 46-49 credits of University requirements, including School of Nursing and Health Professions course requirements (48–51 credits): BIO 100; CHE 103; MAT 114; PHI 220; and PSY 105.

62 credits as follows:

44 credits:
- BIO 150  
  Life Systems Laboratory, 1 cr.
- BIO 201  
  Anatomy and Physiology I, 4 cr.
- BIO 202  
  Anatomy and Physiology II, 4 cr.
- BIO 220  
  Medical Terminology, 2 cr.
- ESS 200  
  Introduction to Exercise and Sport Science, 1 cr.
- ESS 205  
  Health, Safety, and First Aid, 2 cr.
- ESS 320  
  Introduction to Exercise and Sport Science, 1 cr.
- ESS 325  
  Sociology of Sport, 3 cr.
- ESS 330  
  Prevention, Care, and Treatment of Athletic Injuries, 3 cr.
- ESS 340  
  Exercise Physiology, 3 cr.
- ESS 345  
  Biomechanics, 3 cr.
- ESS 350  
  Organization and Administration of Athletics, 3 cr.
- NUR 225  
  Nutritional Concepts, 2 cr.
- ESS 210  
  Principles of Coaching, 2 cr.
- ESS 320  
  Current Issues in Sport, 2 cr.
- ESS 325  
  Sociology of Sport, 3 cr.
- ESS 330  
  Prevention, Care, and Treatment of Athletic Injuries, 3 cr.
- ESS 350  
  Organization and Administration of Athletics, 3 cr.
- ESS 420  
  Principles of Strength Training and Conditioning, 3 cr.
- ESS 421  
  Exercise Prescription, 3 cr.
- ESS 422  
  Strength Training Program Design, 3 cr.
- ESS 423  
  Theories and Principles of Weight Management, 3 cr.
- ESS 497  
  Exercise and Sport Science Internship, 3 cr.
- ESS xxx  
  Approved upper-level ESS elective, 3 cr.

9-12 credits:
- University electives

ATHLETIC COACHING MINOR PROGRAM

Licensure: Wisconsin Coaching (540) Early Childhood–Adolescence Education (74)

Supplemental Teaching Category. Also available for non-education majors without leading to licensure.

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

24 credits as follows:

22 credits:
- ESS 205  
  Health, Safety, and First Aid, 2 cr.
- ESS 210  
  Principles of Coaching, 2 cr.
- ESS 320  
  Current Issues in Sport, 2 cr.
- ESS 325  
  Sociology of Sport, 3 cr.
- ESS 330  
  Prevention, Care, and Treatment of Athletic Injuries, 3 cr.
- ESS 350  
  Organization and Administration of Athletics, 3 cr.
- ESS 420  
  Principles of Strength Training and Conditioning, 3 cr.
- ESS 433  
  Psychological and Motivational Aspects of Sport, 3 cr.
- ESS 491  
  Coaching Practicum, 1 cr.

2 credits:
Choose two Sport Theory courses from the following:
- ESS 110  
  Sport Theory: Basketball, 1 cr.
ESS 111  Sport Theory: Football, 1 cr.
ESS 112  Sport Theory: Ice Hockey, 1 cr.
ESS 113  Sport Theory: Soccer, 1 cr.
ESS 114  Sport Theory: Volleyball, 1 cr.
ESS 115  Sport Theory: Baseball, 1 cr.
ESS 116  Sport Theory: Softball, 1 cr.
ESS 117  Sport Theory: Tennis, 1 cr.
ESS 118  Sport Theory: Golf, 1 cr.
ESS 119  Sport Theory: Track and Field, 1 cr.
ESS 120  Sport Theory: Officiating, 1 cr.
ESS 121  Sport Theory: Weightlifting, 1 cr.

RADIOLOGIC TECHNOLOGY PROGRAM (BSRT)
(2 to 3 years academic + 2 years professional study)

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

Students in the Marian University RT program will have experiential learning opportunities in diagnostic radiographic examinations and fluoroscopic procedures as well as many specialized areas in surgical and portable procedures, Interventional Radiology and Cardiology procedures, Computed Tomography (CT) and Magnetic Resonance Imaging (MRI). Students will also have observational experiences in Ultrasound, Nuclear Medicine, and Radiation Therapy.

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

General Education Program: 46-49 credits of University requirements, including School of Nursing and Health Professions Course requirements (48–51 credits): BIO 100; CHE 103; COM 101 or COM 232 or COM 302; MAT 300 or MAT 112 or MAT 201; PHI 220; and PSY 101 or PSY 105.

77 credits as follows:

17 credits:
BIO 205  Fundamentals of Anatomy and Physiology, 5 cr.
BIO 220  Introduction to Medical Terminology, 2 cr.
NRS 365  Health Care Informatics, 2 cr.
PAS 211  Elementary Physics, 5 cr.
SWK 422  Law and the Helping Professions, 3 cr.

60 credits:
Upon completion of the required Marian University courses, students complete their degree requirements through enrollment in an accredited clinical program. Students must apply and be accepted into a program; acceptance is not guaranteed. Once accepted, students complete a total of 60 credits; distinction between Marian’s own program (offered at the Mercy Medical Center campus in Oshkosh, WI) and affiliate options are provided below.

Mercy Medical Center campus
Students who have applied and are accepted by the Radiologic Technology Program follow the two-year professional training curriculum outlined below:

60 credits (Mercy Medical Center campus):
RAD 301  Fundamentals of Radiologic Science and Healthcare, 0 cr.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 311</td>
<td>Patient Care in the Radiologic Sciences, 3 cr. (2 theory, 1 lab)</td>
</tr>
<tr>
<td>RAD 312</td>
<td>Principles of Radiographic Imaging, 4 cr.</td>
</tr>
<tr>
<td>RAD 313</td>
<td>Radiographic Procedures and Image Analysis I, 8 cr. (6 theory, 1 lab)</td>
</tr>
<tr>
<td>RAD 314</td>
<td>Radiologic Practicum I, 1 cr.</td>
</tr>
<tr>
<td>RAD 321</td>
<td>Radiologic Practicum II, 1 cr.</td>
</tr>
<tr>
<td>RAD 331</td>
<td>Principles of Radiation Protection and Radiobiology, 3 cr.</td>
</tr>
<tr>
<td>RAD 332</td>
<td>Principles of Radiologic Physics, 3 cr.</td>
</tr>
<tr>
<td>RAD 333</td>
<td>Radiographic Procedures and Image Analysis II, 4 cr. (3 theory, 1 lab)</td>
</tr>
<tr>
<td>RAD 334</td>
<td>Radiologic Practicum III, 2 cr.</td>
</tr>
<tr>
<td>RAD 441</td>
<td>Radiographic Procedures and Image Analysis III, 3 cr. (2 theory, 1 lab)</td>
</tr>
<tr>
<td>RAD 442</td>
<td>Radiologic Practicum IV, 3 cr.</td>
</tr>
<tr>
<td>RAD 451</td>
<td>Principles of Specialized Radiographic Modalities and Pharmacology, 4 cr.</td>
</tr>
<tr>
<td>RAD 452</td>
<td>Radiographic Procedures and Image Analysis IV, 6 cr. (5 theory, 1 lab)</td>
</tr>
<tr>
<td>RAD 453</td>
<td>Radiologic Practicum V, 2 cr.</td>
</tr>
<tr>
<td>RAD 461</td>
<td>Radiologic Practicum VI, 1 cr.</td>
</tr>
<tr>
<td>RAD 471</td>
<td>Radiologic Pathophysiology, 3 cr.</td>
</tr>
<tr>
<td>RAD 472</td>
<td>Ethics and Law in Radiologic Sciences, 1 cr.</td>
</tr>
<tr>
<td>RAD 473</td>
<td>Imaging Equipment and Quality Control, 2 cr.</td>
</tr>
<tr>
<td>RAD 474</td>
<td>Radiologic Practicum VII, 1 cr.</td>
</tr>
<tr>
<td>RAD 475</td>
<td>Radiologic Practicum VIII, 1 cr.</td>
</tr>
<tr>
<td>RAD 476</td>
<td>Senior Capstone, 4 cr.</td>
</tr>
</tbody>
</table>

### Affiliate Clinical Programs

Students may also choose to apply through Marian’s affiliate clinical programs. Students who are accepted into an affiliate program register for courses to maintain continuous enrollment at Marian University and to indicate their progress in their off-campus training. Course numbers and sequence vary by clinical program:

**60 credits (affiliate programs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 375</td>
<td>Radiologic Technology Clinical I, 6 cr.</td>
</tr>
<tr>
<td>RAD 380</td>
<td>Radiologic Technology Clinical II, 12 cr.</td>
</tr>
</tbody>
</table>

### Radiologic Technology Major (BSRT) (Accelerated/Evening/Online Programs)

The Radiologic Technology program is an accelerated adult undergraduate program that is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. This program is offered in an accelerated format either online or in the classrooms at the Fond du Lac Campus and at many other locations throughout the state. It provides for continued personal and professional growth of the nontraditional adult learners and is aligned with the changing needs of communities and organizations in the global workplace. This completion program is designed for students who have completed a two-year program in an accredited school of radiologic technology and wish to achieve a baccalaureate degree. Students are credited with 60 credits toward their degree for having successfully completed the two-year Radiologic Technology Program including certification. Coursework includes the liberal arts courses required to complete the baccalaureate degree and a choice among six minors. Students may also opt to earn a business administration double major. This program provides a Bachelor of Science in Radiologic Technology degree to certified radiologic technicians. One of the following minors is required: business administration, communication, history, information technology, leadership, management, or marketing. The BSRT completion program is delivered in two ways: face-to-face and online. The only minors available online are Business Administration and Information Technology.

### Liberal Arts Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 390</td>
<td>Radiologic Technology Clinical III, 12 cr.</td>
</tr>
<tr>
<td>RAD 395</td>
<td>Radiologic Technology Clinical IV, 6 cr.</td>
</tr>
<tr>
<td>RAD 400</td>
<td>Radiologic Technology Clinical V, 12 cr.</td>
</tr>
<tr>
<td>RAD 410</td>
<td>Radiologic Technology Clinical VI, 12 cr.</td>
</tr>
<tr>
<td>RAD 415</td>
<td>Radiologic Technology Clinical VII, 6 cr.</td>
</tr>
<tr>
<td>RAD 420</td>
<td>Radiologic Technology Clinical VIII, 15 cr.</td>
</tr>
<tr>
<td>RAD 430</td>
<td>Radiologic Technology Clinical IX, 15 cr.</td>
</tr>
</tbody>
</table>
45 credits:

ENG 230  Professional Composition and Research Writing, 3 cr.
ART xxx  Art elective, 3 cr.
MUS xxx  Music elective, 3 cr.
ENG xxx  Literature elective, 3 cr.
BIO xxx  Biological, ecological, or environmental science elective, 3 cr.
PHS xxx  Physical science, chemistry, or physics elective, 3 cr.
MAT xxx  Mathematics elective, 3 cr.
SOC xxx  Sociology elective, 3 cr.
PSY xxx  General Psychology (PSY 101) or Human Development (PSY 105), 3 cr.
HIS 102  World Civilizations II, 3 cr.
HIS 2xx  History elective, 3 cr.
THE 101  Introduction to Christian Theology, 3 cr.
THE 2xx  Theology elective, 3 cr.
PHI 132  The Examined Life, 3 cr.
PHI 2xx  Philosophy elective, 3 cr. (PHI 220: Bioethics recommended)

60 credits:

Two-year radiologic technology program from an accredited school of radiologic technology transferred as RAD 380, 390, 400, and 410.

15–24 minor credits: See specific program area for required courses

Business Department
Mick Carroll, Ph.D., CPA, Chair
Regina Hall, room 228
(920) 923-8139

Mission Statement
The Mission of the Business Department is to educate students for professional roles in rapidly changing global environments through pragmatically oriented programs that promote critical thinking and ethical values.

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

Each business program consists of the General Education Program, a core of business courses, and a major concentration. Majors are offered in accounting, finance, health care administration, management, management information systems, marketing, and sport and recreation management.

The choice of a business minor provides students with the opportunity to do study in a single business discipline, to enhance their general education and to complement the concentration of their major field. Students plan their programs in consultation with their academic advisor. Minors are offered in accounting, business administration, finance, information technology, management, marketing, and sport and recreation management.

A business field experience is required of all students majoring in a business program. Required field experience courses are listed within each business major program.

For the continuing student already in the business world, the School of Business offers degree completion programs through Adult and Graduate Studies (AGS). Majors include business administration, finance, general management, health care administration, human resources management, marketing, and operations and supply chain management, which lead to a Bachelor of Business Administration degree (BBA). Business minors are also offered in information technology, management, and marketing. For adult undergraduate students not majoring in a business program, a minor is available in business administration.

For students interested in a graduate business program with an accelerated format, see the Master of Science in (MS) in Organizational Leadership in the Graduate Studies academic bulletin.

Accreditation
Marian University has received specialized accreditation for its business programs from the following organization at the undergraduate and graduate levels:
The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Business Administration (BBA) with majors in Accounting, Finance, Health Care Administration, Management, Management Information Systems, Marketing, Sport & Recreation Management.
- Bachelor of Business Administration (BBA) in AGS with majors in Business Administration, General Management, Health Care Administration, Human Resource Management, Marketing, Operations and Supply Chain Management.

**Academic standards**

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

**Re-admission criteria**
If a student has not maintained continuous enrollment at Marian University, formal application to the University must be made. The program requirements and academic standards that were effective upon initial enrollment in the School of Business are applicable only if the student is readmitted after an absence of only one semester. For non-enrollment of two or more continuous semesters, current program requirements and academic standards are applicable. Probationary status and academic standards continue upon re-admission.

**Criteria for undergraduate business students**

A student who meets Marian University admission standards and who declares a business major must comply with the following standards at each class level:

**Freshman criteria** (for students with at least 30 credits completed)
Students should have completed the following with a minimum grade of C:
- ENG 101 or ENG 105
Students must maintain a cumulative GPA of at least 2.00

**Sophomore criteria** (for students with at least 60 credits completed)
Students should have completed the following with a minimum grade of C:
- ENG 151 or ENG 106
- MAT 111 or MAT 130 or MAT 132
- BUA 210
- Science lab(s)
Students must maintain a cumulative GPA of at least 2.00

**Junior and senior criterion** (for students with at least 80 credits completed)
Students must maintain a cumulative GPA of at least 2.00

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

**Graduation requirements**
Students majoring or minoring in a business program may not earn a grade lower than C– in any business course required in the business core or in their respective business major or business minor. In instances where the student earns a grade of D+ or lower in any of these courses, the course must be repeated in order to meet graduation requirements. All business students are required to take a comprehensive exit examination during the semester prior to graduation. Students pursuing more than one major in the business program must complete at least 15 credits of unique courses to count in each major. Students pursuing a minor must
complete at least 9 credits of courses unique to the minor.

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

Prior to the start of the internship, the site must be approved and a learning contract and supervisor agreement must be completed. Students are eligible to register for a 0.5–3 credit internship upon achieving junior status. Specific internship requirements such as number of hours, paperwork, and other assignments may differ depending on major. Students must consult with the program director and internship coordinator for these details and cannot register for the internship until authorized by the internship coordinator. Business students are required to complete a minimum of one internship experience regardless of the number of declared majors.

**TRADITIONAL PROGRAMS**

**BUSINESS REQUIREMENTS**

General Education Program: 46–49 University requirements, including PHI 231; ECO 201; MAT 130 or MAT 201. TEC 102 is highly recommended.

Business programs core

34 credits as follows:

31 credits:

- ACC 201 Financial Accounting, 3 cr.
- BUA 203 Career Preparation, 1 cr.
- BUA 210 Statistical Techniques for Research Data Analysis, 3 cr.
- BUA 310 International Business, 3 cr.
- BUA 350 Business Law, 3 cr.
- BUA 402 Strategy and Policy, 3 cr.
- ECO 202 Microeconomics, 3 cr.
- FIN 301 Managerial Finance, 3 cr.
- MGT 213 Principles of Management, 3 cr.
- MKT 201 Principles of Marketing, 3 cr.

- TEC 200 Fundamentals of Information Technology, 3 cr.

3 credits from the following:

- ENG 222 Business Communications, 3 cr.
- COM 101 Fundamentals of Communication, 3 cr.
- COM 232 Public Speaking, 3 cr.

**Major requirements**
See requirements for majors in accounting, finance, health care administration, management information systems, management, marketing, and sport and recreation management.

**Minor requirements**
See requirements for minors in accounting, business administration, finance, information technology, management, marketing, and sport and recreation management.

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

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

The content of accounting courses takes into account the increased responsibility in the profession and incorporates cases from real life
situations. Accountants’ ethical and legal responsibilities are given utmost importance.

The BBA degree in Accounting is available for the student interested in a role in corporate accounting or some other area where public accounting credentials (e.g., CPA, CMA) are not required.

ACCOUNTING MAJOR
34 credits: Business programs core

18 credits:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- ACC 422 Auditing, 3 cr.
- ACC 431 Advanced Cost Accounting, 3 cr.

0–3 credits:
- ACC 397 Accounting – Internship, 1 – 3 crs.
- ACC 497 Accounting – Internship, 1 - 3 crs.

Elective credits (recommended, not required):
- ACC 312 Advanced Accounting, 3 cr.
- ACC 332 Income Tax II, 3 cr.

16–23 credits:
- University electives

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

ACCOUNTING MINOR
15–18 credits:
9–12 credits:
- BUA 101* Introduction to Business, 3 cr.
- ACC 201 Financial Accounting, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- FIN 205 Personal Finance, 3 cr.

6 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 308 Accounting Software, 3 cr.
- ACC 332 Income Tax II, 3 cr.
- ACC 404 Special Topics, 1–3 cr.
- FIN 301 Managerial Finance, 3 cr.
- TEC 102 Computer Software Applications, 3 cr.

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

BUSINESS ADMINISTRATION PROGRAM (BBA)
Business administration is designed as a flexible program to provide a broad-based business education. It is designed for students who seek careers with business organizations where there is a need for learning in a number of areas of business study. The program allows students the flexibility in selecting courses in one of several tracks – General Business, Human Resources, or Organizational Supervision. The business administration major requirements are in addition to the General Education Program and the Business Programs Core.

BUSINESS ADMINISTRATION MAJOR
34 credits: Business programs core

6-9 credits as follows:
12 credits:
- MGT 301 Operations Management, 3 cr
- TEC 403 Advanced Computer Applications for Business, 3 cr.

0 – 3 credits
- BUA 497 Internship, 1-3 cr.

12 credits from at least one of the following tracks:

General Business Track – 12 credits as follows:
9 credits
- FIN 400 Investments, 3 cr.
- MGT 311 Human Resource Management, 3 cr.
- MKT 302 Advertising, 3 cr.

3 credits from one of the following:
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- MGT 325 Supervision, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- TEC 314 E-Business and Digital Technologies, 3 cr.
- XXX 404 Special Topics, 3 cr.

Human Resources Track
- MGT 311 Human Resource Management, 3 cr.
MGT 426  Safety Health and Wellness, 3 cr.
MGT 412  Human Resource Planning, Recruitment, and Selection, 3 cr.

3 credits from one of the following:
BUA 405  Readings in Contemporary Business Issues, 3 cr.
MGT 325  Supervision, 3 cr.
MGT 304  International Organizational Behavior, 3 cr.
MGT 408  Leadership in Ethical Organizations, 3 cr.
XXX 404  Special Topics, 3 cr.

Organizational Supervision Track
MGT 304  International Organizational Behavior, 3 cr.
MGT 325  Supervision, 3 cr.
MGT 408  Leadership in Ethical Organizations, 3 cr.

3 credits from one of the following:
BUA 405  Readings in Contemporary Business Issues, 3 cr.
MGT 311  Human Resource Management, 3 cr.
MGT 426  Safety Health and Wellness, 3 cr.
TEC 310  Database Management, 3 cr.
XXX 404  Special Topics, 1-3 cr.

16-22 credits:
University electives

BUSINESS ADMINISTRATION MINOR (non-business majors only)
Non-business majors completing the following courses earn a minor in business administration. Students completing this minor and two additional upper-level courses in another business area earn a minor in business administration with the respective emphasis. The additional courses are dictated by the directors within the respective program.

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

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

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

FINANCE MAJOR
34 Credits: Business programs core

*21-24 credits as follows:
6 to 9 credits:
FIN 303  Money and Banking, 3 cr.
FIN 400  Investments, 3 cr.

0–3 credits:
FIN 397  Internship, 1-3 cr.
FIN 497  Internship, 1-3 cr.

12 credits from the following:
(at least 2 courses in finance must be taken)
ACC 306  Managerial Accounting, 3 cr.
ACC 331  Income Tax I, 3 cr.
ACC 332  Income Tax II, 3 cr.
BUA 405  Readings in Contemporary Business Issues, 3 cr.
FIN 205  Personal Finance, 3 cr.
FIN 331  Principles of Insurance and Risk Management, 3 cr.
FIN 401  Global Finance, 3 cr.
FIN 404  Special Topics in Finance, 1-3 cr.
FIN/TEC 403  Advanced Computer Applications for Business, 3 cr.

16-19 credits:
University electives
*Finance majors must also complete ECO 201 which may satisfy an elective General Education Social Science requirement.

**FINANCE MINOR (business majors only)**

15 credits as follows:

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

9 credits from the following:
(at least one finance course must be taken)
- ACC 331 Income Tax I, 3 cr.
- ACC 332 Income Tax II, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 304 Financial Planning, Forecasting and Decision-Making, 3 cr.
- FIN 397 Internship, 0.5-3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.
- FIN 404 Special Topics in Finance, 1-3 cr.
- FIN 497 Internship, 1–3 cr.

**HEALTH CARE ADMINISTRATION PROGRAM (BBA)**

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

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

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

**HEALTH CARE ADMINISTRATION MAJOR**

34 Credits: Business programs core

**26-29 credits as follows:**

**20 credits:**
- BIO 220 Introduction to Medical Terminology, 2 cr.
- HCA 201 Introduction to Health Care Administration, 3 cr.
- HCA 415 Health Care Information Systems, 3 cr.
- HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
- HCA 431 Health Care Management and Policy, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- MGT 330 Supply Chain Management, 3 cr.

**0–3 credits:**
- HCA 397 Health Care Internship, 0 cr.
- HCA 497 Health Care Internship, 1–3 cr.

**6 credits from the following:**
- BUA 404 Special Topics, 1-3 crs.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- MGT 311 Human Resource Management, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
  
  or  
  - MGT 321 Organizational Behavior and Communication, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- TEC 310 Database Management, 3 cr.
- TEC 403 Advanced Computer Applications for Business, 3 cr.

**8-14 credits:**
- University electives

**INFORMATION TECHNOLOGY PROGRAM (BBA)**

The Information Technology Program provides a unique cross-disciplinary curriculum addressing the information skills, business core concepts, and interpersonal abilities needed to meet the increasing demand for information systems professionals. Students are prepared to analyze and solve the multitude of information problems facing today’s businesses and organizations. Students are prepared to find careers in a number of areas, including the design of computerized information systems, database management and administration, project
team leadership, and information system management.

**MANAGEMENT INFORMATION SYSTEMS MAJOR**
Management Information Systems (MIS) involves the application of computer technology, quantitative techniques, and administrative skills to the information processing requirements of organizations. MIS links technology with organizations. It combines decision-making with computer technology in an organization to analyze, design, implement, and manage computerized information systems. The curriculum links business and real world knowledge with information technology and information systems management. The MIS program prepares entry-level professionals for careers in the use and management of information systems.

**34 credits:** Business programs core

**18-21 credits as follows:**

12 credits:
- TEC 300 Systems Development, 3 cr.
- TEC 310 Database Management, 3 cr.
- TEC 314 E-Business and Digital Technologies, 3 cr.
- TEC 403 Advanced Computer Applications for Business, 3 cr.

0-3 credits from the following courses:
- TEC 397 Internship, 0 - 3 cr.
- TEC 497 Internship, 1-3 cr.

6 credits from the following courses:
- BUA 404 Special Topics, 1-3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- MGT 301 Operations Management, 3 cr.
- MGT 330 Supply Chain Management, 3 cr.
- MGT 421 Project Management, 3 cr.
- TEC 305 Enterprise Computing Applications, 3 cr.
- TEC 404 Special Topics, 3 cr.

**19-22 credits:**
- University electives

**INFORMATION TECHNOLOGY MINOR**

**15 credits:**
- 3 credits:

**205 Information Technology Resources, 3 cr.**

**6 credits from the following:**
- TEC 212 Computer Programming I, 3 cr.
- TEC 280 Introduction to Programming and Data Structures, 3 cr.
- TEC 312 Object Oriented Programming, 3 cr.

**6 credits from the following:**
- TEC 300 Systems Development, 3 cr.
- TEC 310 Database Management, 3 cr.
- TEC 314 E-Business and Digital Technologies, 3 cr.

**MANAGEMENT PROGRAM (BBA)**
The Management Program prepares students to become competent, ethical, socially responsible, quality-focused, entry-level managers. The program has an applied focus, integrating theory, process, and practice to develop competencies required for work in for-profit and not-for-profit organizations. Students become familiar with the practice of management, leadership, decision-making, teamwork, communication, and human resources.

The management major focuses on the management of people, projects, and tasks. Managers are business generalists who are competent both technically and socioculturally. They have skills in communication, teamwork, leadership, operations, problem solving, planning, and negotiating.

**MANAGEMENT MAJOR**

**34 credits:** Business programs core

**18-21 credits as follows:**

12 credits:
- MGT 301 Operations Management, 3 cr.
- MGT 330 Supply Chain Management, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- TEC 403 Advanced Computer Applications for Business, 3 cr.

0–3 credits:
- MGT 397 Internship, 0 – 3 cr.
- MGT 497 Internship, 1–3 cr.

6 credits from the following:
- BUA 404 Special Topics, 0-3 crs.
- BUA 405 Contemporary Readings in Business, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
MGT 311 Human Resources Management, 3 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
MGT 421 Project Management, 3 cr.
MGT 426 Safety Health and Wellness, 3 cr.

16-22 credits:
University electives

MANAGEMENT MINOR
15–18 credits as follows:
9-12 credits:
BUA 101* Introduction to Business, 3 cr.
MGT 213 Principles of Management, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 311 Human Resources Management, 3 cr.

6 credits from the following:
MGT 330 Supply Chain Management, 3 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
MGT 421 Project Management, 3 cr.
MGT 422 Process and Quality, 3 cr.

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

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

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

MARKETING MAJOR
34 credits: Business programs core
18-21 credits as follows:
9 credits:

MKT 302 Principles of Advertising, 3 cr.
MKT 311 Consumer Behavior, 3 cr.
MKT 322 Sales Management, 3 cr.
MKT 400 Marketing Management, 3 cr.

0–3 credits:
MKT 397 Internship, 0.5 cr.
MKT 497 Internship, 1–3 cr.

9 credits from the following (3 credits must be at the 300 level or above):
ART 201 Design, 3 cr.
ART 203 Introduction to Graphic Arts, 3 cr.
ART 205 Digital Imaging, 3 cr.
ART 207 Computer Illustration, 3 cr.
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 302 Intercultural Communication, 3 cr.
COM 315 Public Relations Writing and Practice, 3 cr.
COM 333 Computer Applications for Communications, 3 cr.
COM 420 Professional Presentations, 3 cr.
MKT 318 Personal Selling Skills, 3 cr.
MKT 401 Marketing Research, 3 cr.
MKT 402 Marketing Seminar, 3 cr.
MKT 404 Special Topics, 3 cr.
SRM 422 Sport and Recreation Marketing, 3 cr.
TEC 314 E-Business and Digital Technologies, 3 cr.

16-22 credits:
University electives

MARKETING MINOR
15–18 credits as follows:
3-6 credits:
BUA 101* Introduction to Business, 3 cr.
MKT 201 Principles of Marketing, 3 cr.

6 credits of Marketing courses:
MKT XXX Marketing elective, 3 cr.
MKT XXX Marketing elective, 3 cr.

6 Marketing elective credits:
XXX Marketing elective, 3 cr.
XXX Marketing elective, 3 cr.

*BUA 101 is required for students not pursuing a business major; it is not required for students completing the business core.
SPORT AND RECREATION MANAGEMENT PROGRAM (BBA)
The Sport and Recreation Management Program prepares students with a background in sports and recreation services management. Sports managers must be able to interact effectively with various clients to insure that fundamental business principles are successfully adapted to the specialized settings of sport and recreation centered enterprises. Emphasis is placed upon career orientation within the context of a liberal arts background.

SPORT AND RECREATION MANAGEMENT MAJOR
34 credits: Business programs core

18-21 credits as follows:
18 credits:
SRM 201 Introduction to Sport and Recreation Management, 3 cr.
SRM 202 Sport and Recreation Programming, 3 cr.
SRM 301 Legal Issues in Sport and Recreation Management, 3 cr.
SRM 302 Management of Sport and Recreation Facilities, 3 cr.
SRM 402 Leadership in Sport and Recreation Management, 3 cr.
SRM 422 Sport and Recreation Marketing, 3 cr.

0–3 credits:
SRM 397 Internship, 0 - 3cr.
SRM 497 Internship, 1–3 cr.

19–22 credits:
University electives

SPORT AND RECREATION MANAGEMENT MINOR
15–18 credits:
6–9 credits:
BUA 101* Introduction to Business, 3 cr.
SRM 201 Introduction to Sport and Recreation Management, 3 cr.
SRM 202 Sport and Recreation Programming, 3 cr.

9 credits from the following:
SRM 301 Legal Issues in Sport and Recreation Management, 3 cr.
SRM 302 Management of Sport and Recreation Facilities, 3 cr.
SRM 402 Leadership in Sport and Recreation Management, 3 cr.
SRM 422 Sport and Recreation Marketing, 3 cr.
TEC Information Technology elective, 3 cr.

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

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

In order to be commissioned as an Army officer at graduation, students must successfully complete both phases of the program and fulfill the following professional education requirements.
**Professional education requirements**
- Be able to communicate effectively orally and in writing.
- Develop a sense of history and be acquainted with military history.

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

**Army ROTC financial assistance**

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

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

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

### 27 credits as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSC 101</td>
<td>Leadership and Military Science I, 2 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 102</td>
<td>Leadership and Military Science II, 2 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 201</td>
<td>Basic Leadership and Management I, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 202</td>
<td>Basic Leadership and Management II, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 301</td>
<td>Advanced Leadership and Management I, 4 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 302</td>
<td>Advanced Leadership and Management II, 4 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 401</td>
<td>Applied Leadership and Management I, 4 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 402</td>
<td>Applied Leadership and Management II, 4 cr.</td>
<td></td>
</tr>
<tr>
<td>HIS 112</td>
<td>History of the United States from 1877, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>HIS 211</td>
<td>American Military History, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>HIS 408</td>
<td>Diplomatic History, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>HIS 422</td>
<td>20th Century Europe, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 404</td>
<td>Special Topics, 1–3 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 421</td>
<td>Contemporary Leadership and Management, 1–3 cr.</td>
<td></td>
</tr>
<tr>
<td>MSC 431</td>
<td>Advanced Contemporary Leadership and Management, 1–3 cr.</td>
<td></td>
</tr>
</tbody>
</table>

**Required each semester:**
- MSC 183 Military Conditioning, 1 cr.

**ADULT UNDERGRADUATE PROGRAMS (ACCELERATED/EVENING/ONLINE PROGRAMS)**

The accelerated adult undergraduate programs are dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. The accelerated adult undergraduate programs, offered online and in the classrooms at the Fond du Lac Campus and at many other locations throughout the state, provide for continued personal and professional growth of the nontraditional adult learners, and are aligned with the changing needs of communities and organizations in the global workplace. These programs are sometimes internally referred to as “Adult Undergraduate” programs.

**Accelerated Undergraduate Degrees:**

**Bachelor’s Degrees**
- Bachelor of Business Administration (BBA):
Majors available in business administration, general management, health care administration, human resource management, marketing, and operations and supply chain management.

**Accelerated Undergraduate Certificates:**
Certificate Programs do not qualify for Federal Financial Aid
- Health Care Administration

**Admission**
Refer to the Admission section of the Academic Bulletin for details about admission.

**BUSINESS ADMINISTRATION PROGRAM**
The Bachelor in Business Administration program focuses on developing business management and leadership skills with a comprehensive grasp of the economic, legal and cultural context of today’s business environment. Learning takes place through case studies, small-group discussions and work-related research projects. Class participation will provide opportunities to network with other students from a variety of industrial, professional and educational backgrounds.

The degree program consists of a 37 credit common business core of courses that all students are required to complete. Students may then choose one of six undergraduate majors, including business administration, general management, human resource management, marketing, or operations and supply chain management. Students may also double major in health care administration. Each major is comprised of 15 – 18 credit hours in the discipline. All business students are required to take a comprehensive exit examination during the semester prior to graduation. Students pursuing more than one major must complete at least 15 credits of unique courses to count in each major.

Students majoring or minoring in a business program may not earn a grade lower than C– in any business course required in the business core or in their respective business major or business minor. In instances where the student earns a grade of D+ or lower in any of these courses, the course must be repeated in order to meet graduation requirements.

**Liberal Arts Core**
30 credits as follows:

<table>
<thead>
<tr>
<th>3 credits:</th>
<th>ENG 230</th>
<th>Professional Composition and Research Writing, 3 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits:</td>
<td>HIS 102</td>
<td>World Civilizations II, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>HIS 2xx</td>
<td>History Elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>MAT xxx</td>
<td>Math Elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>THE 101</td>
<td>Introduction to Christian Theology, 3 cr.</td>
</tr>
<tr>
<td>6 credits (must be from at least two areas):</td>
<td>ART xxx</td>
<td>Art Elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ENG xxx</td>
<td>Literature elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>MUS xxx</td>
<td>Music Elective, 3 cr.</td>
</tr>
<tr>
<td>3 credits:</td>
<td>PHI 132</td>
<td>The Examined Life, 3 cr.</td>
</tr>
<tr>
<td>3 credits from the following:</td>
<td>BIO xxx</td>
<td>Biological, Ecological or Environmental Science elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>PHS xxx</td>
<td>Physical Science, Chemistry, Meteorology, or Physics elective, 3 cr.</td>
</tr>
<tr>
<td>3 credits from the following:</td>
<td>PSY xxx</td>
<td>Psychology Elective, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>SOC xxx</td>
<td>Sociology Elective, 3 cr.</td>
</tr>
</tbody>
</table>

**Business Administration Core**
37 credits:

| 37 credits:      | ACC 201 | Financial Accounting, 3 cr.                        |
|                  | BUA 310 | International Business, 3 cr.                      |
|                  | BUA 350 | Business Law, 3 cr.                                |
|                  | BUA 402 | Strategy and Policy, 3 cr.                         |
|                  | BUS 495 | Synthesis Portfolio, 1 cr.                         |
|                  | COM 232 | Public Speaking, 3 cr.                             |
|                  | ECO 202 | Microeconomics, 3 cr.                              |
|                  | FIN 301 | Fundamentals of Managerial Finance, 3 cr.          |
|                  | MAT 123 | Introduction to Statistics and Probability, 3 cr.  |
|                  | MGT 213 | Principles of Management, 3 cr.                    |
|                  | MKT 201 | Principles of Marketing, 3 cr.                     |
|                  | PHI 231 | Business Ethics, 3 cr.                             |
|                  | TEC 200 | Fundamentals Information Technology, 3 cr.         |

**BUSINESS ADMINISTRATION MAJOR**
The Business Administration major provides a broad-based business education. It is designed for students
who seek careers with business organizations where knowledge is required in many areas of business study, or for students who have prior learning in a particular field of business study. The program allows the student flexibility in selecting courses of interest to them.

18 credits as follows:

9 credits:
- FIN 400 Investments, 3 cr.
- MGT 311 Human Resource Management, 3 cr.
- MGT 420 Entrepreneurial and Small Business Management, 3 cr.

3 credits from the following:
- MKT 302 Principles of Advertising, 3 cr.
- MKT 318 Personal Selling Skills, 3 cr.
- MKT 322 Sales Management, 3 cr.

6 credits:
- 300/400 Business electives at or above the 300 level

35 credits:
- University electives

FINANCE PROGRAM

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

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

18 credits as follows:

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

12 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- ECO 201 Macroeconomics, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 331 Principles of Insurance and Risk Management, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.
- FIN 404 Special Topics in Finance, 1-3 cr.

35 credits:
- University electives

FINANCE MINOR (business majors only)

15-18 credits as follows:

9-12 credits:
- BUA 101 Introduction to Business, 3 cr. *
- ACC 201 Financial Accounting, 3 cr.
- ECO 201 Macroeconomics, 3 cr.
- Or ECO 202 Microeconomics, 3 cr.
- FIN 301 Managerial Finance, 3 cr.

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

0-3 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax I, 3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- ECO 201 Macroeconomics, 3 cr. **
- ECO 202 Microeconomics, 3 cr. **
- FIN 205 Personal Finance, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.
- FIN 404 Special Topics in Finance, 1-3 cr.

*required for non-business majors only
**if not counted as the required economics course

GENERAL MANAGEMENT MAJOR
The General Management major examines differing approaches to management and explains skills and activities utilized by managers in fulfilling their functions. Topics include leadership, power, decision-making, policy formation, and organizational structure and change. Emphasis is on the management function in an organizational context.

15 credits as follows:
   12 credits:
   - MGT 304  International Organizational Behavior, 3 cr.
   - MGT 311  Human Resource Management, 3 cr.
   - MGT 420  Entrepreneurial and Small Business Management, 3 cr.
   - MGT 421  Project Management, 3 cr.
   3 credits from the following:
   - MGT 301  Operations Management, 3 cr.
   - MGT 408  Leadership in Ethical Organizations, 3 cr.
   - MGT 411  Organizational Training and Development, 3 cr.
   - MGT 412  HR Planning, Recruitment and Selection, 3 cr.
   - MGT 422  Process and Quality, 3 cr.
   - MGT 426  Safety and Health, 3 cr.

38 credits:
   University electives

MANAGEMENT MINOR
(may be taken by a student not pursuing a business major)
15–18 credits as follows:
   3–6 credits:
   - BUA 101*  Introduction to Business, 3 cr.
   - MGT 213  Principles of Management, 3 cr.
   3 credits from the following:
   - MGT 301  Operations Management, 3 cr.
   - MGT 311  Human Resource Management, 3 cr.
   - MGT 420  Entrepreneurial and Small Business Management, 3 cr.

9 credits from one of the following:
   Group A
   - MGT  Management electives, 9 cr.
   Group B
   - MGT  Management electives, 6 cr. and

   - ACC 201  Financial Accounting, 3 cr.
   - MKT 322  Sales Management, 3 cr.
   - TEC 403  Advanced Computer Applications and Systems, 3 cr.

* required for non-business majors only

HEALTH CARE ADMINISTRATION MAJOR
The Health Care Administration (HCA) program provides preparation for the entry-level professional in an expanding and increasingly complex health care system. The program recognizes the growing need for individuals who are prepared to administer health care enterprises in a time of change. The HCA major provides graduates with the skills and knowledge to understand and operate within the business area of health care, including medical staff relations, patient care services, finance, human resources, information technology, and planning and development.

20 credits:
   - BIO 220  Introduction to Medical Terminology, 2 cr.
   - HCA 201  Introduction to Health Care Administration, 3 cr.
   - HCA 415  Health Care Information Systems, 3 cr.
   - HCA 421  Financial and Economic Aspects of Health Care, 3 cr.
   - HCA 431  Health Care Management and Policy, 3 cr.
   - MGT 330  Supply Chain Management, 3 cr.
   - MGT 408  Leadership in Ethical Organizations, 3 cr.

6 elective credits:
   - BUA 404  Special Topics 1-3 cr.
   - BUA 405  Readings in Contemporary Business Issues, 3 cr.
   - MGT 311  Human Resource Management, 3 cr.
   - MGT 304  International Organizational Behavior, 3 cr.
   - MGT 321  Organizational Communication and Behavior, 3 cr.
   - MGT 422  Process and Quality, 3 cr.
   - TEC 310  Database Management, 3 cr.
TEC 402  Advanced Computer Applications for Business, 3 cr.

27 credits:
University electives

HUMAN RESOURCE MANAGEMENT MAJOR
The major in Human Resource Management focuses on how organizations attract, motivate, develop, and retain employees. Topics covered include: recruiting, staffing, compensation theory, training and development, labor relations, and equal employment opportunity. The major is appropriate for those seeking positions in both public and private sector organizations, and provides entry into jobs in human resources departments, team leader positions, and management training programs.

15 credits:
MGT 304  International Organizational Behavior, 3 cr.
MGT 311  Human Resource Management, 3 cr.
MGT 411  Organizational Training, Development, 3 cr.
MGT 412  HR Planning, Recruitment and Selection, 3 cr.
MGT 413  Compensation and Benefits, 3 cr.

38 credits:
University electives

MARKETING MAJOR
Marketing is the creative and dynamic interaction between the producer and the consumer and is a critical and comprehensive business function. Marketing is charged with making a firm response to environmental and social needs, as well as stimulating business growth in both domestic and international markets. Marketing deals with the selection of markets, analysis of customer wants and behavior, market research, market forecasting, packaging, merchandising, personal selling, advertising, physical distribution, and pricing. The marketing manager must be able to translate knowledge of consumer behavior into marketing strategy.

18 credits as follows:
12 credits:
MKT 302  Principles of Advertising, 3 cr.
MKT 311  Consumer Behavior, 3 cr.
MKT 322  Sales Management, 3 cr.
MKT 400  Marketing Management, 3 cr.

6 credits from the following:
ART 201  Design, 3 cr.
COM 202  Writing for Media, 3 cr.
COM 215  Introduction to Public Relations, 3 cr.
COM 302  Intercultural Communication, 3 cr.
COM 322  Argumentation and Persuasion, 3 cr.
COM 420  Professional Presentations, 3 cr.
MKT 401  Marketing Research, 3 cr.

35 credits:
University electives

MARKETING MINOR
(may be taken by a student not pursuing a business major)
15–18 credits as follows:
9–12 credits:
BUA 101*  Introduction to Business, 3 cr.
MKT 201  Principles of Marketing, 3 cr.
MKT 302  Principles of Advertising, 3 cr.
MKT  Marketing elective, 3 cr.

6 credits from the following:
ART 201  Design, 3 cr.
ART 203  Introduction to Graphic Arts, 3 cr.
ART 205  Digital Imaging, 3 cr.
ART 207  Computer Illustration, 3 cr.
BUA 303  Population and Demography, 3 cr.
COM 202  Writing for Media, 3 cr.
COM 215  Introduction to Public Relations, 3 cr.
COM 302  Intercultural Communication, 3 cr.
COM 315  Public Relations Writing and Practice, 3 cr.
COM 322  Argumentation and Persuasion, 3 cr.
COM 333  Computer Applications for Communications, 3 cr.
COM 420  Professional Presentations, 3 cr.
MKT 311  Consumer Behavior, 3 cr.
MKT 318  Personal Selling Skills, 3 cr.
MKT 322  Sales Management, 3 cr.
MKT 400  Marketing Management, 3 cr.
MKT 401  Marketing Research, 3 cr.
MKT 402  Marketing Seminar, 3 cr.
MKT 404  Special Topics, 3 cr.
SRM 422  Sport and Recreation Marketing, 3 cr.
TEC 214  Web Design and E-Commerce, 3 cr.

* required for non-business majors only
OPERATIONS AND SUPPLY CHAIN MANAGEMENT MAJOR
The Operations and Supply Chain Management major focuses on industry’s ability to create goods and services. Operations and supply chain managers direct what work is to be done, when it is to be done, and by whom. This includes purchasing supplies and raw materials, directing production activities, and delivering goods and services. The program is based on the comprehensive understanding of distribution, wholesaling, purchasing, inventory control, and basic principles of management systems.

18 credits:
- BUS 435 Statistical Applications, 3 cr.
- MGT 301 Operations Management, 3 cr.
- MGT 330 Supply Chain Management, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- MGT 431 Purchasing, 3 cr.
- MGT 435 Logistics, 3 cr.

35 credits:
- University electives

BUSINESS ADMINISTRATION MINOR
(not available to students pursuing a major in a business field)

21 credits:
- ACC 201 Financial Accounting, 3 cr.
- BUA 350 Business Law, 3 cr.
- ECO 202 Microeconomics, 3 cr.
- FIN 301 Fundamentals of Managerial Finance, 3 cr.
- MGT 213 Principles of Management, 3 cr.
- MKT 201 Principles of Marketing, 3 cr.
- TEC 200 Fundamentals Information Technology, 3 cr.

INFORMATION TECHNOLOGY MINOR

15–18 credits:
- 9–12 credits:
  - BUA 101* Introduction to Business, 3 cr.
  - TEC 102 Computer Software Applications, 3 cr.
  - BUS 348 Principles of Data Management, 3 cr.
  - TEC 200 Fundamentals Information Technology, 3 cr.
- 6 credits from the following:
  - BUS 343 Technology of Information Systems, 3 cr.
  - BUS 438 Business Data Communications and Networks, 3 cr.
  - BUS 458 Systems Analysis and Design, 3 cr.
  - TEC 404 Special Topics, 3 cr.
  - MGT 213** Principles of Management, 3 cr.
  - MGT 421** Project Management, 3 cr.

* required for non-business majors only
** only one management course may be counted toward these elective requirements

Double (Second) Majors for BBA Degrees
Students may formally declare to add a second academic major or minor to their degree studies. Due to the structure of our programs, students may not declare a triple major. The curriculum required in each BBA double major is not identical to the courses required when a major is the only one being completed. A second major in BBA consists of an additional 5-6 pre-determined courses. Students wishing to pursue these options must contact their academic advisor to ensure that the mandatory paperwork is completed to formally declare their intentions to add a double major or minor and they are following the correct curriculum requirements. The addition of a double major or minor may extend the amount of time required to complete all degree requirements and may result in earning more credits than the minimum number required for graduation. Students pursuing more than one major in the business program must take at least 15 credits of unique courses in each major.

Business Administration Majors electing a double major in General Management
- MGT 301 Operations Management, 3 cr.
- MGT 304 International Organizational Behavior, 3 cr.
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- MGT 421 Project Management, 3 cr.

3 credits from the following:
- MGT 411 Organizational Training and Development, 3 cr.
- MGT 412 HR Planning, Recruitment and Selection, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- MGT 426 Safety and Health, 3 cr.

Business Administration Majors electing a double major in Human Resource Management
- MGT 304 International Org. Behavior, 3 cr.
- MGT 411 Organizational Training and Development, 3 cr.
- MGT 412 H.R. Planning, Recruitment and Selection, 3 cr.
MGT 413 Compensation and Benefits, 3 cr.

3 credits from the following:
MGT 408 Leadership in Ethical Organizations, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 426 Safety and Health, 3 cr.

Business Administration Majors electing a double major in Marketing
MKT 302 Principles of Advertising, 3 cr.
MKT 311 Consumer Behavior, 3 cr.
MKT 322 Sales Management, 3 cr.
MKT 400 Marketing Management, 3 cr.

6 credits from the following:
ART 201 Design, 3 cr.
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 302 Intercultural Communications, 3 cr.
COM 322 Argumentation and Persuasion, 3 cr.
COM 420 Professional Presentations, 3 cr.
MKT 401 Marketing Research, 3 cr.

Business Administration Majors electing a double major in Operations and Supply Chain Management
BUS 435 Statistical Applications, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 330 Supply Chain Management, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 431 Purchasing, 3 cr.
MGT 435 Logistics, 3 cr.

Finance Majors electing a double major in Business Administration
FIN 303 Money and Banking, 3 cr.
FIN 400 Investments, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MGT 420 Entrepreneurial and Small Business Management, 3 cr.

12 credits from the following:
ACC 306 Managerial Accounting, 3 cr.
ACC 331 Income Tax 1, 3 cr.
ECO 201 Macroeconomics, 3 cr.
FIN 205 Personal Finance, 3 cr.
FIN 331 Principles of Insurance and Risk Management, 3 cr.
FIN 401 Global Finance, 3 cr.
FIN 403 Advanced Computer Applications for Business, 3 cr.

3 credits from the following:
MKT 302 Principles of Advertising, 3 cr.
MKT 318 Personal Selling Skills, 3 cr.
MKT 322 Sales Management, 3 cr.

9 credits from the following:
Finance courses at or above the 300 level

Finance Majors electing a double major in General Management
FIN 303 Money and Banking, 3 cr.
FIN 400 Investments, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 304 International Org. Behavior, 3 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
MGT 421 Project Management, 3 cr.

12 credits from the following:
ACC 306 Managerial Accounting, 3 cr.
ACC 331 Income Tax 1, 3 cr.
ECO 201 Macroeconomics, 3 cr.
FIN 205 Personal Finance, 3 cr.
FIN 331 Principles of Insurance and Risk Management, 3 cr.
FIN 401 Global Finance, 3 cr.
FIN 403 Advanced Computer Applications for Business, 3 cr.

3 credits from the following:
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 HR Planning, Recruitment and Selection, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 426 Safety and Health, 3 cr.

Finance Majors electing a double major in Human Resource Management
FIN 303 Money and Banking, 3 cr.
FIN 400 Investments, 3 cr.
MGT 304 International Org. Behavior, 3 cr.
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 HR Planning, Recruitment and Selection, 3 cr.
MGT 413 Compensation and Benefits, 3 cr.

12 credits from the following:
ACC 306 Managerial Accounting, 3 cr.
ACC 331 Income Tax 1, 3 cr.
ECO 201 Macroeconomics, 3 cr.
FIN 205 Personal Finance, 3 cr.
FIN 331 Principles of Insurance and Risk Management, 3 cr.
FIN 401 Global Finance, 3 cr.
FIN 403 Advanced Computer Applications for Business, 3 cr.

3 credits from the following:
- MGT 408 Leadership in Ethical Organizations, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- MGT 426 Safety and Health, 3 cr.

Finance Majors electing a double major in Marketing
- FIN 303 Money and Banking, 3 cr.
- FIN 400 Investments, 3 cr.
- MKT 302 Principles of Advertising, 3 cr.
- MKT 311 Consumer Behavior, 3 cr.
- MKT 322 Sales Management, 3 cr.
- MKT 400 Marketing Management, 3 cr.

12 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax 1, 3 cr.
- ECO 201 Macroeconomics, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 331 Principles of Insurance and Risk Management, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.

6 credits from the following:
- ART 201 Design, 3 cr.
- COM 202 Writing for Media, 3 cr.
- COM 302 Intercultural Communications, 3 cr.
- COM 420 Professional Presentations, 3 cr.
- MKT 401 Marketing Research, 3 cr.

Finance Majors electing a double major in Operations and Supply Chain Management
- FIN 303 Money and Banking, 3 cr.
- FIN 400 Investments, 3 cr.
- BUS 435 Statistical Applications, 3 cr.
- MGT 301 Operations Management, 3 cr.
- MGT 330 Supply Chain Management, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- MGT 431 Purchasing, 3 cr.
- MGT 435 Logistics, 3 cr.

12 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax 1, 3 cr.
- ECO 201 Macroeconomics, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 331 Principles of Insurance and Risk Management, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.

Adding a Finance Major to any Business Major
- FIN 303 Money and Banking, 3 cr.
- FIN 400 Investments, 3 cr.

12 credits from the following:
- ACC 306 Managerial Accounting, 3 cr.
- ACC 331 Income Tax 1, 3 cr.
- BUA 405 Readings in Contemporary Business Issues, 3 cr.
- ECO 201 Macroeconomics, 3 cr.
- FIN 205 Personal Finance, 3 cr.
- FIN 331 Principles of Insurance and Risk Management, 3 cr.
- FIN 401 Global Finance, 3 cr.
- FIN 403 Advanced Computer Applications for Business, 3 cr.

General Management Majors electing a double major in Business Administration
- FIN 400 Investments, 3 cr.

3 credits from the following:
- MKT 302 Principles of Advertising, 3 cr.
- MKT 318 Personal Selling Skills, 3 cr.
- MKT 322 Sales Management, 3 cr.

12 credits from the following:
- Business courses at or above the 300 level, 12 cr.

General Management Majors electing a double major in Human Resource Management
- MGT 411 Organizational Training and Development, 3 cr.
- MGT 412 H.R. Planning, Recruitment and Selection, 3 cr.
- MGT 413 Compensation and Benefits, 3 cr.
- MGT 422 Process and Quality, 3 cr.
- COM 334 Discussion and Small Group Interaction, 3 cr.
- or
- MGT 426 Safety and Health, 3 cr.

General Management Majors electing a double major in Marketing
- MKT 302 Principles of Advertising, 3 cr.
- MKT 311 Consumer Behavior, 3 cr.
- MKT 322 Sales Management, 3 cr.
- MKT 400 Marketing Management, 3 cr.
6 credits from the following:
ART 201 Design, 3 cr.
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 302 Intercultural Communications, 3 cr.
COM 322 Argumentation and Persuasion, 3 cr.
COM 420 Professional Presentations, 3 cr.
MKT 401 Marketing Research, 3 cr.

General Management Majors electing a double major in Operations and Supply Chain Management
BUS 435 Statistical Applications, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 330 Supply Chain Management, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 431 Purchasing, 3 cr.
MGT 435 Logistics, 3 cr.

Human Resource Management Majors electing a double major in Operations and Supply Chain Management
BUS 435 Statistical Applications, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 330 Supply Chain Management, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 431 Purchasing, 3 cr.
MGT 435 Logistics, 3 cr.

Marketing Majors electing a double major in Operations and Supply Chain Management
FIN 400 Investments, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MKT 420 Entrepreneurial and Small Business Management, 3 cr.

3 credits from the following:
MKT 302 Principles of Advertising, 3 cr.
MKT 318 Personal Selling Skills, 3 cr.
MKT 322 Sales Management, 3 cr.

6 credits from the following:
Business courses at or above the 300 level, 9 cr.

Marketing Majors electing a double major in Business Administration
FIN 400 Investments, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MKT 420 Entrepreneurial and Small Business Management, 3 cr.

Human Resource Management Majors electing a double major in General Management
COM 334 Discussion and Small Group Interaction, 3 cr.
MGT 420 Entrepreneurial & Small Business Management, 3 cr.
MGT 421 Project Management, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 301 Operations Management, 3 cr.
or
MKT 322 Sales Management, 3 cr.

Human Resource Management Majors electing a double major in Marketing
MKT 302 Principles of Advertising, 3 cr.
MKT 311 Consumer Behavior, 3 cr.
MKT 322 Sales Management, 3 cr.
MKT 400 Marketing Management, 3 cr.

6 credits from the following:
ART 201 Design, 3 cr.
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 302 Intercultural Communications, 3 cr.
COM 322 Argumentation and Persuasion, 3 cr.
COM 420 Professional Presentations, 3 cr.
MKT 401 Marketing Research, 3 cr.

Human Resource Management Majors electing a double major in Business Administration
FIN 400 Investments, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MKT 420 Entrepreneurial and Small Business Management, 3 cr.

3 credits from the following:
MKT 302 Principles of Advertising, 3 cr.
MKT 318 Personal Selling Skills, 3 cr.
MKT 322 Sales Management, 3 cr.

6 credits from the following:
Business courses at or above the 300 level

Marketing Majors electing a double major in General Management
MGT 304 International Org. Behavior, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MKT 420 Entrepreneurial and Small Business Management, 3 cr.
MGT 421 Project Management, 3 cr.

3 credits from the following:
MGT 301 Operations Management, 3 cr.
MGT 408 Leadership in Ethnical Organizations, 3 cr.
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 HR Planning, Recruiting and Selection, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 426 Safety and Health, 3 cr.

Marketing Majors electing a double major in Human Resource Management
MGT 304 International Organizational Behavior, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 H.R. Planning, Recruitment and Selection, 3 cr.
MGT 413 Compensation and Benefits, 3 cr.
or
MGT 426 Safety and Health, 3 cr.

Marketing Majors electing a double major in Operations and Supply Chain Management
BUS 435 Statistical Applications, 3 cr.
MGT 301 Operations Management, 3 cr.
MGT 330 Supply Chain Management, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 431 Purchasing, 3 cr.
MGT 435 Logistics, 3 cr.

Operations and Supply Chain Management Major electing a double major in Business Administration
FIN 400 Investments, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MGT 420 Entrepreneurial and Small Business Management, 3 cr.

3 credits from the following:
MKT 302 Principles of Advertising, 3 cr.
MKT 318 Personal Selling Skills, 3 cr.
MKT 322 Sales Management, 3 cr.

6 credits from the following:
Business courses at or above the 300 level, 6 cr.

Operations and Supply Chain Management Majors electing a double major in General Management
MGT 301 Operations Management, 3 cr.
MGT 311 Human Resource Management, 3 cr.
MGT 420 Entrepreneurial and Small Business Management, 3 cr.
MGT 421 Project Management, 3 cr.

3 credits from the following:
COM 334 Discussion and Small Group Interaction, 3 cr.
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 HR Planning, Recruiting and Selection, 3 cr.
MGT 408 Leadership in Ethnical Organizations, 3 cr.
MGT 422 Process and Quality, 3 cr.
MGT 426 Safety and Health, 3 cr.

Operations and Supply Chain Management Majors electing a double major in Human Resource Management
MGT 311 Human Resource Management, 3 cr.
MGT 411 Organizational Training and Development, 3 cr.
MGT 412 H.R. Planning, Recruitment and Selection, 3 cr.
MGT 413 Compensation and Benefits, 3 cr.
COM 334 Discussion and Small Group Interaction, 3 cr.
or
MGT 426 Safety and Health, 3 cr.

Operations and Supply Chain Management Majors electing a double major in Marketing
MKT 302 Principles of Advertising, 3 cr.
MKT 311 Consumer Behavior, 3 cr.
MKT 322 Sales Management, 3 cr.
MKT 400 Marketing Management, 3 cr.

6 credits from the following:
ART 201 Design, 3 cr.
COM 202 Writing for Media, 3 cr.
COM 215 Introduction to Public Relations, 3 cr.
COM 302 Intercultural Communications, 3 cr.
COM 322 Argumentation and Persuasion, 3 cr.
COM 420 Professional Presentations, 3 cr.
MKT 401 Marketing Research, 3 cr.

CERTIFICATE PROGRAMS
Certificate Programs do not qualify for Federal Financial Aid

Health Care Administration
Undergraduate certificate program for non-business students
39 credits as follows:

21 credits:
ACC 201 Financial Accounting, 3 cr.
BUA 350 Business Law, 3 cr.
ECO 202 Microeconomics, 3 cr.
FIN 301 Fundamentals of Managerial Finance, 3 cr.
MGT 213 Principles of Management, 3 cr.
MKT 201 Principles of Marketing, 3 cr.
TEC 200 Fundamentals Information Technology, 3 cr.

18 credits:
HCA 201 Introduction to Health Care Administration, 3 cr.
HCA 415 Health Care Information Systems, 3 cr.
HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
HCA 431 Health Care Management and Policy, 3 cr.
HCA 450 Seminar in Health Care Administration, 1 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
BIO 220 Introduction to Medical Terminology, 2 cr.

Health Care Administration
Undergraduate certificate program for business students
18 credits:
HCA 201 Introduction to Health Care Administration, 3 cr.
HCA 415 Health Care Information Systems, 3 cr.
HCA 421 Financial and Economic Aspects of Health Care, 3 cr.
HCA 431 Health Care Management and Policy, 3 cr.
HCA 450 Seminar in Health Care Administration, 1 cr.
MGT 408 Leadership in Ethical Organizations, 3 cr.
BIO 220 Introduction to Medical Terminology, 2 cr.

Education Department
Kelly Chaney, Ph.D., Assoc. VP of Academic Affairs and Graduate Studies
Administration Building, Room 110
(920) 923-8610

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

Mission Statement
Within the spirit and institutional framework of Marian University, we are committed to the development of caring, competent, reflective individuals for present and future professional roles by providing learning-centered, collaborative, accountable, and theoretically sound undergraduate and graduate programs that reflect values and ethics within an increasingly diverse and global society.

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

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

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

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

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

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

**Major: Elementary/Middle Education**
License: Regular Education (#1777) at the Middle Childhood–Early Adolescence Level
Ages 6 through 12 or 13 (grades 1–8)
A minor leading to Wisconsin Licensure is required with this major (Special Education as a second major satisfies this minor requirement)

Minors leading to Wisconsin licensure at the Middle Childhood–Early Adolescence Level
- Athletic Coaching (#1540)
- English ( #1300)
- Environmental Studies (#1615)
- Mathematics (#1400)
- Science (#1634)
- Broad Field Social Studies (#1734)
- World Language – Spanish (#1365)

**Major: Middle/Secondary Education**
License: Subject specific at the Early Adolescence–Adolescence Level
Ages 10–21 (grades 5–12)
A second major leading to Wisconsin Licensure is required with this major

Majors leading to Wisconsin licensure at the Early Adolescence–Adolescence Level
- Biology (#1605)
- Broad Field Social Studies Education with History concentration (#1701 and #1725)
- Chemistry (#1610)
- English Education (#1300)
- Mathematics (#1400)

Minors leading to Wisconsin licensure at the Early Adolescence–Adolescence Level
- Biology (#1605)
- Chemistry (#1610)
- Environmental Studies (#1615)
- Mathematics (#1400)

**Major: Special Education**
License: Cross Categorical Special Education (#1801) & Learning Disabilities (#1811) at the Middle Childhood–Early Adolescence & Early Adolescence–Adolescence Levels
Ages 6-13 & Ages 10–21
A minor leading to Wisconsin Licensure is required with this major
(Any double major in Education satisfies this minor requirement)

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

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

**EARLY CHILDHOOD–ELEMENTARY EDUCATION MAJOR**
Licensure: Early Childhood–Middle Childhood Education, birth through age 11 (0 to grade 6)

**General Education Program:** 46–49 credits
University requirements, including ART 103; MAT 150; BIO 100 and BIO 150, or BIO 104 or BIO 114; CHE 101 or CHE 103 or PHS 102 or PHS 108 or PHS 110 or PHS 203 or PHS 211; MUS 101 or MUS 200 or MUS 202 or MUS 203 or MUS 205; HIS 101; EDU 202; COM 101 or COM 232.

**Other requirements**
9 credits:
Early Childhood-Elementary Education courses:
71 credits as follows:
59 credits:
- ECE 101 Child Development, 3 cr.
- ECE 102 Early Childhood Programs and Practices, 2 cr.
- ECE 201 Foundations of Early Childhood Education, 3 cr.
- ECE 301 Teaching Young Children with Special Needs, 3 cr.
- ECE 302 Methods of Teaching the Young Child, 4 cr.
- ECE 312 Organization and Administration of Early Childhood Programs, 3 cr.
- EDU 010 Field Experience One, ½ cr.
- EDU 020 Field Experience Two, ½ cr.
- EDU 030 Field Experience Three, ½ cr.
- EDU 040 Field Experience Four, ½ cr.
- EDU 100 Introduction to Education and Classroom Management, 2 cr.
- EDU 200 Technology in Education, 3 cr.
- EDU 202 Psychology of Learning, 3 cr.
- EDU 213 Introduction to Special Education, 3 cr.
- EDU 301 Intercultural Studies for Educators, 3 cr.
- EDU 412 Educational Measurement and Assessment, 3 cr.
- EME 206 Health and Physical Education Curriculum and Methods, 2 cr.
- EME 303 Primary Reading: Teaching and Assessment, 3 cr.
- EME 304 Intermediate Reading: Teaching and Assessment, 3 cr.
- EME 306 Music Curriculum and Methods, 2 cr.
- EME 311 Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools, 2 cr.
- EME 312 Teaching Language Arts, 3 cr.
- EME 316 Mathematics Curriculum and Methods, 3 cr.
- EME 322 Social Studies Curriculum and Methods, 3 cr.
- EME 332 Science Curriculum and Methods, 3 cr.
12 credits:
- ECE 401 Clinical Practice and Seminar – Pre-Kindergarten or Kindergarten, 3–6 cr.
- EME 420 Clinical Practice and Seminar – Elementary–Grades 1–6, 6 cr.

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

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

General Education Program: 46–49 credits
University requirements, including ART 103; BIO 100 and BIO 150, or BIO 104 or BIO 114; CHE 101 or CHE 103 or PHS 102 or PHS 108 or PHS 110 or PHS 203 or PHS 211; MUS 101 or MUS 200, or MUS 202 or MUS 203 or MUS 205; COM 101 or COM 232; HIS 101; PSY 105; EDU 202; MAT 150

Other requirements
9 credits:
- POS 205 American Government, 3 cr.
- MAT 151 Mathematics for Elementary School Teachers II, 3 cr.
- HIS 102 or HIS 111 or HIS 112, 3 cr.

Minor
15–28 credits:
See specific minor program for required courses

Elementary–middle and education courses
53 credits as follows:
41 credits:
- EDU 010 Field Experience One, ½ cr.
- EDU 020 Field Experience Two, ½ cr.
- EDU 030 Field Experience Three, ½ cr.
- EDU 040 Field Experience Four, ½ cr.
EDU 100  Introduction to Education and Classroom Management, 2 cr.
EDU 200  Technology in Education, 3 cr.
EDU 202  Psychology of Learning, 3 cr.
EDU 213  Introduction to Special Education, 3 cr.
EDU 301  Intercultural Studies for Educators, 3 cr.
EDU 412  Educational Measurement and Assessment, 3 cr.
EME 206  Health and Physical Education Curriculum and Methods, 2 cr.
EME 303  Primary Reading: Teaching and Assessment, 3 cr.
EME 304  Intermediate Reading: Teaching and Assessment, 3 cr.
EME 306  Music Curriculum and Methods, 2 cr.
or
EME 311  Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools, 2 cr.
EME 312  Teaching Language Arts, 3 cr.
EME 316  Mathematics Curriculum and Methods, 3 cr.
EME 322  Social Studies Curriculum and Methods, 3 cr.
EME 332  Science Curriculum and Methods, 3 cr.

12 credits:
EME 430  Clinical Practice and Seminar – Elementary–Grades 1–8, 1–12 cr.
EME 450  Clinical Practice and Seminar – Minor, 3–6 cr.

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

SPECIAL EDUCATION MAJOR
Licensure:
Middle Childhood–Early Adolescence Education, ages 6–12 or 13 (grades 1–8) Cross Categorical and Learning Disabilities
Early Adolescence-Adolescence (ages 10-21 or grades 5-12) Cross Categorical and Learning Disabilities

General Education Program: 46–49 credits
University requirements, including ART 103; BIO 100 and BIO 150, or BIO 104 or BIO 114; CHE 101 or CHE 103 or PHS 102 or PHS 108 or PHS 110 or PHS 203 or PHS 211; MUS 101 or MUS 200, or MUS 202 or MUS 203 or MUS 205; COM 101 or COM 232; HIS 101; PSY 105; EDU 202; MAT 150

Other requirements
9 credits:
POS 205  American Government, 3 cr.
MAT 151  Mathematics for Elementary School Teachers II, 3 cr.
HIS 102 or HIS 111 or HIS 112, 3 cr.

Minor
15–28 credits:
See specific minor program for required courses

Elementary–middle and education courses
58 credits as follows:
46 credits:
EDU 010  Field Experience One, ½ cr.
EDU 020  Field Experience Two, ½ cr.
EDU 030  Field Experience Three, ½ cr.
EDU 040  Field Experience Four, ½ cr.
EDU 100  Introduction to Education and Classroom Management, 2 cr.
EDU 200  Technology in Education, 3 cr.
EDU 202  Psychology of Learning, 3 cr.
EDU 213  Introduction to Special Education, 3 cr.
EDU 301  Intercultural Studies for Educators, 3 cr.
EDU 412  Educational Measurement and Assessment, 3 cr.
EME 303  Primary Reading: Teaching and Assessment, 3 cr.
EME 304  Intermediate Reading: Teaching and Assessment, 3 cr.
EME 316  Mathematics Curriculum and Methods, 3 cr.
EME 322  Social Studies Curriculum and Methods, 3 cr.
EME 332  Science Curriculum and Methods, 3 cr.
SPE 324  Collaboration and Consultation in Special Education Programs, 3 cr.
SPE 334  Diagnosis and Assessment of Students with Disabilities, 3 cr.
SPE 421  Reading Instruction for Students with Disabilities, 3 cr.
MIDDLE–SECONDARY EDUCATION PROGRAM (BS)
The middle–secondary education program is designed for students interested in teaching youth ages 10–21 (grades 5–12). The program is designed to prepare the students to view children and youth in a holistic manner, to understand the developing human person, to assess learning, and to teach through the application of appropriate curriculum and methodology. The early adolescence–adolescence licensure program requires an academic major leading to licensure in addition to the middle-secondary education major.

MIDDLE–SECONDARY EDUCATION MAJOR
Licensure: Early Adolescence–Adolescence Education ages 10–21 (grades 5–12)

General Education Program: 46–49 credits
University requirements, including Art elective; BIO 100 and BIO 150, or BIO 104 or BIO 114; CHE 101 or CHE 103 or PHS 102 or PHS 108, or PHS 110 or PHS 203 or PHS 211; HIS 101; PSY 105; EDU 202; COM 101 or COM 232; Music Elective, 3 cr. (see selections in Liberal Arts Core Curriculum)

See content area major for course requirements.

Other requirements
6 credits:
- POS 205 American Government, 3 cr.
- HIS 102 or HIS 111 or HIS 112, 3 cr.

Middle–secondary education courses
37 credits as follows:
- EDU 010 Field Experience One, ½ cr.
- EDU 020 Field Experience Two, ½ cr.
- EDU 030 Field Experience Three, ½ cr.
- EDU 040 Field Experience Four, ½ cr.
- EDU 100 Introduction to Education and Classroom Management, 2 cr.
- EDU 200 Technology in Education, 3 cr.
- EDU 202 Psychology of Learning, 3 cr.
- EDU 213 Introduction to Special Education, 3 cr.
- EDU 301 Intercultural Studies for Educators, 3 cr.
- EDU 412 Educational Measurement and Assessment, 3 cr.
- SEC 310 Academic Literacy, 3 cr.

12 credits:
- SEC 455 Clinical Practice and Seminar – Middle Level Grades 5–8, 1–6 cr.

3 credits from the following:
- FLE 470 Foreign Language Curriculum and Methods: Elementary, Middle, and Secondary School Levels, 3 cr.
- SEC 410 English/Language Arts Curriculum and Methods, 3 cr.
- SEC 420 Social Studies Curriculum and Methods, 3 cr.
- SEC 430 Science Curriculum and Methods, 3 cr.
- SEC 440 Mathematics Curriculum and Methods, 3 cr.

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

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

EDUCATIONAL STUDIES
The emphasis of this major is to provide students with professional coursework needed to pursue a career in education-related roles. This major does not lead to teacher licensure. Tracks are offered in the following areas: Paraprofessional, Early Childhood, and Religious Education.
General Education Program: 46–49 credits
University requirements, including ART 103; MAT 100; BIO 100 and BIO 150, or BIO 104 or BIO 114; CHE 101 or CHE 103 or PHS 102 or PHS 108 or PHS 110 or PHS 203 or PHS 211; MUS 101 or MUS 200 or MUS 202 or MUS 203 or MUS 205; HIS 101 or HIS 102; EDU 202; COM 101 or COM 232; PSY 105, ENG 211 or ENG 220

Other requirements
9 credits:
- POS 205 American Government, 3 cr.
- MAT 151 Mathematics for Elementary Department Teachers II, 3 cr.
- HIS 111 or HIS 112, 3 cr.

Program Requirements:
48 credits as follows:
- EDU 101 Introduction to Education, 3 cr.
- EDU 202 Psychology of Learning, 3 cr.
- EDU 290 Introduction to Clinical Practice, 3 cr.
- EDU 301 Intercultural Studies for Educators, 3 cr.
- SPE 313 Educating Exceptional Children, 3 cr.
- EME 302 Integrating Fine Arts in Education, 3 cr.
- EME 303 Primary Reading: Teaching and Assessment, 3 cr.
- EME 304 Intermediate Reading: Teaching and Assessment, 3 cr.
- EME 312 Teaching Language Arts, 3 cr.
- EME 316 Mathematics Curriculum and Methods, 3 cr.

One course from the following (3 credits):
- EME 318 Intermediate Mathematics Curriculum and Methods, 3 cr.
- EME 322 Social Studies Curriculum and Methods, 3 cr.
- EME 332 Science and Health Curriculum and Methods, 3 cr.

Completion of one of the following tracks (15 credits):
- Paraprofessional:
  - EME 3XX Developing as a Paraprofessional, 3 cr.
  - SEC 310 Academic Literacy, 3 cr.
  - SPE 315 Methods of Teaching Content to Diverse Learners, 3 cr.
  - EDU 4XX Educational Studies Practicum, 6 cr.

Early Childhood:
- ECE 201 Foundations of Early Childhood, 3 cr.
- ECE 301 Teaching Young Children with Special Needs, 3 cr.
- ECE 302 Methods of Teaching the Young Child, 3 cr.
- EDU 4XX Educational Studies Practicum, 6 cr.

Religious Education:
- EDR 231 Introduction to Religious Education, 3 cr.
- EDR 302 Religious and Ethical Development, 3 cr.
- EDR 332 Interreligious and Interfaith Dialogue, 3 cr.
- EDR 385 Religious Education Curriculum, 3 cr.
- EDU 4XX Educational Studies Practicum, 3 cr.

RELIGIOUS EDUCATION MINOR
Religious education is a theological and interdisciplinary discipline by which people help others develop their intrinsic bond with God and find meaning within their everyday life experiences. In particular, Christian religious education, while open to genuine dialogue with people of other religious and faith traditions, has as its starting point the life, death, and resurrection of Jesus Christ.

18 credits as follows:
9 credits:
- EDR 231 Introduction to Religious Education, 3 cr.
- EDR 302 Religious and Ethical Development, 3 cr.
- EDR 385 Religious Education Curriculum, 3 cr.

9 credits from the following:
- EDR 332 Interreligious and Interfaith Dialogue, 3 cr.
- EDR 350 Holocaust and Genocide: Religious Influences, 3 cr.
- EDR 380 Jewish-Christian Relations, 3 cr.
- EDR 404 Special Topics, 1–3 cr.
- EDU 301 Intercultural Studies for Educators, 3 cr.
- HIS 301 Church History to the Reformation, 3 cr.
- HIS 302 Church History since the Reformation, 3 cr.
- PHI 306 Ethics of Gender, Race, and Class, 3 cr.
- PHI 308 Philosophy of Religion, 3 cr.
THE 210  Understanding the Scriptures, 3 cr.
THE 327  Vatican II, 3 cr.

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

Nursing Department
Kimberly A. Udlis, PhD, APNP, FAANP
Associate Dean, Nursing Department
Center for Health Professions, room D121
(920) 923-7603 OFFICE

Advancing its legacy of more than 45 years of quality nursing education, the Department of Nursing integrates founding principles and Marian’s core values of community, learning, service, social justice, and spiritual traditions into health profession education that fosters professional growth, professional development, and commitment to life-long learning. The Department of Nursing strives to provide an educational environment that propels students to take personal responsibility for acquiring knowledge, forming values, developing effective communication and critical thinking skills, analyzing situations, and making independent judgments. At the baccalaureate level, the broad education foundation helps students develop an in-depth understanding of societal and health care issues. Students achieve success in the classroom and in the clinical/field experiences through their partnership with experienced faculty, agency preceptors, and fellow students. At the master’s level, learning is expanded and focused so that the student can assume advanced practice and leadership roles in health care fields of advanced practice nursing and thanatology. The distinguished legacy of excellence in health care education continues as evidenced in our graduates who are highly regarded by their employers for their professional competence and leadership abilities.

The Nursing Department offers these programs of study:

- A major in nursing culminating in a Bachelor of Science in Nursing (BSN) degree, which leads to eligibility to sit for the licensure exam to become a registered nurse.
- A major in nursing culminating in a BSN for Registered Nurses (RNs) who have previously earned an associate degree in nursing or a nursing diploma. This program is structured such that RNs can transition directly into the graduate nursing program.
- A major in nursing culminating in a Master of Science in Nursing (MSN) degree for RNs with an earned BSN who desire to pursue advanced practice in either the Family Nurse Practitioner or Nurse Educator track.
- A post-graduate certificate in nursing education provides the nurse who has already attained a MSN degree the knowledge and experience necessary for providing educational experiences in academic or non-academic settings.

Graduate Studies Programs
Refer to the Adult and Graduate Studies section of the academic bulletin for specific information on graduate and post-graduate programs.

Accreditation
The baccalaureate degree in nursing and the master’s degree in nursing at Marian University are accredited by the:
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: (202) 887-6791
www.aacn.nche.edu/ccne-accreditation

PRE-LICENSURE BSN PROGRAM
The pre-licensure undergraduate program prepares beginning students for professional nursing while completing coursework in liberal arts, biopsychosocial sciences and nursing. Students gain applied knowledge for competent nursing care and develop a profound appreciation for the importance of nursing research as the stronghold of evidence-
based practice. This program is designed so that a student may complete the curriculum in eight semesters (four years). Students begin nursing coursework after completing three semesters of general education coursework and meeting progression criteria. The nursing curriculum extends over the remaining five semesters. New cohorts begin in the fall and spring semesters of each year. Graduates are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Admission criteria
1. Traditional freshmen may declare the nursing major if the student demonstrates completion of a college preparatory curriculum in high school that includes a minimum of:
   - Biology,
   - Chemistry,
   - English (4 semesters), and
   - Math (2 semesters including Algebra),
2. Transfer students may declare the nursing major if progression criteria as outlined below are met.

See 2017-2018 Nursing Student Handbook for progression criteria throughout the nursing program

Nursing Major Probation:
1. A probationary semester will be allowed one time for a student who has earned a Cumulative GPA in the range from 2.700-2.749 and has also met all other progression requirements including a C (2.0) in all nursing courses. The student will be granted the probationary semester and allowed to continue in nursing coursework to achieve the CGPA progression requirement.
2. Failure to meet the CGPA progression requirement at the conclusion of the probationary semester, or in any subsequent semester, will result in dismissal from the nursing program. A petition for readmission to the nursing major will not be considered until the dismissed student has met all progression requirements.
3. A student on probation due to not meeting CGPA progression requirements must successfully complete all nursing courses enrolled in during the probation semester with a C (2.0) or better. Withdrawal from a course does not constitute successful completion of a course.
4. A student, who opts to not take the probation semester, but instead moves out of sequence taking non-nursing coursework to achieve the 2.750 CGPA progression requirements, will be allowed to progress in major. In this situation, progression in the nursing major is on a space available basis. Note: Should a student not meet the CGPA progression requirement in a subsequent semester, the student will be dismissed from the nursing program for failure to meet the CGPA progression requirement for the second time.

Notes:
- A student must complete the nursing program within four (4) years from the time entering the first nursing course.
- Only one required math or one required science course with a grade less than “C” (2.0) will be allowed to be repeated once to obtain a grade of “C” (2.0) or better for that course. This requirement applies to all required math and science courses taken at Marian University as well as those taken at other institutions. A second grade of less than “C” (2.0) in the repeated course or any other required math or science course will result in dismissal from the nursing program.
- Students who achieve less than a C grade in a required nursing course must successfully repeat the respective course before progressing in the program. This progression in the major is not guaranteed and is handled on a space available basis. A student must work with his or her academic advisor when planning to repeat classes.
• A student may only re-enroll in one nursing course while in the nursing program. This related to courses in which a student earns less than a C grade or receives a WD for a course. The exception to this is if a student is granted a medical withdrawal for all nursing courses in a single semester. In this instance the student may re-enroll in all courses on a space available basis. If the student drops or fails any of the courses during the re-enrollment, the student will be dismissed from the program.

• A student who is granted a medical withdrawal may repeat only one semester of nursing courses. Re-enrollment in nursing courses is on a space available basis and therefore if not guaranteed.

• All courses registered for must be completed with a posted grade. A student may not progress in the nursing curriculum plan until incompletes (including incompletes for medical reasons) are removed from the transcript.

• Essential capabilities are necessary in the complex discipline of nursing. To enter or progress in the nursing curriculum, the candidate must be able to perform all of the essential capabilities (with or without accommodations). See Essential Capabilities of Nursing Majors in the Student Nursing Handbook.

REQUIRED COURSEWORK:

General Education Program: 46-49 credits of University requirements which must include nursing program specific requirements (61 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Life Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Anatomy and Physiology I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Anatomy and Physiology II</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Fundamentals of Microbiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General, Organic and Biochemistry</td>
<td>5 cr.</td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Communication</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Introduction to College Algebra</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHI 220</td>
<td>Bioethics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Human Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>PSY 210 Statistical Techniques for Research</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

62 credits as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 200</td>
<td>Health Promotion, Wellness, and Safety</td>
<td>6 cr.</td>
</tr>
<tr>
<td>NRS 215</td>
<td>Introduction to Pharmacology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NRS 230</td>
<td>Health Assessment</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NRS 300</td>
<td>Patient Centered Care across the Lifespan I</td>
<td>6 cr.</td>
</tr>
<tr>
<td>NRS 315</td>
<td>Psychosocial Integrity across the Lifespan</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NRS 325</td>
<td>Health Care Systems</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NRS 335</td>
<td>Research in Health Care</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NRS 350</td>
<td>Patient Centered Care across the Lifespan II</td>
<td>6 cr.</td>
</tr>
<tr>
<td>NRS 365</td>
<td>Health Care Informatics</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NRS 400</td>
<td>Patient Centered Care across the Lifespan III</td>
<td>6 cr.</td>
</tr>
<tr>
<td>NRS 415</td>
<td>Leadership and Health Care Professionals</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NRS 430</td>
<td>Population Health Nursing</td>
<td>5 cr.</td>
</tr>
<tr>
<td>NRS 450</td>
<td>Patient Centered Care across the Lifespan IV</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NRS 455</td>
<td>Maternal Child Nursing Care</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NRS 461</td>
<td>Concept Synthesis</td>
<td>1 cr.</td>
</tr>
<tr>
<td>NRS 470</td>
<td>Senior Capstone</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SWK 422</td>
<td>Law and the Helping Professions</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

RN-BSN ADULT UNDERGRADUATE PROGRAMS
(ACCELERATED/EVENING/ONLINE PROGRAMS)
The RN-BSN program is an accelerated adult undergraduate program that is dedicated to the continued professional and personal growth of the adult learner, incorporating professional education with a rich liberal arts foundation. This program is offered in an accelerated format either online or in the classrooms at the Fond du Lac Campus and at many other locations throughout the state. It provides for continued personal and professional growth of the nontraditional adult learners and is aligned with the changing needs of communities and organizations in the global workplace.

Registered nurses (RNs) prepared with an associate degree in nursing or a nursing diploma may complete a streamlined program of study that provides for the completion of a Bachelor of Science in Nursing (BSN) in an online learning environment.
Students in the online RN-BSN program can expect to complete 57 credits at Marian University: 24 credits in liberal arts and sciences, and 33 nursing credits. Students progress to the nursing major upon completion of all but 15 credits in the Liberal Arts Core Curriculum (LACC). All courses taken at Marian University will be taught online.

Admission and Progression
Students seeking admission to the RN-BSN online program are required to submit a completed application (online or paper form) to the Admissions Office. A $50 non-refundable application fee must accompany the application. Before initiating course work, the RN applicant must submit official transcripts from all institutions of higher learning; the Registrar shall evaluate the transcripts for credit transfer. A high school transcript is required if fewer than 32 credits have been earned at a post-secondary institution. Transfer credit from other institutions may satisfy some general studies and science requirements along with articulated nursing credit.

In accordance with Marian University transfer policy and policies set forth by the School of Nursing and Health Professions for the award of nursing credit, credit for prior learning, certification credentials, and credit for demonstrated higher level knowledge, RNs with an associate degree in nursing bring to Marian University approximately half of the 128 credits required for a Bachelor of Science in Nursing degree.

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

All official post-secondary transcripts will be evaluated upon receipt for previously earned credit. Credit accepted for transfer will be reported in a written evaluation provided to the applicant.

Prerequisite Courses

Prerequisite courses for the nursing major are often met by credits transferring from associate degree or diploma nursing programs. If coursework completed previously is insufficient to meet prerequisite requirements, students may satisfy those requirements through challenge exams or by earning additional course credit. Prior to beginning any online courses at Marian University, students in the online RN-BSN program must complete BUA 204, the online orientation course.

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

General Education Program
The RN-BSN online program includes the Liberal Arts Core Curriculum (LACC) established by the University and described in the current Academic Bulletin. The LACC requirement of a lab science is waived for RN-BSN students.

Policy for Transfer of Science Credit
All anatomy, physiology, and microbiology courses successfully completed with a grade of C or better (2.00 or higher on a 4.00 scale) or repeated with a grade of C or better prior to enrollment for RN-BSN online studies at Marian University shall be accepted as meeting all BIO prerequisites for admission to the nursing major. Credit earned through challenge exams and/or coursework will be required for those RNs whose academic history prior to licensure includes documented grades less than C (2.00 or less on a 4.00 scale) in anatomy, physiology, and/or microbiology.

Note: The RN-BSN student who intends to progress to graduate nursing studies at Marian will be required to apply to the MSN program and complete all admission and progression requirements.

Progression to the Nursing Major in the RN-BSN Program
Upon successful completion of all but 15 credits in the Liberal Arts Core Curriculum, students are
eligible for progression to the nursing major and all remaining courses in the RN-BSN online program.

Requirements for progression to the nursing major:

- Current licensure as a registered nurse in Wisconsin. RN license must be unencumbered and unrestricted, and have no limitations specified.
- All but 15 credits of the Liberal Arts Core Curriculum (LACC) requirements met. (The requirement for a lab science is waived for students in this program.)
- Prior credit earned must include ENG 105 and ENG 106, or ENG 230, and the math (MAT) common core course (or its equivalent) with a grade of C (2.00) or higher.

RN-BSN online students follow the same guidelines as pre-licensure students for readmission to the nursing major, progression within the nursing major, policies for repeating courses and probation within the nursing core, and all other appropriate policies for the nursing programs in the School of Nursing and Health Professions.

RN–BSN ONLINE UNDERGRADUATE NURSING MAJOR

General Education Program: 45 credits of University requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 cr.</td>
<td>Professional Nursing Concepts, 3 cr.</td>
</tr>
<tr>
<td>NUR 312</td>
<td>Research Essentials for Evidence-Based Practice, 3 cr.</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Pharmacological Intervention of Disease Process, 4 cr.</td>
</tr>
<tr>
<td>NUR 309</td>
<td>Health Care Informatics, 2 cr.</td>
</tr>
<tr>
<td>NUR 328</td>
<td>Law and the Helping Professions, 3 cr.</td>
</tr>
<tr>
<td>SWK 422</td>
<td>Public Health Nursing, 4 cr.</td>
</tr>
<tr>
<td>NUR 435</td>
<td>Trends and Issues in Health Care, 2 cr.</td>
</tr>
<tr>
<td>NUR 458</td>
<td>Nursing Leadership in Health Care, 3 cr.</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Theoretical Foundations for Nursing Practice, 3 cr.</td>
</tr>
<tr>
<td>NUR 467</td>
<td>Health Care Delivery Systems, 3 cr.</td>
</tr>
<tr>
<td>NUR 405</td>
<td>Health Care Elective, 3 cr.</td>
</tr>
</tbody>
</table>

INTERPRETING COURSE DESCRIPTIONS

<p>| ACC  | Accounting                      |
| ARE  | Art Education                   |
| ART  | Art                             |
| ASL  | American Sign Language          |
| ATH  | Art Therapy                     |
| BIO  | Biology                         |
| BUA  | Business Administration         |
| BUS  | Business                        |
| CHE  | Chemistry                       |
| CHH  | Community Health and Human Services |
| CMG  | Cultural, Media, and Gender Studies |
| COM  | Communication                   |
| CYT  | Cytotechnology                  |
| CRJ  | Criminal Justice                |
| DMS  | Diagnostic Medical Sonography   |
| ECE  | Early Childhood–Elementary Education |
| ECO  | Economics                       |
| EDR  | Religious Education             |
| EDU  | Professional Education          |
| EME  | Elementary–Middle Education     |
| ENG  | English                         |
| ESS  | Exercise and Sport Science      |
| FIN  | Finance                         |
| FLA  | Foreign Language                |
| FLE  | Foreign Language Education      |
| FOS  | Forensic Science                |
| FRE  | French                          |
| GEN  | General Education               |
| GEO  | Geography                       |
| HCA  | Health Care Administration      |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>HOS</td>
<td>Homeland Security</td>
</tr>
<tr>
<td>HSL</td>
<td>Homeland Security Leadership</td>
</tr>
<tr>
<td>IDS</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>INS</td>
<td>International Studies</td>
</tr>
<tr>
<td>JPN</td>
<td>Japanese</td>
</tr>
<tr>
<td>LDR</td>
<td>Leadership</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MGT</td>
<td>Management</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
</tr>
<tr>
<td>MSC</td>
<td>Military Science</td>
</tr>
<tr>
<td>MTE</td>
<td>Mathematics Education</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>NRS</td>
<td>Nursing</td>
</tr>
<tr>
<td>NUR</td>
<td>Nursing</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHS</td>
<td>Physical Science</td>
</tr>
<tr>
<td>POS</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>RAD</td>
<td>Radiologic Technology</td>
</tr>
<tr>
<td>SDM</td>
<td>Self-Designed Major</td>
</tr>
<tr>
<td>SEC</td>
<td>Middle–Secondary Education</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPE</td>
<td>Special Education</td>
</tr>
<tr>
<td>SRM</td>
<td>Sport and Recreation Management</td>
</tr>
<tr>
<td>SWK</td>
<td>Social Work</td>
</tr>
<tr>
<td>TEC</td>
<td>Information Technology</td>
</tr>
<tr>
<td>THA</td>
<td>Thanatology</td>
</tr>
<tr>
<td>THE</td>
<td>Theology</td>
</tr>
</tbody>
</table>
COURSE LEVELS

001–009
Undergraduate Pre-college level; do not fulfill degree requirements

010–299
Undergraduate Lower level; recommended for freshmen and sophomores

300–499
Undergraduate Upper level; recommended for juniors and seniors

500–999
Graduate courses

SCHEDULE OF COURSE OFFERINGS
Prior to registration, the Office of the Registrar publishes the schedule of course offerings. This schedule lists the courses offered during the upcoming semester, as well as any new or special courses that may not appear in this bulletin. The most current schedule is available online at https://selfservice.marianuniversity.edu/SelfService/Search/SectionSearch.aspx.

DUAL-LEVEL COURSES
Dual-level courses are courses within a department that are offered at both the undergraduate and graduate level with the same course descriptions and the same title; however, the level of expectation for both quantity and quality of work performed for graduate credit is greater than that for undergraduate credit. Each dual-level course has both numbers listed (i.e. HIS 405/505).
ACC 201  Financial Accounting
3 credits
The purpose of this course is to introduce the student to generally-accepted accounting principles, basic accounting systems, accounting theory, and financial statements.

ACC 225  Volunteer Income Tax Assistance
0–3 credits
The Volunteer Income Tax Assistance (VITA) program is designed for those students that want to improve their communication skills, learn a valuable skill for life and help our community in the process. Students will receive IRS certification by passing a series of online classes and classroom training preparing them to be able to assist in the preparation of taxes for those in need. VITA is a national program that will assist our students in gaining experience while giving back to the community in which they live. (repeatable for credit)

ACC 230  Using Peachtree Software
1 credit
This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the Peachtree accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer system security and back-up considerations will be reviewed.

ACC 231  Using QuickBooks Software
1 credit
This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the QuickBooks accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer system security and back-up considerations will be reviewed.

ACC 232  Using Great Plains Software
1 credit
This course allows our students and members of the community to participate in a class that allows the development of accounting and software skills using the Great Plains accounting software package. Not only will students gain the experience and confidence to perform day-to-day operational tasks, they will understand the accounting concepts behind the activities they do. Furthermore, appropriate computer system security and back-up considerations will be reviewed.

ACC 306  Managerial Accounting
3 credits
Prerequisites: ACC 201, MAT 100 or MAT 105 or MAT 111 or MAT 122 or BUA 210 or MAT 130
A continuation of ACC 201 with concentration on corporate financial statements and the basics of managerial cost accounting. Applications are designed to provide exposure to analysis and interpretation of accounting data for managerial planning, control, and decision-making.

ACC 308  Accounting Software
3 credits
This course offers students the opportunity to apply accounting theory to practice and gain an exposure to computerized accounting. Students learn how to open a new company, record accounting transactions, make adjusting entries and create financial statements on customized formats. Students also learn how to perform such day-to-day tasks as creating purchase orders, issuing invoices, receiving and recording inventory, setting prices, recording sales, collecting receivables, issuing debit or credit memos, doing bank reconciliations, and preparing employee payroll. Students will also learn about system settings for audit trails, password protection, importing and exporting with Microsoft Excel, budgeting, and backups.

ACC 310  Intermediate Financial Accounting I
3 credits
Prerequisite: ACC 201
Builds on the theory and skills introduced in ACC 201 Financial Accounting. Emphasis is on accounting transactions through financial statement construction, valuation and measurement of cash, receivables, inventories, plant and equipment, intangibles, investments, and liabilities. Communication skills, as they apply to the accounting profession, are stressed.
ACC 311  Intermediate Financial Accounting II
3 credits
Prerequisite: ACC 310
An extension of the theory and application of generally-accepted accounting principles with emphasis on accounting for contributed capital, retained earnings, investments, income taxes, pensions, leases, and accounting changes. Revenue recognition and cash flows are also discussed. Application of the generally accepted accounting principles in different areas is emphasized throughout the course.

ACC 312  Advanced Accounting
3 credits
Prerequisite: ACC 311
A study of accounting for business combinations, partnerships, and governmental fund accounting. Extensive coverage of purchase method, intercompany transactions, and consolidated financial statements. Also includes governmental fund accounting.

ACC 331  Income Tax I
3 credits
Prerequisite: ACC 306 or ACC 310
A study of federal income taxes as they apply to individuals with emphasis on determination of gross income, adjusted gross income, deductions, exemptions, and taxes due. Students are required to complete comprehensive individual income tax returns.

ACC 332  Income Tax II
3 credits
Prerequisite: ACC 331
A continuation of ACC 331 dealing with the taxation of corporations and partnerships. Topics include determination of taxable income, transfers to corporations, corporate distributions, and S corporations. Students are required to complete comprehensive corporate and partnership income tax return problems. Service learning through the Volunteer Income Tax Assistance (VITA) Program is integrated throughout the course.

ACC 397  Accounting Internship
0.5 credits
Prerequisites: BUA 203, ACC 201, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

ACC 404  Special Topics
1–3 credits
A course in which selected topics in accounting are presented. Topics offered are at the department’s discretion and vary from offering to offering.

ACC 414  Independent Study
1–3 credits
Prerequisite: Permission
Intensive independent study of a chosen subject. Students are expected to read a substantial number of major works in the field and to prepare a critically documented paper.

ACC 422  Auditing
3 credits
Prerequisite: ACC 311
(Senior standing preferred)
A course covering the philosophy, concepts, and techniques used by independent and internal auditors. Professional ethics and legal relationships, the study and evaluation of internal control, audit program applications, statistical sampling, EDP auditing, and reporting obligations are included in the course. Integrated material provides application of the theory studied in the course. Focus is placed on the analysis and interpretation of data, events, and theory using collaborative learning techniques. Oral and written communication skills are emphasized.

ACC 431  Advanced Cost Accounting
3 credits
Prerequisite: ACC 306
An advanced study of cost accounting systems in both an industrial and service environment. Topics discussed in detail include job order and process costing, standard costs, variance analysis, and activity-based costing. The relationship of budgeting to profit planning and business control is studied and applied.

**ACC 497  Accounting Internship**
1–3 credits
Prerequisites: BUA 203, ACC 201, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

**ARE 311  Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools**
3 credits
Prerequisites: ART 201, EDU 202
An opportunity to apply learning theories to the aesthetic dimension of education. The Art Education major approaches art, culture, and the environment as catalysts for teaching, understands art concepts, and discovers a variety of art processes to make possible meaningful art experiences for sequential levels of learning within the PK–elementary framework.

**ARE 312  Curriculum and Instruction in Art Education: PK–12**
3 credits
Prerequisite: ARE 311
An examination of the goals and objectives of the art curriculum as it relates to the goals and objectives of education and the development of the child from the holistic point of view. Students investigate theories of curriculum as found in current professional resources and research projects, plan teaching strategies using current methods recommended for the teaching of art, and evaluate this area according to specific assessment tools. This course continues the building of meaningful art experiences begun in ARE 311, focusing on middle–secondary levels of learning. Management techniques for administering and budgeting will accompany the construction of a K–12 curriculum.

**ARE 400  Clinical Practice and Seminar - Art Education - PK–5**
1–6 credits
Prerequisite: ARE 312
A supervised experience teaching art that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**ARE 450  Clinical Practice and Seminar - Art Education - Middle–Secondary 5–12**
1–6 credits
Prerequisite: ARE 312
A supervised experience that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

**ART 010, 020, 030, 040  Art Exhibition Attendance**
0 credits
A requirement featuring exhibition attendance as fulfillment of an art major requirement. Students must attend and show evidence of at least one art exhibition per year as a pre-art or art major. (CR/NC grade only.)

**ART 101  Art Fundamentals**
3 credits
An introduction to fundamental art concepts and techniques, including an overview of art history. The course provides basic studio experiences in drawing, painting, and other media, and serves as a prerequisite for additional art electives.
ART 102  Introduction to Art Concepts
3 credits
A course in which non-art majors will be introduced to an understanding and appreciation of art forms. They learn to describe, analyze, interpret, and use evaluative criteria when observing these art forms. It is not intended for education majors.

ART 103  Art Foundation for Educators
3 credits
A basic course developing an art foundation for educators. The art experiences will address necessary objectives for the development of cogent teaching practice including sensory and perceptual awareness, recognition and use of fundamental art concepts, implementation of the creative process, formation or enrichment of art techniques and skills and encouragement for a more profound respect and recognition of the visual arts. This is a required art course for all early childhood–elementary and elementary–middle education majors, and a recommended art core course for other education majors with the exception of art education.

ART 111  Basic Drawing
3 credits
A development of the concepts of awareness and perception of form in nature, in the drawings of major artists, in one’s personal life experience and in that coming from diverse cultures. Both a disciplined set of skills and imagination are emphasized. Students use basic drawing tools and materials to apply knowledge of composition with line, value, texture, space relationships, perspective, and the emotional quality of drawing. A studio-intensive course in drawing that will focus on awareness and perception of forms in nature and developing skills needed to render such forms on paper. This is a required course for all art majors. Previous art experience is recommended.

ART 201  Design
3 credits
A study of design theory, its evolution, and the elements and principles of design. To apply the theory, students create two-dimensional designs in a variety of media. Fundamental visual communication methods are studied and applied. This is a required course for all art majors, and a preferred art core course for communication majors. Previous art experience is recommended.

ART 202  Basic Painting
3 credits
Prerequisite: ART 101 or ART 103 or ART 111 or ART 201
An introduction to basic painting concepts through varied media: pastels, watercolors, oils, and/or acrylics. Students examine techniques, color theory, composition, and the application of these by the masters. They will explore a variety of approaches to painting and use a creative process in expressing ideas in paint.

ART 203  Introduction to Graphic Arts
3 credits
This studio course develops core concepts and skills in graphic design, technology, and file management while engaging in projects that utilize industry-standard computer applications. Students will focus on compositions that integrate text and image into vehicles of effective communication. The course will examine the role of the computer in art and graphic design, and foster insights into design theory. This is a required course for all art majors, and a preferred art core course for communication majors. Previous art experience is recommended.

ART 204  Special Topics
1–3 credits
A specialized area of art study reflecting advanced approaches to a project or research. Approval of instructor required.

ART 205  Digital Imaging
3 credits
Prerequisite: ART 203
An advanced course focusing on the use of the computer as a tool for creating images and graphics. Provides a basic understanding and use of electronic still cameras, image scanners, and image processing computer software. Students will learn to use input and output devices to capture, manipulate, and transmit photographic images. The class will have hands-on work sessions and sustained imaging projects using Adobe Photoshop. A concise review of the role of computer as a graphic imaging tool and the ethics of image manipulation will also be included.

ART 206  Scientific Illustration
This course will help students develop an ability to produce effective illustrations of scientific subject matter for science classes, displays, learning centers, slide lectures, publications, advertisements or other uses. The student also will gain an understanding of the differences between illustration and art, and of the importance of illustration as a form of communication. The students will increase their observational ability and will learn basic techniques of drawing in pen and ink, pencil and scratchboard, and will be introduced to airbrush.

**ART 207  Computer Illustration**  
3 credits  
Prerequisite: ART 203  
A course exploring the use of the computer in drawing and illustration. Students will learn the basic techniques of computer-aided rendering, layout, and design. The history of traditional illustration and design, and its relationship to digital techniques, will be examined.

**ART 211  Basic Sculpture**  
2–3 credits  
Prerequisite: ART 101 or ART 103 or ART 201  
A studio course exploring three-dimensional form in space and its history. Students first develop awareness of such forms in space, and then perceptual and technical skills in bringing together ideas and materials in three-dimensional form.

**ART 212  Basic Ceramics**  
2–3 credits  
Prerequisite: ART 101 or ART 103 or ART 201  
A studio course exploring the medium of clay and its history. Students learn the methods of constructing three-dimensional forms in clay through hand-building techniques, as well as decorating and glazing their forms. Wheel-throwing techniques are presented for those wishing to experiment, but are not required.

**ART 221  Calligraphy and Composition**  
2–3 credits  
The development of calligraphic skills for personal or practical use. Students gradually build a repertoire of lettering styles, using a variety of tools. These styles are then used in designed layout work for presentation to a commercial printer and/or for completed calligraphic art forms in themselves.

**ART 222  Intermediate Drawing I**  
3 credits  
Prerequisite: ART 111  
A course building on basic drawing skills in working with advanced problems in drawing plant, animal, and human life forms. Development of skill in self-expression with life forms is attained through exercises that include gesture, contour, structure, and perspective drawings, as well as general anatomy studies.

**ART 230  Survey of Art History I**  
3 credits  
A survey of art history beginning with cave art and moving to the Renaissance. When taken with ART 240 Survey of Art History II, these two courses provide a chronological treatment of world art. Respect for and appreciation of the aesthetic expressions of various cultures develop as students learn about major movements, artists and works through a variety of analytical, interpretive, and evaluative approaches.

**ART 231  The Ancient World**  
1 credit  
A survey of art forms from the birth of art up to the Roman types. This course includes the sequence of cave art, ancient Near East, Egypt, Aegean, Greek, and Roman.

**ART 232  Post-Roman to Middle Ages**  
1 credit  
A survey of art forms from the early Christian contributions up to the Gothic styles. Sequence includes early Christian, Byzantine, Islamic, early Medieval, Romanesque, and Gothic.
ART 233  Non-European World
1 credit
A survey of art forms from the Orient, Africa, South Pacific, and Native Americas. Sequence includes India, China, Japan, Native Americas, Africa, and the South Pacific.

ART 235  Women Artists Through History
3 credits
An introduction to the accomplishments of women artists throughout history, contributions that are often overlooked in mainstream art history books. The course will survey the entire history of art and will cover female artists who have made a unique, significant contribution to the visual arts.

ART 236  Contemporary Art History
1–3 credits
A study of the history of contemporary art since World War II. The course begins with an overview of modern art and questions the definitions of art, modernity, and self-expression. Students will learn about the earliest contemporary art, such as Abstract Expressionism and Pop, and then rapidly move through the wide variety of movements and theories that replaced them. The course will question the theoretical basis of contemporary art and examine current issues of our post-modern artistic period.

ART 237  American Art History
3 credits
This course is a survey of American art that examines those works and artists that represent the major aspects, trends, qualities, and attitudes revealed in the development of American architecture, painting, sculpture and some other arts from early colonial times to the present, and that suggest the continuing variety of American art. To these ends, the course also will include the art of Native Americans and art that demonstrates America’s cultural diversity.

ART 240  Survey of Art History II
3 credits
A survey of art history beginning with the Renaissance and moving to 1945. When taken with ART 230 Survey of Art History I, these two courses provide a chronological treatment of world art. Respect for and appreciation of the aesthetic expressions of various cultures develop as students learn about major movements, artists, and works through a variety of analytical, interpretive, and evaluative approaches.

ART 241  Renaissance
1 credit
A survey of art forms from Italian sources as well as those outside Italy. This course sequence includes the “Proto” Renaissance in Italy and the 15th century and 16th century.

ART 242  Baroque/Rococo/Romanticism/Realism
1 credit
A survey of art forms from the types listed in the course name. The sequence includes the Baroque, Rococo, Romantic Ages, and Realism.

ART 243  Twentieth Century to 1945
1 credit
A survey of modern art that includes Impressionism, Post-Impressionism, the Fauves, Expressionism, Dada, Surrealism, Art Nouveau, and the International Style.

ART 255  Bookmaking
3 credits
Prerequisite: ART 101 or ART 201 or ART 203 or ATH 201
An introduction to hand crafted books and the observation of these books as art. Fundamental book making skills, including design, layout, and construction methods are covered.

ART 260  Basic Metals
2–3 credits
Prerequisite: ART 111 or ART 201
A studio course exploring the techniques of the various processes of making art metal forms and their history. Students learn the methods of constructing original three-dimensional forms using various metal alloys, found objects, and textural applications.

**ART 300 Printmaking**
3 credits
Prerequisite: ART 101 or ART 103 or ART 111 or ART 201
A studio course exploring the preparation of a variety of plates from which visual compositions are hand-printed in multiple. Students work with a creative process in designing and completing limited edition art prints. They also focus on artist printmakers and the historic contributions of printmaking as an art form.

**ART 302 Intermediate Painting I**
3 credits
Prerequisite: ART 202
A course building on basic painting skills, enabling students to develop their ability to paint ideas. Students use the media or painting techniques appropriate to the concrete expression of the idea. Research and focus is placed on modern and contemporary world painters.

**ART 303 Life Drawing**
3 credits
Prerequisite: ART 111
An advanced drawing class focusing on figure drawing and construction, stressing anatomy and form. The study of anatomy will be part of the basis for understanding the human figure. The class will have sustained drawing projects. A concise review of the role of figure study from a historical perspective will also be included.

**ART 305 Introduction to Photography**
3 credits
Prerequisite: ART 101 or ART 103 or ART 111 or ART 201
A course building on visual literacy and composition, focusing on the understanding and use of the camera in photography and filmmaking. A brief history of photography is also included.

**ART 311 Intermediate Sculpture I**
3 credits
Prerequisite: ART 211
An application of the design process to complex form. Choosing one or two of the directions introduced in basic sculpture, the advanced student develops concepts to a greater degree of study and experimentation.

**ART 312 Intermediate Ceramics**
3 credits
Prerequisite: ART 212
The pursuit of advanced problems of hand-building methods and the development of wheel-throwing skills.

**ART 321 Intermediate Sculpture II**
3 credits
Prerequisite: ART 311
An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 330 Art History Practicum**
2 credits
Prerequisite: ART 230 or ART 240
A practical experience in archival research and art conservation. Students will work with the university’s permanent collection. Examples of the practical applications include researching, cataloging, studying issues of conservation and presentation, and writing commentaries about works in Marian’s collection. This requirement may be met by a co-op or internship at a suitable gallery, museum, or historical society.

**ART 333 Intermediate Drawing II**
3 credits
Prerequisite: ART 222
An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 340  Web Design**  
3 credits  
Prerequisite: ART 205 or ART 207  
This course will focus on advanced communication design projects involving web development and multimedia authoring. It will introduce HTML code and HTML design applications used in the graphic arts. Insights will be gained into nonlinear design and animated graphics.

**ART 350  Intermediate Printmaking**  
3 credits  
Prerequisite: ART 250  
An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 351  Collagraph**  
3 credits  
The application of “collage” to the printmaking process. A build-up of a surface, having textural interest, is inked. The inked “plate” is then placed on paper and transferred to produce the desired print.

**ART 352  Relief**  
3 credits  
The production of visual images through the preparation of the surface of a block of linoleum and/or wood. Students work with a variety of printing media in producing images that express their ideas. Artists of linoleum and woodcut relief print forms are studied.

**ART 353  Serigraph**  
3 credits  
The creation of polychromatic prints through the various silkscreen stencil processes: crayon, tusche and glue, and film and emulsion. Techniques, formal elements and principles, and cultural influences in the medium are combined to form a foundation for the expression of ideas.

**ART 360  Advanced Metals**  
3 credits  
Prerequisite: ART 260  
The pursuit of advanced problems in art metals and enameling will lead to the production of original pieces by the students.

**ART 362  Intermediate Painting II**  
3 credits  
Prerequisite: ART 302  
An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

**ART 370  Fiber Arts: Stitchery**  
3 credits  
Emphasis on stitching techniques.

**ART 371  Fiber Arts: Weaving**  
3 credits  
Emphasis on loom weaving, spinning, felting and various hand techniques.

**ART 372  Fiber Arts: Puppetry**  
3 credits  
Emphasis on experience in making different types of puppets.

**ART 373  Fiber Arts: Dye Applications**  
3 credits  
Emphasis on different resist and printing processes.
ART 374  Fiber Arts: Leather
3 credits
Emphasis on leather working procedures.

ART 397  Internship
1–3 credits
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

ART 400  Senior Seminar in Art
3 credits
This class is intended for an Art or Art Education major’s final semester. All courses should either be completed or concurrently taken with this course. This course culminates in a public show, through which the studio Art or Art Education major demonstrates acquired technical skills in a final art project and defends an integrated philosophy of art. The Art Education major’s project focuses on the creative process in the teaching of art.

ART 401  Advanced Design
3 credits
Prerequisite: ART 201 or ART 205 or ART 207
An intense investigation and exploration of skills and techniques involving the creative process in design. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 404  Special Topics
3 credits
A specialized area of art study reflecting advanced approaches to a project or research limited to art majors or minors.

ART 411  Advanced Sculpture I
3 credits
Prerequisite: ART 321
An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 412  Advanced Ceramics I
3 credits
Prerequisite: ART 312
An intense investigation and exploration of skills and techniques involving the creative process in ceramics. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 413  Advanced Ceramics II
3 credits
Prerequisite: ART 412
An intense investigation and exploration of skills and techniques involving the creative process in ceramics. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 414  Independent Study
1–3 credits
Prerequisite: Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

ART 421  Advanced Sculpture II
3 credits
Prerequisite: ART 411
An intense investigation and exploration of skills and techniques involving the creative process in sculpture. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.
ART 424 Advanced Fibers  
3 credits  
Prerequisite: ART 370, ART 371 and ART 372  
An intense investigation and exploration of skills and techniques involving the creative process in fibers. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 430 Senior Seminar in Art History  
2 credits  
A seminar that will include peer teaching and that will culminate in independent research and paper presentations. Topics will vary, but they might include the following: women artists, religious art, contemporary issues, recurring subjects and themes, art as propaganda, theories of art criticism, and feminist art theory.

ART 441 Advanced Printmaking I  
3 credits  
Prerequisite: ART 350  
An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 442 Advanced Printmaking II  
3 credits  
Prerequisite: ART 441  
An intense investigation and exploration of skills and techniques involving the creative process in printmaking. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 444 Advanced Drawing I  
3 credits  
Prerequisite: ART 333  
An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 445 Advanced Drawing II  
3 credits  
Prerequisite: ART 444  
An intense investigation and exploration of skills and techniques involving the creative process in drawing. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 461 Advanced Painting I  
3 credits  
Prerequisite: ART 362  
An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 462 Advanced Painting II  
3 credits  
Prerequisite: ART 461  
An intense investigation and exploration of skills and techniques involving the creative process in painting. Learning instruments including research, application, discussion, criticism, and reflection culminate in a course portfolio.

ART 497 Internship  
1–3 credits  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

ASL 101 American Sign Language I  
3 credits
An introduction to deaf culture and basic vocabulary, syntax, fingerspelling, gestural skills, and non-manual grammatical signs of American Sign Language (ASL). Development of gestural skills as a foundation for ASL communication and an appreciation for the Deaf community.

**ASL 102  American Sign Language II**
3 credits
Prerequisite: ASL 101
A continuation of basic skill development offered in Elementary American Sign Language I (ASL). Focus on expanding ASL vocabulary and sign fluency and development of more complex communicative skills needed to respond to signs produced by another signer.

**ATH  ART THERAPY**

**ATH 201  Introduction to Expressive and Therapeutic Arts**
3 credits
Through a variety of readings, research, art activities, discussion, and creative journaling, students will experience the fundamental processes of the expressive and therapeutic arts. An emphasis on self-study will aid students in exploring personal goals, expectations, and career choices regarding application of these processes to fields of art, health care, social services, elder care, education, and business.

**ATH 204  Special Topics in Expressive and Therapeutic Arts**
1–3 credits
This course provides opportunity to explore a specialized area of study in art therapy that may not be reflected in other art therapy courses.

**ATH 250  Therapeutic Arts in Service-Learning**
3 credits
Prerequisite: ATH 201
Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflects upon the service activity in order to gain a fuller understanding of the course content. Through the service-learning experience the expressive art student acquires a broader appreciation of the application of the arts and their therapeutic value both for themselves and a designated population from the greater community. Service-learning draws upon a partnership with a community organization allowing the student to experience a collaborative “hands on” application of course objectives in a practical setting.

**ATH 301  Therapeutic Skills and Lab**
4 credits
Prerequisite: ATH 201
Continuation of directed self-study process, this class fosters development of professional helping skills through observation, participation, and research. Lab time permits students to design hands-on arts projects related to academic study. Attention is given to exploring and creating components comprising safe therapeutic environments supportive of emotional, physical, spiritual, and cultural aspects of clients.

**ATH 305  Techniques in Creative Process**
3 credits
Prerequisite: ATH 201, ATH 301
This course provides a continuation of the directed self-study process and builds a strong foundation for self-awareness and professional helping skills. Through exploration of a variety of expressive mediums, students will learn to observe, reflect, share, and evaluate their creative experiences. Skill will be developed in creating safe, therapeutic environments, supportive of emotional, physical, spiritual, and cultural aspects of well-being for self and others.

**ATH 311  Art Curriculum and Methods in Early Childhood and Elementary/Middle Schools**
2 credits
This course provides an opportunity for aspiring art therapists to synthesize their studies with art education. Students will apply learning theories to the aesthetic dimension of education focusing on approaches to art, culture and the environment as catalysts for teaching. Majors will use art concepts and processes to make possible meaningful art experiences for sequential levels of learning within the K–elementary framework of school systems.

**ATH 315  Fieldwork I and Seminar**
This course provides fieldwork opportunities in approved community agencies, hospitals, schools, and long-term care facilities. The course entails weekly attendance in discussion and processing held on campus in addition to the fieldwork placement. Observation techniques and development of a professional portfolio will be a focus.

ATH 325  Fieldwork II and Seminar
3 credits
Prerequisite: ATH 315
This course provides a continuation of ATH 315. The student participates in other fieldwork settings to gain more experience. Along with weekly attendance on campus for discussion and processing, the student will develop planning and evaluative techniques, prepare a professional resume, and continue development of the portfolio.

ATH 350  Fieldwork III and Seminar
3 credits
Prerequisite: ATH 325
Building on the experiences acquired through ATH 315 and ATH 415, the student further broadens experience with client populations. Seminars will address professional topics; provide opportunities to refine acquired skills; discuss ethics, communication, client care, case or program management; and continue development of the portfolio.

ATH 397  Internship in Expressive and Therapeutic Arts
1–3 credits
(Expressive and Therapeutic Arts majors only)
These courses are used in addition to the art therapy fieldwork when students desire more experiences beyond program requirements and are set up with the advising professor and internship staff member. The courses are a learning approach that integrates college studies with volunteer or paid experience that is directly related to art therapy.

ATH 400  Senior Seminar in Expressive and Therapeutic Arts
3 credits
(Expressive and Therapeutic Arts major only)
This is a capstone course that provides direction for students as they integrate classroom learning with practice. Students will reflect and demonstrate personal growth gained throughout their college career via presentation of a personal philosophy, conclusion of a portfolio and other preparation for professional employment, and production of a community arts project.

ATH 404  Special Topics in Expressive and Therapeutic Arts
1–3 credits
This course provides opportunity to explore advanced levels of a specialized area of study in art therapy that may not be reflected in other art therapy courses.

ATH 410  Program Design and Grant Writing
3 credits
Prerequisites: ATH 315, ATH 325
Due to the fact that expressive and therapeutic arts are still quite new to professional therapeutic settings, practitioners often need to educate possible employers and develop their own programs. As a foundation for these entrepreneurial skills, students will explore a wide range of literature in the field of expressive and therapeutic arts, create an extensive resource bibliography and demonstrate skill in the basics of grant writing.

ATH 497  Internship in Expressive and Therapeutic Arts
1–3 credits
(Expressive and Therapeutic Arts major only)
These courses are used in addition to the art therapy fieldwork when students desire more experiences beyond program requirements and are set up with the advising professor and internship staff member. The courses are a learning approach that integrates college studies with volunteer or paid experience that is directly related to art therapy.
Research seminars, reviews of professional biology literature, and research proposals presented by biology majors, faculty members, and/or guest speakers. (*“0” credit receives CR/NC grade.

**BIO 100  Life Systems**  
3 credits  
An introductory biology course for non-majors. The relationship between structure and function is emphasized at the cellular and organismic levels. A survey of taxonomy and classification, cell biology, plant biology, human physiology, and ecology is provided. (May be taken as “lecture only” or concurrently with BIO 150).

**BIO 101  Biological Principles I**  
4 credits  
(Required for Biology majors and minors)  
A lecture–laboratory course for science majors stressing the nature of science and scientific methodology. Basic ecological concepts and human impact on the environment are studied. The chemistry of life, the cellular basis of life, genetics, energy relationships, and metabolism are presented. Both the classical aspects and the areas of recent research are included.

**BIO 102  Biological Principles II**  
4 credits  
Prerequisite: BIO 101  
A continuation of BIO 101. Major topics covered include plant and animal biology. Structural and functional relationships are stressed. Major structures, adaptations, and evolution of Monera, Protista, and Animal kingdoms are surveyed. Current areas of research are included. Dissection of representative organisms including the fetal pig is required.

**BIO 104  Environmental Science and Lab**  
4 credits  
A study of the organization of ecosystems and human use of natural resources, including problems and opportunities generated by human interaction with the environment. Basic ecological principles are applied to current environmental issues and topics. Environmental case studies and current environmental literature are employed. Laboratory activities include field trips, simulations, and other activities designed to enhance lecture topics.

**BIO 105  Biology in Society**  
4 credits  
(This course does not satisfy prerequisite requirements for any other natural science courses.)  
The course will use current events and scientific technologies, identified by the class, to illustrate the impacts of biological science in U.S. and global society. These topics will serve as vehicles to illuminate science philosophy, history, reasoning, and techniques and to emphasize the importance of science literacy to citizens in a technologically rich democracy. Several laboratory projects will be conducted and reported in different styles with different goals and hypothetical audiences (popular press, professional article, oral news report, platform presentation).

**BIO 110  Prairie Ecosystems and Restoration – Fall**  
2 credits  
This course is a service-learning intensive biology course where students learn about the ecology of prairies, the importance of prairie ecosystems, and techniques to preserve and restore prairies. The course will be a hybrid course where much of the content will be delivered in an on-line format with one-day-a-week meetings to participate in field trips and stewardship projects. Due to the service learning and environmental aspects of the course, students must be able and willing to perform light labor (on the level of gardening) and a moderate amount of hiking, and be able to attend an extended field trip once during the semester. The 4-credit laboratory science requirement under general education is fulfilled by taking this class and its complementary spring offering, BIO 112.

**BIO 111  Ecology and the Environment**  
3 credits  
(AGS students only)  
This course is designed to help students understand the interrelationships among biological and physical components of human ecosystems, including human impacts on the environment. Major environmental problems and responses to them by business and society are explored. The complexity of environmental issues and the relationship of ecological principles to environmental problems and solutions are stressed. Case studies demonstrate both environmental disasters and successful or ethical approaches to problems on the part of business.
BIO 112  Prairie Ecosystems and Restoration – Spring
2 credits
This course is a service-learning intensive biology course where students learn about the ecology of prairies, the importance of prairie ecosystems, and techniques to preserve and restore prairies. The course will be a hybrid course where much of the content will be delivered in an on-line format with one-day-a-week meetings to participate in field trips and stewardship projects. Due to the service learning and environmental aspects of the course, students must be able and willing to perform light labor (on the level of gardening) and a moderate amount of hiking, and be able to attend an extended field trip once during the semester. The 4-credit laboratory science requirement under general education is fulfilled by taking this class and its complementary fall offering, BIO 110.

BIO 114  Environmental Stewardship
4 credits
This course is a service-learning intensive biology course where students learn about environmental stewardship through participation in the maintenance and restoration of local ecosystems, for example, stream monitoring and removal of invasive species. Through hands-on projects and selections of readings, the student will develop an understanding and appreciation for environmental stewardship. The course fulfills the one-credit laboratory requirement under general education. The course will be a hybrid course where much of the content will be delivered in an online format with one-day-a-week meetings to participate in field trips and stewardship projects. Due to the service learning and environmental aspects of the course, students must be able and willing to perform light labor (on the level of gardening) and a moderate amount of hiking. Students will be required to provide their own transportation to nearby locations; carpooling and cost sharing will be encouraged under Marian University’s policy on approved drivers for field trips.

BIO 116  Wisconsin Natural Areas
3 credits
Wisconsin Natural Areas explores wild and tame lands in “this place we call Wisconsin.” During the Pleistocene epoch, a continental glacier sculpted and modified the land, sans southwestern Wisconsin's Driftless Area. This most recent Ice Age produced regional landscapes with contrasting ecoregions that underpin the state’s natural areas. Among the topics to be examined are ecological landscapes, Public Land Survey System, WDNR State Natural Areas Program, land ethics, ecosystem services, invasive species, natural areas restoration, and Wisconsin natural communities.

BIO 150  Life Systems Laboratory
1 credit
Laboratory to accompany BIO 100. Topics correspond to lecture material, including taxonomy, cell biology, plant biology, human physiology, and ecology. Dissection of a fetal pig is required. Laboratory experiences strongly enhance and support material in BIO 100 and concurrent registration is recommended.

BIO 201  Anatomy and Physiology I
4 credits
Prerequisites: BIO 100 or BIO 102; CHE 101 or CHE 103 or CHE 104
An in-depth study of the structure and function of human organ systems and the relationships among physiologic systems at the cellular, tissue, organ, and system levels. A comprehensive understanding of how each system aids in the maintenance of homeostasis is stressed in the study of cellular structure and physiology, the integumentary, skeletal, muscular, and nervous systems. A strong background in biology and basic knowledge of physiological systems is assumed. Human cadaver dissections may be demonstrated in association with each organ system studied. Concurrent registration in BIO 251 is recommended.

BIO 202  Anatomy and Physiology II
4 credits
Prerequisite: BIO 201
Continuation of BIO 201. An in-depth study of the structure and function of human organ systems and the relationships among physiologic systems at the cellular, tissue, organ, and system levels. A comprehensive understanding of how each system aids in the maintenance of homeostasis is stressed in the study of the endocrine, cardiovascular, respiratory, digestive, excretory, and reproductive systems. Human cadaver dissections may be demonstrated in association with each organ system studied. Concurrent registration in BIO 252 is recommended.

BIO 204  Special Topics
1–4 credits
A course allowing for instruction in areas not included in the regular biology curriculum. Topics vary according to the expertise of individual instructors.
BIO 205  Fundamentals of Anatomy and Physiology
3 credits
Prerequisites: BIO 100 or BIO 101 or BIO 102; CHE 101 or CHE 102 or CHE 103 or CHE 104
A systemic structure/function approach to the study of the human body that provides the background required for further study in applied physiology. Anatomy and physiology of integumentary, skeletal, muscular, nervous, cardiovascular, digestive, reproductive, respiratory, endocrine, and urinary systems will be studied. The laboratory parallels and reinforces lecture concepts through the use of models, histological studies, physiological exercises, and dissection of biological samples. This is a hybrid class; most lectures will be online. The face-to-face portion will include laboratory exercises, lecture review, case studies, and assessments.

BIO 206  Scientific Illustration
3 credits
(Also ART 206)
This course will help students develop an ability to produce effective illustrations of scientific subject matter for science classes, displays, learning centers, slide lectures, publications, advertisements, or other uses. The student will also gain an understanding of the differences between illustration and art, and of the importance of illustration as a form of communication. The students will increase their observational ability and will learn basic techniques of drawing in pen and ink, pencil and scratch board.

BIO 210  Fundamentals of Microbiology
3 credits
Prerequisites: BIO 100 or BIO 102; CHE 101 or CHE 103 or CHE 104
A comprehensive course in which students learn the structural characteristics and biological activities of bacteria, viruses, fungi, protozoans, and helminths. Particular emphasis is placed on those organisms that cause disease in humans and on the nature of the immune response in humans. A strong background in biology and understanding of Krebs cycle, transcription and translation is required. Students may not take both BIO 210 and BIO 311 for credit.

BIO 215  Ecology & Evolution
3 credits
Prerequisites: BIO 100 or BIO 102
Study of the theory and mechanism of Ecology and Evolution. Topics include phylogenetic relationships, population variation, natural selection, adaption, and speciation.

BIO 221  Fall Flora
1 credit
A study of the common flowering plant families, their identification, and their classification. Emphasis is placed on field study providing both scientific and aesthetic experiences. Ecological awareness is encouraged.

BIO 222  Spring Flora
1 credit
A study of the common flowering plant families, their identification, and their classification. Emphasis is placed on field study providing both scientific and aesthetic experiences. Ecological awareness is encouraged.

BIO 231  Botany
4 credits
Prerequisite: BIO 100 or BIO 102
An extensive study of the plant kingdom and related organisms. Major topics include taxonomy, structure, morphology, development, physiology, reproduction, and evolution of plants. Ecological awareness is encouraged.

BIO 251  Anatomy and Physiology Lab I
1 credit
Prerequisite or corequisite: BIO 201
An optional one-credit lab to accompany BIO 201. Topics will correspond to lecture material, including cell physiology through nerve/muscle relationships.

BIO 252  Anatomy and Physiology Lab II
1 credit
Prerequisite or corequisite: BIO 202
An optional one-credit lab to accompany BIO 202. Topics will correspond to lecture material, including endocrine function through reproduction.

**BIO 253  Human Anatomy and Physiology Lab**  
1 credit  
Prerequisite: BIO 201  
Prerequisite or corequisite: BIO 202  
An optional one-credit lab to follow BIO 201 and accompany BIO 202. Topics will include aspects of the nervous system, skeletal-muscular system, cardiovascular system, and select other topics.

**BIO 300  Biology Literature and Seminar**  
2 credits  
Prerequisites: BIO 010  
A seminar based on the reading of current biological literature and the presentation of research seminars. In addition, students will prepare and present senior research proposals for a senior research project.

**BIO 301  Genetics and Lab**  
4 credits  
Prerequisite: BIO 100 or BIO 102  
Topics include transmission genetics, cytogenetics, population genetics, and quantitative genetics. Laboratory emphasizes experimental observation, experimental design, hypothesis testing, and scientific writing.

**BIO 302  Cell and Molecular Biology**  
4 credits  
Prerequisites: BIO 100 or BIO 102 and CHE 201  
A lecture/laboratory course designed to shed light on the considerable research directed at understanding the chemical reactions occurring in the cell and the relationships they bear on cellular structure and function.

**BIO 304  Field Study**  
1–2 credits  
Prerequisite: BIO 104 or BIO 315, and Permission of the Instructor  
Individual study arranged between the student and the department chair to observe and evaluate some phase of environmental science in nature or industry or through a civil or county department. The student keeps a daily log, collects data, and does extensive reading for a written report and oral presentation for a seminar.

**BIO 310  Invertebrate Zoology and Lab**  
4 credits  
Prerequisite: BIO 100 or BIO 102  
A study of the biology and taxonomy of major invertebrate groups with special emphasis on structure-function relationships: their life histories, evolution, ecology, and economic importance. Laboratory sessions involve the observation and dissection of representative invertebrate organisms in order that a clear understanding of each taxonomic phylum may be attained.

**BIO 311  Molecular and Physiological Microbiology**  
4 credits  
Prerequisites: BIO 100 or BIO 102, CHE 201  
An introduction to bacterial structure, metabolism, growth principles, genetics, and identification. Other topics covered include antibiotics, bacteriophage, and infectious diseases caused by bacteria. (Students may not take both BIO 210 and BIO 311 for credit.)

**BIO 312  Developmental Biology and Lab**  
4 credits  
Prerequisites: BIO 100 or BIO 102  
A study of progressive changes that occur within cells, tissues and organisms during their life span. Development at the molecular, biochemical, genetic, morphological, and physiological levels are examined through lecture, discussion, and laboratory exercises.

**BIO 315  Ecology**  
3 credits  
Prerequisite: BIO 215
A lecture course involving study of populations, communities, and individual organisms in relation to their environment. Abiotic and biotic factors, chemical cycles, population and community ecology, and succession are studied in depth. Interaction of organisms with physical and chemical components of the environment is stressed. Use of statistical methods in ecology is covered.

**BIO 322 Vertebrate Zoology and Lab**
4 credits
Prerequisite: BIO 100 or BIO 102
A study of the biology and taxonomy of major vertebrate groups with special emphasis on the structure-function relationships: their life histories, evolution, ecology, and economic importance. Laboratory sessions involve the dissection of representative organisms, understanding phylogenetic relationships, and ecological relationships.

**BIO 324 Research Design and Biostatistics**
3 credits
Prerequisite: BIO 100 or BIO 102, and MAT 122 or PSY 210 or SWK 210 or BUA 210
Experimental design, statistical assumptions, sample selection, descriptive statistics, inferential statistics, analysis of results, and critical reading of scientific literature.

**BIO 342 Ornithology and Lab**
4 credits
Prerequisite: BIO 100 or BIO 102
A survey of ornithology. Lectures cover the biology, evolution and ancestral relationships, migration, flight and flight-related structures and behavior. Behavior and identification of local birds is addressed in laboratory and on field trips.

**BIO 360 Microbiology Laboratory**
1 credit
Prerequisite or corequisite: BIO 210
An optional three-hour laboratory coordinated with BIO 210 lecture material designed to enhance the significant aspects of microbial metabolism and response to selective and differential media. Laboratory skills including aseptic technique and the proper handling and treatment of pathogens are included. Familiarity with a wide variety of specimens will help prepare nursing pre-professionals for future exposure to such microbes in their clinical experience.

**BIO 365 Ecology Laboratory**
1 credit
Prerequisite: BIO 100 or BIO 102
Prerequisite or corequisite: BIO 315
This course is designed to accompany BIO 315 and offer a more quantitative approach to the study of ecology. The student is introduced to various ecological field and laboratory methods, including statistical analysis of data. Populations, habitat, communities, and productivity are analyzed, reinforcing the lecture material in BIO 315. Scientific report writing is stressed.

**BIO 397 Internship**
1–3 credits
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the biology major/minor without prior written permission of the department chair.)

**BIO 402 Virology**
3 credits
Prerequisites: BIO 100 or BIO 102, CHE 202
A study of virus history, molecular structure and function and epidemiology. Course content is derived from current, juried papers and web sites. Students will explore how viruses impact host cellular functions and will also look at current therapeutic and preventative regimes. An emphasis will be placed on new and emerging viral disease.

**BIO 404 Special Topics**
1–4 credits
A course allowing for instruction in areas not included in the regular biology curriculum. Material covered varies according to the expertise of individual instructors.

**BIO 412 Neurobiology**
4 credits
Prerequisite: BIO 201
An in-depth study of the concepts and principles of neurobiology. Students will understand how the science of neurobiology has emerged in recent decades as one of the most paramount fields of interest in biology. Lecture and laboratory stress development, plasticity, disorders, and research techniques, utilizing both invertebrate and vertebrate models. The lectures will include seminar-style readings of journal articles.

**BIO 414   Independent Study**  
1–3 credits  
Prerequisite: Permission  
A course designed by the student, with an instructor’s guidance, to allow students of superior ability to pursue a topic of interest not available through regular courses.

**BIO 422   Immunology**  
3 credits  
Prerequisites: BIO 100 or BIO 102, CHE 202  
A study of several major topics in immunology. The topics include antibody structure, antigen–antibody reactions, generation of immune responses, antibody diversity, and cell-mediated immunity. The application of this information to laboratory assays and resistance to disease is also included.

**BIO 425   Biology Senior Research I**  
1 credit  
Prerequisite: BIO 300  
The first of two courses that comprise an individually arranged research project under the guidance of department faculty. Each biology major elects to do laboratory/field research on a problem in biology of personal interest. In this course the student will refine research methods and experimental design, including data collection, and complete initial sections of the final written report.

**BIO 426   Biology Senior Research II**  
1 credit  
Prerequisite: BIO 425  
The second of two courses that comprise an individually arranged research project under the guidance of department faculty. Each biology major elects to do laboratory/field research on a problem in biology of personal interest. In this course the student will collect and analyze data, finish and submit a written report, and do a public presentation of his or her research.

**BIO 435   Human Anatomical Dissection and Demonstration**  
3 credits  
Prerequisite: BIO 202 and permission  
In-depth study of human anatomy via regional and systemic prosection of all major organ systems of a human cadaver, including the integumentary, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive systems. This small group immersion course broadens the students' knowledge of both the anatomy and physiology of human systems. Students conduct review sessions with dissection demonstrations to small groups from the Anatomy and Physiology course, as well as to other classes, advanced high school biology students, and other interested groups. Each semester different dissections may be conducted and variations in the anatomy and/or pathology provide new learning. (repeatable for credit)

**BIO 497   Internship**  
1–3 credits  
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the biology major/minor without prior written permission of the department chair.)

---

**BUA  BUSINESS ADMINISTRATION**

**BUA 101   Introduction to Business**  
3 credits  
An introductory course, designed for the non-business major student, to learn general business functions and systems. The student will explore business skills that are needed in one’s professional career. A computer simulation, current events, guest speakers, field trips to local businesses and discussion are used to gain knowledge of general business concepts and the business environment.

**BUA 203   Career Preparation**  
1 credit
A course in resume writing, interviewing skills, techniques for personal enhancement, and international business etiquette; supplies the student with criteria beyond academics for acceptance into the world of work and future entry-level management positions.

**BUA 204  Special Topics**  
1–3 credits  
A study of selected topics offered at the discretion of the instructor.

**BUA 210  Statistical Techniques for Research Data Analysis**  
3 credits  
Prerequisite: MAT 100 or MAT 105 or MAT 111 or MAT 130 or appropriate math placement test score  
An interdisciplinary introduction to the basic principles of data analysis with an emphasis on application. Students are expected to apply these principles to data analysis in their respective areas of study. The applied focus is on the computerized application of summary statistics, one-/two-/multi-sample tests, linear models, association tests, randomness/normality tests, and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

**BUA 220  Leadership and Social Innovation with Enactus**  
1–3 credits  
Enactus allows students the opportunity to apply what they learn in an academic environment directly to the community. Through a series of volunteer projects that allow our students to interact with the world around us, valuable experience is gained while allowing for added emphasis on giving back to the world we live in. As Enactus is a global organization, students also have the ability to interact and compete with other students from around the world, while developing valuable job and networking skills.  
(Repeatable for credit)

**BUA 221  Model United Nations I**  
0–2 credits  
(BUA 221 recommended)  
To provide students with the facility to explore current issues and challenges which are facing the international community. Current global and regional issues of concern for the United Nations (UN) include, but are not limited to: World Trade Organization goals for reducing subsidies & tariffs, protecting human rights in combating terrorism, the role of women in development, and the role of the UN in compliance to nuclear disarmament. The vast range of topics tends to fall under three categories: political, economic, and social/humanitarian. Students are encouraged to explore areas which are of interest to his/her field of study. Additionally, BUA 221 Model UN I provides students with the necessary issue knowledge and team building skills which are required for competing at national and regional MUN conferences that are held during the spring semester. (repeatable for credit)

**BUA 222  Model United Nations II**  
0–2 credits  
To provide students with the facility to explore current issues and challenges which are facing the international community. Current global and regional issues of concern for the United Nations include, but are not limited to: World Trade Organization goals for reducing subsidies & tariffs, protecting human rights in combating terrorism, the role of women in development, and the role of the UN in compliance to nuclear disarmament. Students will be participating in a regional or national conference(s) at which students will be discussing issues facing the international community with other college students from across the globe. In Model UN conferences, students experience negotiation and diplomacy hands-on by being a delegate representing a country. While it is not a requirement for students to take BUA 221 Model UN I (fall semester) as a prerequisite, it is strongly recommended because it provides students with the necessary issue knowledge and team building skills that are required for competing at conferences. (repeatable for credit)

**BUA 303  Population and Demography**  
3 credits  
Prerequisites: SOC 100 or PSY 101 and MAT 122 or BUA 201 or SWK 210  
An introductory study of the techniques and applications of population and demographic data. Emphasis will be on sources of data and their applications in formulating public and business policy. World and national population history will be studied to understand demographic transitions and current trends.

**BUA 310  International Business**  
3 credits  
Prerequisite: ECO 201 or ECO 202  
This course introduces the student to the economic, political, social and cultural issues of operating a business in a global economy. An understanding of exchange rate mechanisms, international trade agreements, and international strategies will be developed.
BUA 350  Business Law
3 credits
A study of business law. Topics included in the course include the American legal system, contracts, property, negotiable instruments, creditors’ rights and bankruptcy, agency, business organizations, labor and employment relations, government regulations and torts.

BUA 397  Internship
0.5 credits
Prerequisite: BUA 203, MGT 213, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience. Ideally, majors in the program would do an internship with a small business. However, if the internship is with a larger company, the internship should include a variety of work experiences.

BUA 402  Strategy and Policy
3 credits
Prerequisite: FIN 301
(Senior standing, all Business core courses must be completed before taking this course)
A capstone business course that integrates the functional areas of a business with the strategic decision-making process. In a team environment, students are expected to employ the skills and knowledge learned from their academic career in a computer-simulated industry. An analysis of case studies and/or current business articles will also be used to link academic concepts and theories to real-world situations.

BUA 404  Special Topics
1–3 credits
A study of selected topics offered at the discretion of the instructor. Open to qualified juniors and seniors who wish to do advanced work and permission of instructor.

BUA 405  Readings in Contemporary Business Issues
3 credits
This course addresses topics from selected themes of contemporary interest in the broad content area of business and may focus on accounting, economics, management, leadership, marketing, finance, and technology. This course will explore questions raised by emerging new issues in the field of business and their potential impact on business, research, and society.

BUA 410  Senior Design and Application Project
3 credits
Prerequisite: Permission
(Senior standing in the School of Business, completion of, or corequisite in, all other school and program required courses.)
In this comprehensive course, students work individually on project proposals that demonstrate the student’s preparedness as a practicing business professional. Students will prepare a learning agreement which includes a proposed comprehensive business problem and then implement a project that leads to a professional-quality report that analyzes the problem from several perspectives, presents and discusses solutions to the problem, and provides recommendations for action. Students must provide evidence that they have researched the topic and considered the problem from several business perspectives which may evaluate the financial, organizational, and/or operational impacts of the proposed solution. Oral and written reports will be evaluated during and at the completion of the project. A final presentation will be made before a faculty panel.

BUA 414  Independent Study
1–3 credits
Prerequisite: Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

BUA 497  Internship
1–3 credits
Prerequisite: BUA 203, MGT 213, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience. Ideally, majors in the program would do an internship with a small business. However, if the internship is with a larger company, the internship should include a variety of work experiences.

**BUSINESS**

**BUS 111  Marian Online Orientation**
0 credits
Provides an online orientation to online learning and Marian University. Covers tools, procedures, policies and expectations involved in online courses. (“0” credit receives CR/NC grade.)

**BUS 235  Mathematics for Managers**
3 credits
(AGS students only)
This course gives the student a background in the application of mathematical concepts needed for success in the business world. Major topics of basic algebra, present and future values, simple and compound interest, and annuities prepare a student for advanced work in accounting, statistics, and quantitative analysis.

**BUS 245  Managerial and Professional Ethics**
3 credits
(AGS students only)
Examines the interaction between the social value and the economic value of the person and the community. Discussion encompasses economic theories and ethical concepts relative to moral issues in business. From the perspective of ethical theories, case studies and student experience prompt critical analysis and evaluation.

**BUS 343  Technology of Information Systems**
3 credits
Prerequisites: TEC 102, TEC 200
(AGS students only)
Provides an overview of the tools and resources necessary to provide effective information systems support. Introduces the organization, structure and functions of operating systems, the analysis of the components of a computer system and their relationship to each other. Includes concepts of connectivity, installation and maintenance of hardware, software and peripheral devices. Proves cases demonstrating realistic hardware/software problems encountered in the workplace and techniques and procedures used to implement solutions.

**BUS 348  Principles of Data Management**
3 credits
Prerequisite: TEC 200
(AGS students only)
Examines the functions and operations required to manage information for business decisions. Focuses on the use of various information technologies and tools that support transaction processing, decision-making, and strategic planning. The diverse information needs of different organizations are used as examples of practical applications of this technology. Introduces the practical concepts of data structures; indexed and direct file organizations; data models, including hierarchical, network, and relational models; storage devices; data administration and analysis; and design and implementation. Students use database software in creating, modifying, retrieving, and reporting from databases.

**BUS 435  Statistical Applications**
3 credits
Prerequisite: MAT 123
(AGS students only)
An emphasis in applying concepts from statistics specific to statistical process or quality control from a Deming perspective. The study focuses on statistics in analytical studies with time devoted to control charts, Pareto analysis, and short-run Statistical Process Control (SPC) techniques. Design of experiment is discussed as a process improvement method.

**BUS 438  Business Data Communications and Networks**
3 credits
Prerequisite: BUS 343
(AGS students only)
Provides an analysis of the basic theory of data transmission, network topologies, protocols, operating systems, and business network applications. The link between business needs and applications of data communications principles are stressed. This course introduces a wide variety of data communications concepts, including voice and data transmission, the role of international standards, the OSI model, the Internet, corporate intranets and extranets, and the challenge of network management.

**BUS 458  Systems Analysis and Design**
3 credits  
Prerequisites: BUS 343, BUS 348  
(AGS students only)  
Analyzes established and evolving methodologies for development of business-oriented computer information systems. Develops competencies in techniques that apply modern software tools to generate applications. Introduces fundamental concepts of systems design such as the SDLC and rapid application development. Provides instruction for creating or modifying a system by gathering details, analyzing data, designing systems to provide solutions, and implementing and maintaining the systems.

**BUS 495  Synthesis Portfolio**
1 credit  
(AGS students only, Senior Standing, all Business core courses must be completed before taking this course)  
The purpose of this capstone course is to reflect on your learning processes through integration of the liberal arts core with the curriculum of the Bachelor of Business Administration program. Its primary focus is to examine the critical thinking skills developed throughout the entire academic program resulting in the completion of degree requirements.

### CHEMISTRY

**CHE 001  Preparatory Chemistry**
3 credits  
Prerequisite: MAT 002 or appropriate math placement test score; or  
Prerequisite or Corequisite: MAT 001  
This non-lab course is designed for students who need to take CHE 101 or CHE 103 but have had either no high school chemistry or have a weak mathematics or science background. These students should take this course to prepare for the mathematical aspects of introductory chemistry. Specific topics will include units, metric system, atomic and molecular structure, chemical reactions, and stoichiometry. (This course is a pre-college level course and does not fulfill degree requirements.)

**CHE 010  Chemistry Seminar**
0 credits  
Research seminars, reviews of scientific literature, and research proposals presented by chemistry and biology majors, faculty members, and/or guest speakers. ("0" credit receives CR/NC grade.)

**CHE 101  Principles of Chemistry I**
4 credits  
Prerequisites: High school chemistry or CHE 001 with a grade of C or higher; MAT 001 or appropriate math placement test score  
An introduction to the fundamental principles of Chemistry, including modern concepts of atomic and molecular theory, physical states of matter, stoichiometry, chemical bonding, gas laws, equilibria, and reactions of inorganic compounds.

**CHE 102  Principles of Chemistry II**
4 credits  
Prerequisite: CHE 101 or CHE 105 with a grade of C or higher  
A second-semester general chemistry course that introduces the topics of equilibrium, kinetics, ionic equilibria of weak electrolytes, solubility product, coordination compounds, thermodynamics, electrochemistry, and descriptive chemistry. Qualitative analysis is included in the laboratory portion of this course.

**CHE 103  General, Organic, and Biochemistry**
5 credits  
Prerequisites: High school chemistry or CHE 001 with a grade of C or higher; MAT 001 or appropriate math placement test score  
An introductory course for non-science majors. This course provides a basic knowledge of chemistry and its application to everyday life with special focus to biological and medical applications. With laboratory.

**CHE 104  Introduction to Biochemistry**
4 credits
Prerequisite: C or better in CHE 101
(RN-BSN/MSN students only)
An introductory course for non-science majors. This course provides a basic knowledge of chemistry and its application to everyday life with special focus on biological and medical applications.

**CHE 105  Intermediate Chemical Principles**
2 credits
Prerequisite: C or better in CHE 103
A bridge course to enable students who have satisfactorily completed CHE 103 (General, Organic, and Biochemistry) prepare for CHE 102 (Principles of Chemistry II). This course will address those topics of CHE 101 which are not comparably discussed in CHE 103.

**CHE 151  Principles of Chemistry Laboratory I**
1 credit
Prerequisite: Permission
A satisfactory score on Chemistry CLEP examination must be earned for the lecture portion of CHE 101 Laboratory course for those students required to take a first semester general chemistry laboratory.

**CHE 152  Principles of Chemistry Laboratory II**
1 credit
Prerequisite: Permission
A satisfactory score on Chemistry CLEP examination must be earned for the lecture portion of CHE 102 Laboratory course for those students required to take a second semester general chemistry laboratory.

**CHE 201  Organic Chemistry**
3 credits
Prerequisite: CHE 102 with a grade of C or higher
(Corequisite in CHE 251 recommended)
An in-depth study of the chemistry of organic compounds. This course includes nomenclature, structure, reactions, stereochemistry, an introduction to absorption spectroscopy, and uses and reaction mechanisms of organic molecules.

**CHE 202  Organic Chemistry II**
3 credits
Prerequisite: CHE 201 with a grade of C or higher
(Corequisite in CHE 252 recommended)
A continuation of CHE 201.

**CHE 204  Special Topics**
1–5 credits
A course allowing for instruction in areas not included in the regular chemistry curriculum. Topics vary according to the expertise of individual instructors.

**CHE 251  Organic Chemistry I – Lab**
1 credit
Prerequisite or corequisite: CHE 201
An introduction to the techniques and methods of the organic chemistry laboratory. This course includes the synthesis of various classes of compounds, determination of properties and structures, product evaluation, introduction to various instruments and identification.

**CHE 252  Organic Chemistry II – Lab**
1 credit
Prerequisite: CHE 251 or corequisite: CHE 202
A continuation of CHE 251.

**CHE 300  Analytical Chemistry**
4 credits
Prerequisite: CHE 102 with a grade of C or higher
An introduction to the principles of analytical chemistry with emphasis on analytical methods involving volumetric, optical, separations, and electrochemical analyses, especially for chemistry majors, pre-medical, and medical students, medical technology and other students in biological sciences.

**CHE 301  Instrumental Analysis**  
4 credits  
Prerequisite: CHE 300  
An introduction to chemical instrumentation presenting theoretical and experimental aspects of solving analytical problems. The course introduces the applications of modern instruments to the detection and identification of chemical elements and compounds, covering ultraviolet, visible, infrared spectrophotometry, ESR, NMR, atomic absorption, ion exchange, gas chromatography, and electrochemistry. This course also includes the interfacing of instruments to computers.

**CHE 302  Biochemistry**  
5 credits  
Prerequisite: CHE 201  
A lecture and laboratory course directed toward the study of the organic and inorganic constituents of living matter with particular emphasis on the carbohydrates, proteins, lipids, nucleic acids and enzymes and their mode of action in relation to digestion, absorption and biological oxidation. This course also includes metabolic pathways, blood constituents and analyses of biological fluids.

**CHE 312  Chemistry Literature and Seminar**  
2 credits  
Prerequisite: CHE 010  
A seminar based on the reading of current chemical literature and the presentation of research seminars. In addition, students will prepare and present senior research proposals for a senior research project.

**CHE 397  Internship**  
1–3 credits  
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the chemistry major/minor without prior written permission of the department chair.)

**CHE 401  Physical Chemistry I**  
3 credits  
Prerequisite: MAT 202  
Prerequisite or corequisite: CHE 300  
A survey course covering topics such as chemical thermodynamics, chemical kinetics, equilibria, phase rule, solutions, spectroscopy, quantum chemistry, electrical and magnetic properties, and the states and structures of matter.

**CHE 402  Physical Chemistry II**  
3 credits  
Prerequisite: CHE 401  
(Corequisite in CHE 452 recommended)  
A continuation of CHE 401.

**CHE 404  Special Topics**  
1–5 credits  
A course allowing for instruction in areas not included in the regular chemistry curriculum. Material covered varies according to the expertise of individual instructors.

**CHE 411  Advanced Organic Chemistry**  
3 credits  
Prerequisite: CHE 202  
More extensive coverage of selected topics from Organic Chemistry 201/202. Topics covered are determined by the instructor and the students, and may include industrial organic chemistry, chemistry of drugs, alkaloids, spectral problems, reactive intermediates, and other similar topics.

**CHE 414  Independent Study**  
1–3 credits
Prerequisite: Permission
This course provides the student an opportunity to study a topic of interest that is not covered in any other course. The student is required to do most of the work on an independent basis but does meet periodically with the supervising professor. The number of credits received is determined by the supervising professor.

CHE 425  Chemistry Senior Research I
1 credit
Prerequisite: CHE 312
The first of two courses that comprise an individually arranged research project under the guidance of department faculty. Each chemistry major elects to do laboratory/field research on a problem in chemistry of personal interest. In this course the student will refine research methods and experimental design, including data collection, and complete initial sections of the final written report.

CHE 426  Chemistry Senior Research II
1 credit
Prerequisite: CHE 425
The second of two courses that comprise an individually arranged research project under the guidance of department faculty. Each chemistry major elects to do laboratory/field research on a problem in chemistry of personal interest. In this course the student will collect and analyze data, finish and submit a written report, and do a public presentation of his or her research.

CHE 451  Physical Chemistry I – Lab
1 credit
Prerequisite or corequisite: CHE 401
Experimental work correlating with the theory of CHE 401 Physical Chemistry I.

CHE 452  Physical Chemistry II – Lab
1 credit
Prerequisite or corequisite: CHE 402
Experimental work correlating with the theory of CHE 402.

CHE 497  Internship
1–3 credits
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the chemistry major/minor without prior written permission of the department chair.)

CHH 204  Special Topics
1-3 credits
A course allowing for instruction in areas not included in the regular Community Health and Human Services curriculum. A subtitle indicating this specific subject is added each time the course is offered.

CHH 300  History of Health and Welfare Policy
3 credits
This course covers the historical development of health and welfare policy and the impact of social, economic factors, and the ideological systems on related laws, policies and programs. The development of related professions and selected social movements is also addressed.

CHH 304  Pathophysiology
3 credits
Prerequisite: C (2.00) or higher in BIO 201, BIO 202 or BIO 205
The student reviews concepts of anatomy and physiology and acquires knowledge about the pathophysiology of disease processes affecting the person across the life span. The student utilizes the processes of critical thinking and decision making within the evolving professional nurse role by exploring concepts and alterations of immunity, inflammation, infection, cellular proliferation, hormonal, musculoskeletal, renal, neurological, respiratory, hematological, and cardiovascular systems and functions of the person across the life span.

CHH 305  Poverty and Community Health
3 credits
This course examines the cultural and structural aspects of poverty and their impact on populations at risk both globally and in particular in the United States. Emphasis is placed on policy, programs and services - both health and economic - designed to alleviate poverty and address its damaging effects.

CHH 404  Special Topics 1-3 credits
A course allowing for instruction in areas not included in the regular Community Health and Human Services curriculum. A subtitle indicating this specific subject is added each time the course is offered.

CHH 410  Community Health Theory and Practice 3 credits
Examination of theory and practice impacting community health systems. Exploration of the systemic, ecological and multidisciplinary frameworks for understanding social network, neighborhood, organizational and community behavior, including identification and evaluation of the roles of community members impacting social change.

CHH 411  Aging in the 21st Century 3 credits
This course introduces students to the study of aging, focusing on health policy and services designed for this rapidly increasing demographic group. In 2011 the first baby boomers turned 65 which means policy and service must respond quickly to rapidly increasing system demands. In addition to a general overview of aging and the life-course, a range of current issues relevant to aging will be presented.

CHH 430  Community Mental Health 3 credits
Prerequisite: PSY 211
A course introducing students to community mental health services in contemporary society. A review of the history of mental health services, legislative changes, and evidence-based practices is provided. Includes exploration of current service delivery systems and the role of community health and human services practitioners.

CHH 495  Community Health and Human Services Capstone 3 credits
Prerequisite: Permission
In consultation with the instructor, students will identify and design a capstone project that demonstrates their ability to integrate the knowledge gained throughout the Community Health and Human Services curriculum. Projects may include, direct service learning experiences in community health and human service agencies, research projects or other forms of applied learning.

CMG 204  Special Topics 1–3 credits
A course allowing for instruction in areas not included in the regular Cultural, Media, and Gender Studies curriculum. Topics vary according to the expertise and interests of individual instructors.

CMG 215  Contemporary Culture 3 credits
In this course, students will examine the effects of cultural processes and products on the values, beliefs, identities, and relationships of power that shape society, with particular attention given to the role of the media and the social construction of gender. Students are introduced to the process of critical cultural inquiry—the integration of critical thinking, theory and socially responsible engagement—as a means of analyzing (1) cultural artifacts such as consumer goods (clothing, music CDs, cell phones), television programs, advertisements, films, and architecture; (2) the media’s role in shaping how meaning is created and communicated; and (3) social institutions and practices, and how they help create and maintain inequalities in identity. Specific emphasis is also given to identifying injustice and developing appropriate responses. Theories and methodologies from a variety of disciplines are employed.

CMG 315  Gender and Sexuality in the 21st Century 3 credits
An advanced inquiry into gender theory and sexuality studies that re-situates its key concepts within the larger field of cultural representation, including film and media. While broadly overlapping fields, gender theory is here understood to include approaches
from feminist, postmodern, and poststructuralist theories of gender, while sexuality studies also includes diverse approaches drawn from sexology, psychoanalysis and queer theory. This course aims to furnish students, who may already have established an interest in understanding gender and sexuality as critical categories, with more advanced theories and methodologies. Through critical study, students develop specific concepts, terminology, and methods needed to participate in on-going theoretical debates within gender theory and sexuality studies, in addition to using such theories to analyze cultural representations.

**CMG 397  Internship**  
1–3 credits  
Prerequisite: CMG 215  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

**CMG 404  Special Topics**  
1–3 credits  
In this course, students engage in a supervised, independent research project that focuses on an issue, problem or topic within their area of concentration (culture, media, or gender), culminating in the writing and presenting of a comprehensive paper. With the approval of the instructor, the research may include a community project or some form of ethnography. Primary emphasis is given to the demonstration of proficiency in the application of critical cultural inquiry (which includes responsible social engagement), the effective use of appropriate methodologies and the demonstration of how the research is relevant to an aspect of the student’s major. The seminar process will include class discussions of research and writing-in-progress. Students can take this course more than once.

**CMG 414  Independent Study**  
1–3 credits  
Prerequisite: Permission  
A course designed by a superior student, with faculty guidance, to explore a topic not covered in traditional course offerings.

**CMG 497  Internship**  
1–3 credits  
Prerequisite: CMG 215  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

---

**COM COMMUNICATION**

**COM 100  Introduction to Communication**  
3 credits  
This course examines the history of communication including verbal, nonverbal and written forms. The curriculum covers various ways of studying communication processes, including communication models. Students are introduced to the application of basic communication concepts and theory in interpersonal, group, organizational, and mass communication contexts.

**COM 101  Fundamentals of Communication**  
3 credits  
This course focuses on the exploration of fundamental principles of effective communication. Skilled communication behaviors are developed through the study and practice of interpersonal communication, public speaking, listening, and group dynamics. Practical applications include class discussion, group activities, listening exercises, and individual presentations.

**COM 102  Electronic Student Newspaper**  
1 credit  
Students gain experience working on the publication of a newspaper, with the opportunity to serve in a number of capacities: news writing and reporting, feature writing, sports writing and reporting, layout and design, photojournalism, advertising sales, and management. (repeatable for credit)

**COM 202  Writing for Media**  
3 credits
This course introduces students to the principles of writing news in text form for web-based publications and as scripts to be used in broadcast-style reports via the web, television, or radio. In addition to news, public relations writing – in the form of news releases and public service announcements (PSAs) – and advertising writing is covered.

**COM 204  Special Topics**  
3 credits  
An exploration and analysis of special areas, issues, or problems in communication, chosen because of their special relevance or interest and not specifically examined in other courses.

**COM 207  Newspaper Editorship**  
1 credit  
Prerequisite: Permission  
(Enrollment restricted to appointed editors)  
Students gain experience as editors of a student publication, completing editors’ duties: making assignments; managing the staff; planning and organizing; editing copy, photography, and artwork; writing; and helping to manage the budget. The editors reflect with the advisors on their effectiveness in areas of group process, interpersonal communication, public speaking, staff management, ethics, writing, editing, and layout and design.

**COM 210  Mass and Digital Communication**  
3 credits  
This course deals with the influence of mass media on people’s personal lives, corporate environments and the government. It studies the interrelationship of the mass media with individuals and society. The interaction of media with legal, political, cultural, economic, and social forces and trends is examined. Study of the structure and practices of the media industries includes consideration of regulation, news coverage, advertising and public relations, government, and technology.

**COM 215  Introduction to Public Relations**  
3 credits  
Students will be introduced to the profession of public relations — its practice, history, and legal and ethical issues. This includes how to communicate with various publics (community, consumers, employers, government, the media) for various purposes (education, political and social action, community relations, issues, and crisis management). Students will be encouraged to explore how public relations is practiced in their own disciplines.

**COM 220  Online Speaking and Presentations**  
3 credits  
A theoretical understanding and practical application of oral communication and presentation skills within an online environment including techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences in diverse mediums and physical and vocal delivery skills. Emphasis is on research, preparation, delivery and evaluation of informative and persuasive public speaking within a professional online context.

**COM 232  Public Speaking**  
3 credits  
A course applying traditional rhetoric and communication theory to oral presentations. Students study, write, deliver, and evaluate public speeches. Emphasis is placed on the students’ ability to speak from an outline in a variety of situations including informative speaking, persuasive speaking and demonstration speaking. All presentations are made in class and videotaped to aid in evaluation.

**COM 270  Business and Professional Presentations**  
3 credits  
A course focused on building students' presentation skills in a variety of settings including proposal presentations, sales position advocacy and specialty presentations typical in business and professional settings. Individuals and teams design professional-length presentations involving the use of visual and audio aids, written materials for the audience and computer-generated graphic presentations. Students develop proficiency in the critique and analysis of professional presentations.

**COM 302  Intercultural Communication**  
3 credits  
This course develops intercultural communication competence through an exploration of cultures. Using a broad definition of culture, which includes norms, values, beliefs, art, music, and literature, students examine the world as a place of dynamic change and cultural interaction, increasing their need for intercultural sensitivity in general. Through both theory and personal experience,
students examine how the various components of communication are affected by and interface with the intercultural experience. Service learning is a component of this course.

**COM 315  Public Relations Writing and Practice**  
3 credits  
Prerequisites: COM 215, ENG 105, ENG 106, or ENG 230  
Students will learn the theories and principles of good public relations writing and practice. This includes how to develop, write and present press releases, reports, speeches, newsletters and brochures, advertisements, papers and letters, and give interviews. Students also will learn theories of persuasion, practical legal and ethical concerns, and how to conduct and evaluate research. (Course may serve as an upper-level journalism writing elective.)

**COM 321  Organizational Behavior and Communication**  
3 credits  
(Also MGT 321)  
The course provides a broad overview of the theoretical and conceptual issues relevant to organizational communication. The focus is on how communication operates in organizations, the impact of communication on organizational life, and how communication can be made more efficient and effective in meeting personal and organizational goals.

**COM 322  Argumentation and Persuasion**  
3 credits  
The course utilizes classical and contemporary methods of logical reasoning, emotional appeal, and ethos as persuasive techniques to teach students problem analysis, research of evidence, and formulation and defense of one’s position on an issue. Students write and present position papers on contemporary issues; analyze advertising, mass media techniques of persuasion, and political rhetoric; and explore the ethical issues surrounding the use of persuasion and propaganda in conveying messages. In the process, the course helps students become rational decision-makers who are able to defend and debate their positions on critical issues. Students are assessed on both written and oral skills.

**COM 324  Interpersonal Communication**  
3 credits  
The course examines the basic principles and theories of interpersonal communication. Students study and practice basic principles for effective interpersonal communication. Study includes language, perceptions, values, culture, nonverbal communication, and self-concept and listening and their effects on communication.

**COM 333  Computer Applications for Communications**  
3 credits  
The course introduces students to the use of computer programs for desktop publishing. Students design and produce various documents, including brochures, newsletters, etc. A thorough understanding of the elements of good design is stressed in the course through the application of both analytical and hands-on skills.

**COM 334  Discussion and Small Group Interaction**  
3 credits  
With emphasis on practical application, the course focuses on the theories and dynamics of group decision-making. Various processes are explored along with leadership responsibilities and analysis of group effectiveness.

**COM 397  Internship**  
1–3 credits  
A learning approach that integrates college studies with paid, practical work experience that is directly related to the communication major. Students earn credit for internship work experience. Opportunities for internships exist in business, industry, government and service agencies.

**COM 400  Theories in Communication**  
3 credits  
Prerequisite: COM 100  
The purpose of the course is to provide students with an understanding of the background, principles and implications of theories of communication both generally and within specific communication contexts. Students compare the ways these differing approaches and theories influence the way people see and interpret behavior; and the ways these approaches and theories make differing predictions about human behavior.

**COM 401  Legal Issues in Communication**
3 credits
The course examines the development of the complex relationship of communication and the law to the present day, and covers a variety of free expression issues in contemporary society. The U.S. legal system itself is studied. Emphasis is placed on the First Amendment to the U.S. Constitution and on libel, privacy, and copyright law. The relationship between regulatory agencies and the Internet, journalism, entertainment, political communication, commercial speech, and the mass media in general is explored.

COM 404  Special Topics
3 credits
Prerequisite: Permission
An exploration and analysis of special areas, issues, or problems in communication, chosen because of their special relevance or interest and not specifically examined in other courses.

COM 405  Senior Seminar in Communication
2 credits
A seminar course that assesses communication majors’ and minors’ general integration of material covered by their course of study. Students demonstrate their competency in the field by completing a critical analysis paper or public relations analysis, or creating an experimental training program. Discussion focuses on current communication research that forms the basis for students’ projects and papers. Students also create a professional portfolio, conduct a job search, and make an oral presentation.

COM 406  Organizational Communication Senior Project
3 credits
Prerequisite: Permission
(AGS students only)
A capstone course wherein communication majors apply the theories and concepts of the degree in an assessment project that evaluates the communication process and competencies of their respective organizations or places of employment. The students write a major assessment paper and make a presentation based on the paper.

COM 410  Listening
3 credits
A seminar course which focuses on improving overall communication competence, by honing students’ listening skills in a variety of contexts both professional and personal. Attention will be paid to both theory and practice of listening with particular attention to the HURIER model.

COM 412  Digital Communication
3 credits
Prerequisite: COM 333
Students will write, edit and create content for the digital communication world. This course provides an advanced-level opportunity to practice and polish the related skills of reporting, writing and editing for multimedia platforms. Students will learn advanced newswriting with a focus on feature writing and investigative reporting, as well as advanced-level digital production skills for creating websites, social media tools and working with different file formats.

COM 414  Independent Study
1–3 credits
Prerequisite: Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

COM 416  Crisis Communication
3 credits
Taking a service-learning approach, the course will explore approaches to communicating with various publics, legal issues and mandates for public knowledge, ethical issues and extensive understanding of strategies, planning and implementation of crisis communication efforts.

COM 420  Professional Presentations
3 credits
Prerequisite: COM 232
This course focuses on building students’ presentation skills in a variety of professional settings, including training, advocacy, and sales. Individuals and teams design professional-length presentations involving the use of visual and audio aids, written materials for
the audience, and computer-generated graphic presentations. Students develop proficiency in the critique and analysis of professional presentations.

**COM 431  Training and Assessment in Communication**
3 credits
With an emphasis on practical application of communication theory, students use a variety of assessment and experiential training models to enhance organizational communication. Students assess organizations, and plan and deliver experiential training modules in real-world settings. Students learn and apply leadership and facilitation skills. (The course is recommended for juniors and seniors who have completed COM 232 Public Speaking or COM 101 Fundamentals of Communication.)

**COM 470  Communication Senior Portfolio Preparation**
1 credit
A seminar that supports communication majors' and minors' in the completion of their professional portfolio, preparation for employment interviews and presentation of their senior projects. Discussion focuses on current communication research that forms the basis for students' projects and papers.

**COM 497  Internship**
1–3 credits
A learning approach that integrates college studies with paid, practical work experience that is directly related to the communication major. Students earn credit for internship work experience. Opportunities for internships exist in business, industry, government, and service agencies.

---

**CRJ  CRIMINAL JUSTICE**

**CRJ 101  Introduction to the Criminal Justice System**
3 credits
This course explores the three main subsystems of the criminal justice system: law enforcement, courts, and corrections. The history, philosophy, structure, current issues, and future trends of these three main subsystems are presented, discussed, and studied using a cooperative learning approach. This course also identifies the functions and jurisdiction of Wisconsin law enforcement and criminal justice system agencies, and the sources and legal principles that form the foundation of Wisconsin criminal law. Additionally, belief systems, social pressures, moral problems, ethical decision making, and the consequences of decisions are discussed. This course also identifies the resources available in communities to assist the criminal justice system. This course also covers Wisconsin requirements for written law enforcement agency policies and procedures.

**CRJ 102  Constitutional Law**
3 credits
In this course, students will examine the tenuous balance between the needs of society to investigate and prosecute criminal conduct against the rights of the individual to be free from governmental intrusion in their lives. Students will analyze laws and court decisions relating to arrest, search and seizure, and confessions law under the 4th, 5th, 6th and 14th Amendments to the U.S. Constitution.

**CRJ 105  Survey of Forensic Sciences**
1 credit
(Also FOS 105)
A lecture/seminar course that has the goal of providing students a general introduction to the application of scientific knowledge to the purposes of the law. It will familiarize students with some of areas of science which are involved in the court process, particularly in criminal trials, and the role of the forensic criminalist in criminal procedure. Accordingly, this class will survey forensic criminalistics and prepare students for additional, more in-depth classes in criminalistics and forensic science later.

**CRJ 201  Criminal Law**
3 credits
Prerequisite: CRJ 101
This course identifies the elements of crimes against persons, property, controlled substances, and alcohol beverage laws. The legal definitions and potential penalties of felonies, misdemeanors and ordinance violations are explored. Students will be able to identify potential violations and penalties in simulated cases.

**CRJ 203  Juvenile Law**
3 credits
Prerequisite: CRJ 101
This course examines the juvenile justice system, including juvenile court proceedings involving alleged delinquent children and on behalf of children in need of protection and services under applicable Wisconsin Statutes and constitutional law principles. The roles and responsibilities of law enforcement, child protection agencies, intake workers, and court officials are developed. The juvenile justice system is also examined from a sociological perspective with students evaluating the system’s effectiveness in controlling juvenile delinquency by reviewing recent legislation and court ruling on the rights of youthful offenders and assessing legal efforts to correct their antisocial behavior.

CRJ 214  Statistics for Criminology and Criminal Justice
3 credits
Prerequisite: Appropriate math placement test score or MAT 001 with grade of C or higher and CRJ 101 or HOS 101
This course is an introduction to the basic principles of quantitative data analysis. Students will apply these principles to data analysis in criminological and criminal justice study. The focus of this course is to be placed on guiding students in interpreting criminological and criminal justice statistics and research, in which case an emphasis will be placed on the application of summary statistics, one-/two/multi-sample tests, linear models, association tests, randomness/normality tests, and probability distributions to criminal justice models of inquiry.

CRJ 220  Critical Issues in Criminal Justice
3 credits
Prerequisite: CRJ 101
This course examines trends and issues in the delivery of public safety issues and services. It explores strategic innovations such as community policing, problem-oriented policing, disorder-based policing, Intelligence-Led Policing and the use of technologies. It discusses criminal justice effectiveness and reviews what research tells us about ‘what works’. The course also examines issues of law legitimacy and accountability, corruption, regulating use of force and brutality, special and legal issues in policing as well as in a law enforcement agency, and the challenges involved in ensuring that criminal justice professional’s behavior conforms with democratic principles such as fairness, equity, access to justice and respect for human rights. It also looks at issues of equity and diversity as regards to women in the criminal justice arena and relationships with ethnic minority communities. Finally, it sketches and assesses developments in private policing, both domestically and globally. While this class focuses on critical issues in the United States, it offers a global perspective and incorporates examples from different parts of the world.

CRJ 301 Criminal Investigations
3 credits
Prerequisites: CRJ 101, CRJ 201
This course is a study of the fundamentals of criminal investigations, including the principles involved in the collection, processing, and preservation of physical evidence. Students will examine the unique aspects of death, sexual assault, and child maltreatment investigations, including crime scene management, identification and evaluation of physical evidence found in the crime scene, and the collection and preservation of that evidence.

CRJ 302  Criminal Procedures
3 credits
This course is designed to introduce students to specific laws and court decisions on topics of arrest requirements, frisks and searches, seizures, warrants and exceptions, confessions and statements, and trial procedures.

CRJ 303  Law Enforcement Administration
3 credits
Prerequisite: CRJ 101
A survey course of police management practices and principles. The course is structured to provide the student with a comprehension and knowledge of the law enforcement profession, including administration, management, and supervision, and duties and functions therein. The course focuses on job descriptions and responsibilities, as well as law enforcement traditions, current trends and practices, and the future needs from an administrative and technical standpoint. Other topics covered include staff development, planning, budgeting, community relations, and legal aspects of administration. Application of decision-making and problem-oriented policing techniques are included in this course.

CRJ 304  Rules of Evidence
3 credits
(Also FOS 304)
Prerequisite: CRJ 101 or CRJ 102
This course is a study of the nature, types, and degrees of evidence used in criminal prosecutions. The course emphasizes the vital importance of "why" and "how" evidence handled by the forensic criminalists for proper presentation and administration into the
trial, in accordance with historical rule governing the admissibility of evidence in court. This includes the citizen-to-criminalist, criminalist-to-criminalist, and criminalist-to-prosecution chain of evidence rules. A basic legalistic criminalistic component will be stressed, which will examine the various analytical systems used in the evaluation of physical evidence which includes the correct identification, collection, and preservation of evidence.

**CRJ 306 Understanding Gang Formation and Behavior**
3 credits
Prerequisite: CRJ 101
This course is designed to provide the student with a thorough understanding of gangs, theories of gang formation, gang behavior, and policies implemented to address them. Upon completion of this course, students should have a good understanding about what a gang is, how gang violence is functional, and how the existence of gang criminal activity has impacted criminal justice policy (prosecution, courts, prisons, probation, and parole).

**CRJ 307 Crimes Against Children**
3 credits
Prerequisite: CRJ 101
This course studies the different types of child abuse. Central to this course is an extensive review and examination of the multiple causes and intricate familial dynamics of abuse. Both the physical and behavioral indicators of the victim are also studied, as well as potential family intervention strategies.

**CRJ 310 Criminology**
3 credits
(Also HOS 310)
Prerequisite: CRJ 101
An overview of theories of crime. The following theories will be explored: classical, spiritual and natural explanations; biological factors; psychological factors; control theories; deterrence theories; conflict theory; gender and crime; age and crime; and integrative theories.

**CRJ 312 Crisis Intervention and Management**
3 credits
(Also HOS 312)
Prerequisite: CRJ 101
Students will learn the role of crisis intervention and its management strategies necessary for their criminal justice career. Professional communication will be integrated and reinforced throughout the course. Students will be expected to apply these professional communication skills appropriately in (all) simulations. Students will also learn intervention principles, guidelines and techniques for criminal justice, public safety and health providers about persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Strategies of crisis intervention will be discussed in their own right and within the contexts of: suicide and personal loss/bereavement as well as other crises of lethality; posttraumatic stress disorder, hostage situations and the catastrophic events that are related, and sexual assault and domestic violence (including both adult and child victims and the perpetrators of these crimes) as well as the current issue of school-based violence.

**CRJ 325 Corrections**
3 credits
Prerequisite: CRJ 101
An overview of corrections (jails, prisons, probation/parole, and community-based options) as a means to protect society. Students will develop an understanding of the concepts of incarceration, prison management, and rehabilitation (penology), especially in the United States. Topics include pre-sentence investigations, sentence recommendations, conditions of probation and parole, case plans, rules, probation/parole violations, and revocations. How offenders change their lives in order to become productive community members will be explored in this course. Students will become familiar with corrections philosophies, prison violence, inmate subcultures, health care needs, treatment programs, punishment, prison educational programs, community perceptions, and jail administration. Consideration of aspects of probation service delivery, home visits, restitution, court obligations, supervision fees, and alternative methods of community protection.

**CRJ 340 Principles of Judicial Practice**
3 credits
Prerequisite: CRJ 101 or CRJ 102
This course focuses on the dynamics of the court by introducing the concept of the courtroom workhouse and the interrelated relationship of the three main actors-judge, prosecutor, and defense attorney—thus illustrating the law in action, not just boring
theories and facts. It is important to understand the basic layout of the judicial process, no matter what field of law or criminal justice one may be in. This class provides the basic concepts needed.

**CRJ 350  Principles of Professional Practice**
3 credits  
(Also HOS 350)  
Prerequisite: CRJ 101 or CRJ 102
This course is a seminar in the major concepts of professionalism in criminal justice administration, and further, an introduction to the knowledge and skills necessary for one to practically apply the theory and principles of professionalism and professional conduct in the environment of criminal justice practice.

**CRJ 360  Practicum in Research I**
1–3 credits  
(Also PSY 360, SWK 360)  
Prerequisite: Permission
Introduction to the practice of developing research skills in the major. Students perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

**CRJ 362  Practicum in Research II**
1–3 credits  
(Also PSY 362, SWK 362)  
Prerequisite: CRJ 360
A continuation of CRJ 360, a further practice of developing research skills in the major will be explored. Students perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation or other activities.

**CRJ 394  Criminal Justice Field Experience**
0–3 credits  
Prerequisite: Permission
An upper-level practicum for students majoring in criminal justice whose academic performance is judged adequate for placement. Practical work experience in law enforcement, probation and parole, or corrections is obtained with a federal, state, or local criminal justice agency.

**CRJ 400  Criminal Justice Seminar**
3 credits  
(Senior standing)  
An upper level seminar course specifically designed for criminal justice students. This seminar primarily deals with a career-oriented study of various federal, state, and local criminal justice departments/agencies. The course focuses on both the organizational structure and personnel policies of the respective departments/agencies. Some of the major areas of concentration will include recruitment and selection procedures, minorities in law enforcement, and inter-agency relationships within the criminal justice system. The course identifies the importance of specific recruiting policies and interagency relationships within criminal justice on employment.

**CRJ 404  Special Topics**
1–3 credits  
Prerequisite: CRJ 101
Selected topics relating to the field of criminal justice are presented. The topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

**CRJ 414  Independent Study**
1–3 credits  
Prerequisite: Permission
Intensive independent study of a selected topic in the criminal justice system. The student is expected to research the topic and will prepare a critical documented paper on the topic. Also, see the statement on independent study.

**CRJ 420  Race, Gender, and Ethnicity**
3 credits
The focus of this course is to study the nature and extent of racial, cultural, and gender issues as they pertain to criminal justice issues in America. Furthermore, the class will attempt to distinguish the variability in past and existing criminal justice practices at each stage of the criminal justice system for minority groups.

**CRJ 425  Crime Prevention and Community Safety**
3 credits
Prerequisite: CRJ 101
Examination of crime prevention strategies and concepts, with emphasis on new and innovative approaches to preventing criminal behavior, primarily from the perspective of law enforcement. Review and discussion are focused on the following areas: diversity, facilitation and problem solving, and community policing strategies. Students will recognize the dynamics of a diverse society, identify hate crimes, recognize the role of problem solving within the community, apply principles of crime prevention, and understand the components of community policing.

**CRJ 457  Comparative Criminal Justice Systems**
3 credits
Prerequisite: CRJ 101
This course is an upper division examination of criminal justice systems worldwide. Students will explore the justice systems predicated on Common and Civil Law as well as Sharia Law and Marxist traditions. The course explores the means of establishing cooperation toward mutual goals despite structural, historical and ideological differences.

**CRJ 494  Criminal Justice Field Experience**
0–3 credits
Prerequisite: Permission
An upper-level practicum for students majoring in criminal justice whose academic performance is judged adequate for placement. Practical work experience in law enforcement, probation and parole or corrections is obtained with a federal, state, or local criminal justice agency.

**CRJ 495  Capstone Project in Criminal Justice**
3 credit
Prerequisite: CRJ 101
The capstone project includes an individual research, design, and implementation project chosen by each student. Projects will be approved by the faculty member leading the capstone course. The expectation is that this would be a significant project acting as a capstone for their criminal justice leadership education. Depending on the student's interest, there may be more of a research and writing aspect to the work or possibly more design and implementation of software. The projects would be structured with various deliverables during the semester and culminating with a colloquium at the end of the semester. The particular content of each presentation would be agreed upon in advance by each student (or sub-group) and the professor. The professor will arrange for each of the students taking the senior seminar to give presentations preferably at the end the term to the cohort, seminar groups, and any other interested faculty and students.

**CYT CYTOTECHNOLOGY**

**CYT 470  Cytotechnology Clinical I**
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 32-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

**CYT 475  Cytotechnology Clinical II**
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 32-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

**CYT 480  Cytotechnology Clinical III**
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in the School of Cytotechnology. Successful progress in the clinical program will be indicated by submission of transcripts or verification in writing by the School of Cytotechnology program director. These credits will be part of the 320-credit professional training in cytotechnology required for the bio-cytotechnology program. (CR/NC grade only)

DMS  DIAGNOSTIC MEDICAL SONOGRAPHY

DMS 380  Diagnostic Medical Sonography Clinical I
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

DMS 390  Diagnostic Medical Sonography Clinical II
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

DMS 395  Diagnostic Medical Sonography Clinical III
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

DMS 400  Diagnostic Medical Sonography Clinical IV
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

DMS 410  Diagnostic Medical Sonography Clinical V
12 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

DMS 415  Diagnostic Medical Sonography Clinical VI
6 credits
Prerequisite: Permission
This course will be taken by students enrolled in an approved diagnostic medical sonography clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in diagnostic medical sonography required for the BS degree. Students will receive a grade of “CR” for maintaining successful progress in the clinical program.

ECE  EARLY CHILDHOOD–ELEMENTARY EDUCATION
ECE 101   Child Development
3 credits
An interrelated study of the physical, affective, social, cognitive, and moral growth of children from prenatal through middle childhood. Content is presented chronologically to develop understanding from various research sources and the major theorists.

ECE 102   Early Childhood Programs and Practices
2 credits
This course examines components of high quality inclusive early childhood programs and environments that enhances learning. Classroom management and guidance strategies that support children’s safe and healthy development are explored. Theories of play as the main vehicle by which young children assimilate their experiences with the world are emphasized.

ECE 201   Foundations of Early Childhood Education
3 credits
Prerequisite: ECE 101
This course is an introduction to early childhood education. Historical, psychological, social, and philosophical foundations are examined and provide a base for evaluation of contemporary programs.

ECE 301   Teaching Young Children with Special Needs
3 credits
Prerequisite: EDU 201, EDU 290, SPE 313
This course is designed to give early childhood educators the needed expertise to teach young children with special educational needs, who are included in regular early childhood settings. It focuses on identifying the needs of those children and adapting early childhood curriculum and methodology in response to an extended range of individual differences.

ECE 302   Methods of Teaching the Young Child
3 credits
Prerequisites: ECE 201, EDU 290
Examines the curriculum content of early childhood education programs and identifies developmentally appropriate teaching methodology. Focus is on designing and implementing a comprehensive education program: child assessment, curriculum design, learning activities and materials, classroom organization, instructional techniques, behavior management, and program evaluation. Students develop skills by creating a thematic unit and teaching lessons in a supervised setting. Includes a 10 hour field experience.

ECE 312   Organization and Administration of Early Childhood Programs
3 credits
Prerequisite: ECE 201
An exploration of aspects of establishing and administering early childhood programs: needs assessment, program development, state and local regulation, financing, organizational structure, personnel management, environmental design, evaluation methods, and current issues.

ECE 401   Clinical Practice and Seminar – Pre-Kindergarten or Kindergarten
3–6 credits
A supervised classroom teaching experience that provides an opportunity for practical application of educational theory and research related to licensure grade level. Students are placed in either a pre-kindergarten or kindergarten setting. The seminar is designed to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

ECO 201   Macroeconomics
3 credits
Prerequisite: MAT 100 or MAT 105 or MAT 111 or MAT 122 or MAT 130 or appropriate math placement test score
An introduction to the overall functioning of an economic system with a view toward understanding the factors underlying income, employment, and prices on the aggregate level. Topics include such monetary and fiscal policies as suggested by the relevant theories discussed.

ECO 202   Microeconomics
3 credits
Prerequisite: MAT 100 or MAT 105 or MAT 111 or MAT 122 or MAT 123 or MAT 130 or appropriate math placement test score
An introduction to the principles underlying the behavior of business firms, resource owners, and consumers within a system of price-making markets. Introduces the theory of value and distribution.

**ECO 301 Managerial Economics**  
3 credits  
Prerequisite: ECO 202, BUA 210 or MAT 122  
Economic analysis for business decision-making. Topics discussed include: demand, elasticity and profitable pricing, cost and output decisions, statistical analysis of demand and costs, forecasting markets, and long-run vs. short-run profit analysis.

**EDR RELIGIOUS EDUCATION**

**EDR 231 Introduction to Religious Education**  
3 credits  
Prerequisites: PHI 132 and THE 101  
An examination of the various models of religious education today through study of the works of past and contemporary theologians and religious educators. Attention is given to particular issues of religious education, such as moral issues, dialogue, multicultural considerations and the utilization of the arts. The course gives attention to the role of religious educators and implications for religious education today.

**EDR 302 Religious and Ethical Development**  
3 credits  
Prerequisites: PHI 132 and THE 101  
A study of how people develop their religious and ethical sensibilities and how those sensibilities affect how people respond to contemporary religious and ethical issues. Rooted in the work of theologians and educational theorists, this course facilitates critical analysis of contemporary religious and ethical issue and helps students decide how to solve such issues.

**EDR 332 Interreligious and Interfaith Dialogue**  
3 credits  
Prerequisite: THE 101  
Dialogue between Christians, Jews, and Muslims has become increasingly important in the 21st century. What are these faith traditions, what are their basic beliefs and sacred texts (and the prejudices and stereotypes that accompany them), and how do people who align themselves with these traditions worship? These questions are examined through the practice of genuine dialogue that fosters unity, validation, and work for the common good. In this way, students can understand their own religious tradition more deeply in relation to other traditions. The practicality of interreligious and interfaith work is considered. This course is both theoretical and experiential, requiring students to visit a synagogue, church, and mosque outside of class sessions.

**EDR 350 Holocaust and Genocide: Religious Perspectives**  
3 credits  
Prerequisites: THE 101  
Prerequisite or Corequisite: PHI 132  
A theological and historical study of the Holocaust and contemporary genocide. Within an historical framework that considers the political nature of the Holocaust and other genocides, this course helps students study the theological precursors to the Holocaust and to contemporary genocides, what religious leaders did or did not do during the crises, and what religious people ought to do to prevent future atrocities. Students visit the Jewish Museum in Milwaukee or the Illinois Holocaust Museum as part of the class.

**EDR 380 Jewish-Christian Relations**  
3 credits  
Prerequisite: THE 101  
What is the relationship between Christians and Jews? What has been the development in Christians’ understanding of Jews and Judaism over the years? This course addresses these questions by examining the history of the relationship between Christians and Jews, from the first century through contemporary times. Stereotypes and prejudices found in past and present literature, media, and world events are analyzed and broken down. The nature and practice of genuine dialogue are central to this course. For students interested in religious education, this course offers further consideration to educational implications of Jewish-Christian relations and how students can teach about Jews, Judaism, the Holocaust, and scriptural texts. For other students, this course allows for the development of an understanding and appreciation of another religious tradition than one’s own. The course is both theoretical and experiential. THE 327 (Vatican II) is highly recommended, but not mandatory, before taking this course.

**EDR 385 Religious Education Curriculum**
3 credits
Prerequisites: PHI 132 and THE 101
A study of religious education curriculum as it takes form in (1) Kerygma (proclamation); (2) Didache (teaching); (3) Leiturgia (prayer); (4) Koinonia (community); and (5) Diakonia (service). Topics include religious education curriculum’s theological foundations, its sources, and its null curriculum (what ought to be addressed but is not). Observation of and/or participation in a religious educational setting (church, hospital, school, prison, etc...) is required.

EDR 404 Special Topics
1–3 credits
Prerequisite: THE 101
A treatment of particular theological and/or religious education questions chosen because of special relevance or student interest.

EDR 497 Internship
1–3 credits
Prerequisite: THE 101
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. This experience ultimately serves to directly tie students’ academic coursework to non-academic professional experiences.

EDU PROFESSIONAL EDUCATION

EDU 010 Field Experience One
½ credit
(Admission to Field Experience)
Corequisite: EDU 200, EDU 202
An initial field-based experience focused primarily on observation. Seminars provide the student opportunities to: 1) reflect on observations and classroom experiences, 2) to be introduced to lesson planning, issues in classroom management, and conflict resolution, 3) to be introduced to the InTASK Teacher Standards and the use of these standards for professional goal setting, 4) develop a portfolio for the admission to the School of Education.

EDU 015 Modified Field Experience One
0 credits
A field-based experience designed for students who have had experience in the classroom and are seeking licensure in a first or additional certification area, which primarily focuses on the needs of the individual student. Seminars provide a pedagogical base for the implementation of the Wisconsin Teacher Standards and the development of the related portfolio. (S/U grade only.)

EDU 020 Field Experience Two
½ credit
Prerequisite: EDU 010
A supervised field-based experience in which students begin to apply theory and teaching strategies learned in education courses to initial teaching experiences. Seminars provide supplemental opportunities for the student to link theory to practice, to continue the development and understanding of the InTASK Teacher Standards and the use of standards for goal setting and continue the development of lesson planning, issues in conflict management, and conflict resolution.

EDU 030 Field Experience Three
½ credit
Prerequisite: EDU 020
Prerequisite or corequisite: EDU 213
A supervised field-based experience in which content and pedagogies from advanced methods courses is applied to teaching experiences. Seminars provide students an opportunity to continue the development and understanding of the InTASK Teacher Standards and the use of standards for goal setting, lesson planning, issues in conflict management, and conflict resolution.

EDU 040 Field Experience Four
½ credit
Prerequisite: EDU 030
A supervised field-based experience which places greater emphasis on the integration of content and pedagogies. Seminars provide the student an opportunity to reflect and dialogue on the multiple facets of the teaching-learning situation, to continue the
development and understanding of the InTASK Teacher Standards and the use of standards for goal setting, lesson planning, issues in conflict management, and conflict resolution.

**EDU 100  Introduction to Education and Classroom Management**
2 credit
Prerequisite or corequisite: EDU 010
An orientation to teaching as a profession and an overview of effective classroom management. Topics include the requirements for teacher licensure; the foundation and philosophical background of education in the United States; and issues and trends affecting education. Topics also include classroom management theories and techniques to analyze effective classroom management approaches.

**EDU 101  Introduction to Education**
3 credit
Introduction to the foundation and philosophical background of education in the United States, through examination of principles, policies, current trends, and history. An overview of the knowledge and performance skills needed to become an effective teacher, including a 10 hour field experience in a partner school classroom.

**EDU 200  Technology in Education**
3 credits
Corequisite: EDU 010, EDU 202
(For education majors only)
The course that examines the role technology in the classroom. This course is designed to emphasize the use of Web 2.0, Social Media, other technologies, and learning theories and educational research in the school setting. Students will be introduced to applications that may be used in the PK-12 educational settings. Students will also look at various ways to integrate the WI State Teacher Standards, Common Core Standards, and the National Educational Technology Standards (NETS) into the curriculum.

**EDU 202  Psychology of Learning**
3 credits
Corequisite: EDU 010, EDU 200
Prerequisite: EDU 101, PSY 105
Focuses on the educational implications of psychological principles and theories of child and adolescent development derived from research. The application of theories and principles will emphasize components of the teaching–learning situation.

**SPE 213  Educating Exceptional Children**
3 credits
Prerequisite: EDU 290
Addresses the characteristics of exceptional children and introduces successful inclusive teaching practices. Topics covered may include disability conditions, gifted and talented, legislation, collaboration, planning, assessment, response to intervention, and diversity. Includes a 20 hour field experience.

**EDU 290  Introduction to Clinical Practice**
3 credits
Prerequisite: EDU 101
Introduces and begins to develop foundational skills for clinical practice such as lesson planning, instructional approach, assessment, integrating technology, and classroom management. Students will plan and deliver micro-lessons and engage in reflective practice. This course includes a 20 hour field experience.

**EDU 3XX  Developing as a Paraprofessional**
3 credits
Prerequisite: EDU 290
A comprehensive examination of the work of paraprofessionals in education, using state and national standards for highly qualified paraprofessionals as the guiding framework.

**EDU 301  Intercultural Studies for Educators**
3 credits
Prerequisite: EDU 202
Critical examination of factors that impact student learning, ie: sexual orientation, gender, religion, socioeconomics, language, and age. Forces of discrimination in schools are evaluated. Particular attention is given to critical race theory, educational equity, and
critical social justice theory. American Indian culture is studied. Students have opportunities to develop relationships with people from various cultural backgrounds. Includes a 10 hour field experience.

**EDU 390 Pre-Clinical Practice**
3 credits
Prerequisite: Department Consent
Pre-student teaching clinical experience for all teacher education candidates. Students complete a 60-hour field experience, under the supervision of the cooperating teacher. Students apply and analyze instructional methods, assessment alternatives, reading strategies, technology integration, co-teaching and collaborative methods, through teaching experiences and reflective practice.

**EDU 405 Educational Studies Practicum**
3-6 credits
Prerequisite: Department Consent
Students engage in working and learning experiences off campus in education-related roles corresponding to one of the following Educational Studies: Early Childhood, Paraprofessional, or Religious Education. Each student's practicum experience is developed in conjunction with the faculty advisor and College of the Professions Director of Clinical Placements.

**EDU 412 Educational Measurement and Assessment**
3 credits
A critical appraisal of formal and informal teacher-directed evaluation ranging from standardized tests to authentic assessment. Emphasis is placed on the evaluation process and interpretation of test results.

**EDU 490 Clinical Practice Seminar**
1 credits
Prerequisite: Department Consent
Pedagogical theories are applied to authentic learning environments. Students compile comprehensive work samples for planning, instruction, and assessment. Student teaching experiences are shared with peers in a supportive manner.

**EDU 498 Clinical Practice**
1-12 credits
Prerequisite: Department Consent, Acceptance into Clinical Practice
Students engage in the practical application of educational theory and best practice during a full semester of student teaching that is developmental in scope and sequence, and corresponding to the student's licensure program(s). Under the supervision of a cooperating teacher and college supervisor, the teacher candidate will assume full responsibility for planning lessons, delivering instruction, and assessing student learning.

---

**EME ELEMENTARY–MIDDLE EDUCATION**

**EME 206 Health and Physical Education Curriculum and Methods**
2 credits
A course designed to help the student gain an understanding of health and physical education curriculum and instruction at the elementary school level. It provides an overview of planning, organization, management, and assessment of developmentally appropriate content and methodology. Laboratory experiences will provide the student practice in instructional methods and techniques.

**EME 302 Integrating Fine Arts in Education**
3 credits
Prerequisite: EDU 101
Introduces elementary education candidates to the knowledge and skills needed to integrate visual arts, drama, music, human movement and physical activity in the elementary curricula to enhance student learning. Emphasis is placed on the educational, communicative, and aesthetic value of visual arts and the role the arts plays in promoting students' ability to express themselves creatively.

**EME 303 Primary Reading: Teaching and Assessment**
3 credits
Reading is a complex process that is best developed through both holistic and systematic methods. This course is intended to provide an overview of early reading and writing instructional strategies in word recognition, including phonemic awareness and phonics, vocabulary development, and comprehension. It was designed to encompass both the theoretical and practical aspects of
learning how to teach and assess reading in pre-kindergarten, kindergarten, and primary grade classrooms. Includes a 10 hour embedded field experience.

**EME 304  Intermediate Reading: Teaching and Assessment**  
3 credits  
Prerequisite: EME 303  
Designed for teachers of intermediate or early adolescent students. Emphasis will be placed on a developmental approach to teaching reading which uses a balanced approach to meeting the needs of the students. Strategies for teaching fluency, vocabulary and word study, and comprehension will be studied to enable learners to become independent and competent readers. The reading/writing connection will be expanded upon. Assessment and evaluation will be taught as a means to inform instruction. Includes a 20 hour embedded field experience.

**EME 306  Music Curriculum and Methods**  
2 credits  
Prerequisite: MUS 101 or MUS 200 or MUS 202 or MUS 203 or MUS 205 with a grade of C or better  
A course to prepare early childhood and elementary-middle education majors to teach music in the classroom through study of the musical needs of the child: singing, moving, playing classroom instruments, listening, and creating.

**EME 311  Art Curriculum and Methods in Early Childhood, Elementary, and Middle Schools**  
2 credits  
Prerequisite: ART 103 with a grade of C or better  
A course that provides students with an opportunity to apply experiences gained in ART 103 and to apply learning theories of art education to the aesthetic dimension of education. Education majors gain insight into the importance of art education, into past and present art education perspectives and into the implementation of quality art lessons. These insights, along with in-class practice, develop competence in art instruction at early childhood, elementary, and middle-school levels.

**EME 312  Language Arts Curriculum and Methods**  
3 credits  
Prerequisite: EDU 290  
Students study the development of written and oral language for children from birth through early adolescence. Students explore the socio-cultural, practical, and political aspects of language arts instruction including the reciprocal nature of reading and writing. Topics include oral and written language development, methods of teaching and assessing writing, grammar instruction, and the role of children's literature within language arts instruction. Includes a 10 hour embedded field experience.

**EME 316  Mathematics Curriculum and Methods**  
3 credits  
Prerequisite: MAT 150, MAT 151 with a grade of C or better  
A course that provides students with experiences using methodologies recommended for the effective teaching of mathematics. Students evaluate mathematics curricula and supplementary materials using specific assessment tools. Students review mathematics theory and content necessary for teaching early childhood, elementary, and middle school levels.

**EME 318  Intermediate Mathematics Curriculum and Methods**  
3 credits  
Prerequisite: MAT 150, MAT 151, EME 316 with a grade of C or better  
Major concepts, procedures, and reasoning processes related to number systems, number sense, geometry, measurement, statistics, probability and algebra are examined. Candidates are exposed to the selection and use of a wide range of manipulatives, and instructional resources to support the teaching of mathematics. Candidates learn to promote all students' abilities to apply, interpret, and construct mathematical thinking skills. This course includes 10 hours of field experience.

**EME 322  Social Studies Curriculum and Methods**  
3 credits  
Prerequisite: HIS 101; HIS 102 or HIS 111 or HIS 112; and POS 205 with a grade of C or better  
A course that explores the disciplines that comprise the social studies core and also stresses the importance of addressing environmental issues. Students study a variety of methodologies and materials and have opportunities to teach social studies lessons, and discuss value clarification processes, questioning techniques, and current issues and social studies education.

**EME 332  Science Curriculum and Methods**  
3 credits
Prerequisite: BIO 104 or BIO 100 and BIO 150; and PHS 102 or PHS 108 or PHS 110 or PHS 201 or CHE 101 with a grade of C or better.

This course gives students opportunities to peer-teach science lessons using inquiry and process-oriented methodologies. They evaluate science curricula and materials using specific criteria, and review physical, biological and earth science content necessary for teaching for the early childhood, elementary, and middle school grades.

**EME 420  Clinical Practice and Seminar – Elementary – Grades 1–6**
6 credits
(Early childhood majors only)
A supervised teaching experience at the elementary level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

**EME 430  Clinical Practice and Seminar – Elementary – Grades 1–8**
1–12 credits
A supervised teaching experience at the elementary/middle school level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

**EME 450  Clinical Practice and Seminar – Minor**
3–6 credits
A supervised teaching experience in an academic content area at the middle level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

**ENG 001  Basic Writing**
3 credits
An intensive study of the writing process and of the most difficult features of standard edited English. Students develop their skills in invention, organization, revision, and proofreading. They learn the conventions of Standard English concerning sentence boundaries, agreement of subjects and predicates, verb forms, contractions, possessives, agreement of pronouns, commas, and spelling. (This course is a pre-college level course and does not fulfill degree requirements.)

**ENG 103  Literary Magazine**
0–1 credits
Students gain experience working on the publication of a literary magazine, with the opportunity to serve in a number of capacities: writing, producing artwork, reviewing and selecting submissions, and organizing layouts and design. (“0” credit receives CR/NC grade.)

**ENG 105  Expository Writing**
3 credits
Prerequisite: Appropriate English placement test score or ENG 001.
A course designed to enhance students’ composition and critical thinking skills, by providing experiences with a range of writing strategies. This course will focus primarily on the writing of clear and thoughtful expository prose, as well as the identification and use of the rhetorical modes of development: narration, description, definition, division, classification, process analysis, comparison/contrast, cause/effect, and evaluation/analysis. Further, this class requires students to demonstrate their understanding of these rhetorical modes and their skill in employing them. Students develop their awareness of the resources of language and of the stages in the writing process. The course aims to make students competent in standard edited English and to prepare them for the writing they will do in college and in their careers.

**ENG 106  Argumentative and Research Writing**
3 credits
Prerequisite: ENG 105 or appropriate English placement test score
A course introducing students to the principles of college research, with emphasis on analytical reading of research material, focused use of sources, and the methodology of citation and documentation. This course will focus primarily on the translation of critical reading and critical thinking into critical writing by reinforcing and expanding upon the rhetorical modes, the foundational mechanics, and the composition skills taught in the expository writing course, as well as the critical-thinking, critical-reading and library skills introduced in the First-Year Seminar. In this class, students refine their awareness of the resources of language and of
the stages in the writing process. The course aims to make students proficient in standard edited English and to prepare them further for the writing they will do in college and in their careers.

**ENG 112   Introduction to Literary Genres**
1–3 credits
Prerequisite: ENG 105 or ENG 230
A genre-based study of short stories, drama, and poetry; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking, and writing skills, and exploring the values-laden nature of literature.

**ENG 121   Introduction to Poetry**
3 credits
Prerequisite: ENG 105 or ENG 230
A genre-based study of poetry that focuses on applying tools of literary analysis to the interpretation of specific poems in order to increase insight and pleasure. Close reading of poetry, with attention to formal elements, will provide the students with an introduction to major poets and styles. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking and writing skills and exploring the values-laden nature of literature.

**ENG 122   Introduction to Fiction**
3 credits
Prerequisite: ENG 105 or ENG 230
A genre-based study of fiction; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking and writing skills, and exploring the values-laden nature of literature.

**ENG 123   Introduction to Drama**
3 credits
Prerequisite: ENG 105 or ENG 230
A genre-based drama course; the course focuses on applying tools of literary analysis to the interpretation of specific works in order to increase insight and pleasure. A wide variety of works is read, representing a diversity of cultures, contexts, and perspectives. Course objectives also include developing critical reading, thinking and writing skills, and exploring the values-laden nature of literature.

**ENG 125   Introduction to Film**
3 credits
Prerequisite: ENG 105 or ENG 230
This course focuses on developing a greater awareness of and appreciation for film by analyzing its artistic properties, theories, cultural impact, and history while surveying different genres, directors, and movements.

**ENG 201   British Literature I**
3 credits
Prerequisite: ENG 105 or ENG 230
An examination of major early British writers, with a focus on the interplay of aesthetic, social and cultural values; the development of literary forms and traditions; and historical contexts. Students will be introduced to major authors of cultural significance.

**ENG 202   British Literature II**
3 credits
Prerequisite: ENG 105 or ENG 230
A wide-ranging investigation and analysis of British Romanticism, Victorianism, and Modernism. Students will be introduced to major authors of cultural significance. As with ENG 201, the course focuses on the interrelationships of aesthetic and cultural values, literary prose and historical contexts.

**ENG 204   Special Topics**
1–3 credits
Prerequisite: ENG 105 or ENG 230
An in-depth exploration of a significant approach to literary criticism or the work of a major literary figure.

**ENG 205  Introduction to Literary Studies and the English Professions**
3 credits
Prerequisite: ENG 106
This course serves as a gateway, providing English majors, prospective English majors, and English minors with critical tools to heighten and enhance their experiences in subsequent courses in the major and their careers. The course introduces students to critical theory and to a wide variety of critical approaches to literature, enabling them to read and interpret literature with greater insight and discernment. Students also deepen their understanding of key literary periods and movements and become more knowledgeable of developments in the evolution of significant literary genres and sub-genres. Students will also gain an appreciation for the relevance and practical applications of literary studies in personal and professional development.

**ENG 210  Spring Play**
1 credit
An opportunity for students to be substantially engaged with the spring play as actors, directors, stage managers, or other backstage leaders during 4-6 weeks of rehearsal for 1-2 performances. Depending on role, each student should be prepared to commit roughly 4-7 hours per week.

**ENG 211  American Literature I**
3 credits
Prerequisite: ENG 105 or ENG 230
A study of American literature from its beginning to the Civil War, tracing the development of American writing in its cultural contexts. In lectures and discussions, students are introduced to a broad range of critical methods for approaching major American authors.

**ENG 212  American Literature II**
3 credits
Prerequisite: ENG 105 or ENG 230
A continuation of ENG 211, tracing the evolution of American literature from the Civil War to early Postmodernism in the contexts of the social and intellectual forces that shaped it, including the impact of minority writers. In lectures and discussions, students consider critical approaches to the rise of realism, naturalism, modernism, and the beginnings of postmodernism in American letters.

**ENG 216  Contemporary Women’s Literature: Emerging Voices**
3 credits
Prerequisite: ENG 105 or ENG 230
A topical study of literature written by women, dealing with contemporary issues and concerns. This course will focus on fiction and nonfiction texts as they are emerging in modern and contemporary times. Discussion will center upon language, form, and themes as they relate to women. The course remains open-ended, in that any specialized concerns of class members will be welcomed as texts are chosen.

**ENG 217  Evolution of Women’s Literature**
3 credits
Prerequisite: ENG 105 or ENG 230
A survey of the evolution of women’s literature. The course will focus upon literature of the Middle Ages and Renaissance, 17th and 18th centuries, 19th century and turn of the century, and Modernist and Contemporary eras written by female authors. This material will be integrated across genres and geographical contexts.

**ENG 220  World Literature I**
3 credits
Prerequisite: ENG 105 or ENG 230
A study of major writers of Europe, Africa, Asia, and the New World, with emphasis on writers of international stature and influence. The course offers students a broad perspective on literary history from classical times to the 17th century. A chronological survey of significant work leads to discussion of problems in the historical examination of literature: the definition of movements, the relationships between society and literature, and the evolution of literary genres.

**ENG 221  World Literature II**
3 credits
Prerequisite: ENG 105 or ENG 230
A study of major writers of Europe, Africa, Asia, Latin America, and the United States, with emphasis on writers of international stature and influence. The course offers students a broad perspective on literary history since the 17th century. A chronological survey of significant work leads to discussion of problems in the historical examination of literature: the definition of movements (such as neoclassicism, romanticism, realism), the relationships between society and literature, and the evolution of literary genres.

ENG 222 Business Communications
3 credits
An application of contemporary communication theory to practical business situations, and an application of traditional rhetoric and communication theory to oral presentations. Students study communication theory; practice basic forms of business writing; write, deliver, and evaluate public speeches; and explore communication systems in modern corporations.

ENG 225 Mythology
3 credits
Prerequisite: ENG 105 or ENG 230
A study of important myths and legends from a variety of times and places, with emphasis on writers and works that have influences Western thought, arts, and culture. Using methods of formal and structural analysis, students will study works of literature, such as epics, plays, and poetry that employ mythological allusions and deal with universal symbols and themes.

ENG 230 Professional Composition and Research Writing
3 credits
(AGS students only)
A course designed to enhance students’ composition and critical-thinking skills, by providing experiences with a range of writing strategies, with emphasis on expository and argumentative prose. Students develop an awareness of the resources of language and of the stages in the writing process. The course aims to help make students more competent in standard edited English and to prepare them for the writing they will do in college and in their careers. The course also introduces students to the principles of college research, with emphasis on analytical reading of research material, focused use of sources, and the methodology of citation and documentation. It acquaints students with techniques of interviewing and conducting surveys, as well as with search strategies involving resources in print. The course provides guidance for students as they apply research principles to subjects within their disciplines or areas of interest.

ENG 250 Ethnic Minority Literature
3 credits
Prerequisite: ENG 105 or ENG 230
Students will analyze the work by ethnic minority writers in the United States. Doing so, they will examine the experiences of inequality, struggle, and triumph from diverse and often unheard voices.

ENG 301 Creative Writing
3 credits
Prerequisite: ENG 105 or ENG 230
An introduction to the techniques of writing poetry, fiction, and drama. The course is taught as a workshop, with repeated presentation and discussion of works in progress. (repeatable for credit).

ENG 302 Shakespeare
3 credits
Prerequisite: ENG 105 or ENG 230
A survey of Shakespeare’s major plays. While the emphasis is on close study of the individual works, students also consider Shakespeare’s artistic development and the plays’ historical contexts.

ENG 304 Modern and Contemporary American Literature
3 credits
Prerequisite: ENG 105 or ENG 230
An intense exploration of a wide variety of literature of modern and contemporary America, focusing on acclaimed authors, stylistic trends, thematic patterns, and a diversity of voices. This examination of the rich American literary tradition is used to gain deeper insight into the role of literature as an expression of a society’s values and/or as a challenge to the values of the status quo.

ENG 306 Bible as Literature
3 credits
Prerequisite: ENG 106
Introduction to applying literary analysis to The Bible by exploring the historical context, narrative devices, poetic structure, and symbolism of the scriptures.

**ENG 310 African-American Literature**
3 credits
Prerequisite: ENG 105 or ENG 230
A generally chronological survey of African-American literature from its inception to the present time. The course is designed to include a diversity of themes, styles, authors and values. Students are challenged to examine their own attitudes and understanding regarding the relationship of African-American literature to American literature and culture as a whole.

**ENG 312 Advanced Composition**
3 credits
Prerequisite: ENG 105 or ENG 230
A study of professional expository prose focusing on all aspects of the writing process, various types of writing, the importance of context, and the central role of audience awareness. Students write extensively and work with examples from business, government, and academic writing to perfect their skills.

**ENG 313 Advanced Study of Grammar**
1 credit
A course that refines students’ skills in all facets of grammar, punctuation, and mechanics necessary for personal and professional success. While the course presents the principles and structures underlying standard edited English, the focus is on students’ application of those principles in their own writing.

**ENG 314 Modern and Contemporary British Literature**
3 credits
Prerequisite: ENG 105 or ENG 230
An intense exploration of a wide variety of literature of modern and contemporary Britain, focusing on acclaimed authors, stylistic trends, thematic patterns, and a diversity of voices. This examination of the rich British literary tradition is used to gain deeper insight into the role of literature as an expression of a society’s values and/or as a challenge to the values of the status quo.

**ENG 315 Literature and Film**
3 credits
Prerequisite: ENG 106
Study of literature and its relationship to film. Students will analyze literature that has been adapted to film, using cinematic terminology and theories of adaption. This course has variable topics depending on the instructor’s educational background. Some offerings may focus on classic literature adapted to film while other offerings may focus on contemporary works.

**ENG 320 Studies of the Novel**
3 credits
Prerequisite: ENG 105 or ENG 230
A close reading of novels of various lengths that focuses on the understanding of, appreciation for, and enjoyment of the novel as a distinct literary genre with incorporation of secondary criticism and theory. While the specific works read vary from one semester to the next, students generally will explore and discuss significant works from the inception of the novel to the present.

**ENG 321 Detective Literature**
3 credits
Prerequisite: ENG 106
The course leads students in reading and discussing detective novels, short stories and plays representing different historical periods, nations and cultures. Since detective literature rewards a close reading and celebrates the powers of observation, it offers an excellent opportunity to critically examine literary elements encountered in all literature courses.

**ENG 322 Russian Literature**
3 credits
Prerequisite: ENG 106
An exploration of the literature of Russia, from early epics through the masterpieces of the 19th century to the works of the mid-20th century émigré population.
ENG 324  Modern and Contemporary World Literature
3 credits
Prerequisite: ENG 105 or ENG 230
An intense exploration of a wide variety of literature of the modern and contemporary world, focusing on acclaimed authors, stylistic trends, thematic patterns and a diversity of voices. This examination of the rich worldwide literary tradition is used to gain deeper insight into the role of literature as an expression of a society’s values and/or as a challenge to the values of the status quo.

ENG 335  Postcolonial Literature
3 credits
Prerequisite: ENG 106
Study of major theories and texts of postcolonial literature to examine issues of colonialism, imperialism, and identity politics of gender, race, sexual orientation, and language.

ENG 360  Postmodern and Experimental Literature
3 credits
Prerequisite: ENG 106 or ENG 230
An exploration of contemporary literature that focuses on major authors and trends within postmodernism, and experimental writing. Key elements of postmodern writing, including play, meta-texts, genre-bending, and hybrid forms, will be foregrounded through readings as well as student assignments. Postmodernism will be discussed as a contested term, and an aesthetics that responds to previous movements and writers, as well as collapses cultural distinctions between high and low.

ENG 375  Advanced Study of Language, Grammar, and Rhetoric
3 credits
Prerequisite: ENG 106
Students become more aware of principles and issues in grammar, linguistics, and rhetoric, particularly as they unfold historically, and apply this enhanced awareness to the development of their own writing. The course examines the stylistic elements of writing aimed at different discourse communities, including academic and business audiences, with emphasis on developing adaptability, expressiveness, and polish in students’ own writing.

ENG 397  Internship
1–3 credits
Students earn academic credit for internship work experiences as they test career choices, improve work skills and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

ENG 402  Literary Criticism and Advanced Genre Studies
3 credits
Prerequisite: ENG 105 or ENG 230
Through the study of literary theories and schools of criticism, students deepen and consolidate their knowledge of literary genres, traditions, and terminology. Students reflect upon and refine their own prose by reading and discussing works in which influential writers examine aspects of the writing process. Research and analytical skills are also strengthened as students compose papers — shared in a seminar setting — in which they apply critical theories to specific works of literature.

ENG 404  Special Topics
1–3 credits
Prerequisite: ENG 105 or ENG 230
An in-depth exploration of a significant approach to literary criticism or the work of a major literary figure. Recent course offerings have included Literature of the Avant-Garde and Contemporary Literary Theory.

ENG 406  Seminar in Fiction Writing
3 credits
Prerequisite: ENG 105 or ENG 230
Students will investigate the techniques of composing short stories and other forms of fiction, research the stylistics of fiction, and present original works in a seminar setting.

ENG 408  Seminar in Poetry Writing
3 credits
Prerequisite: ENG 105 or ENG 230
Students will investigate the techniques of composing poems, research the stylistics of poetry, and present original works in a seminar setting.

**ENG 412  Introduction to Language**  
3 credits  
A survey of types of linguistic study, including phonology, morphology, semantics, and syntax. Students become more aware of the universal features of language, the history of the English language, social and political variations in language use, and theories and stages of child language acquisition. Applications are made to the students’ vocational areas in papers that are shared in a seminar setting.

**ENG 414  Independent Study**  
1–3 credits  
Prerequisite: Permission  
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

**ENG 432  Rhetorical Theory and Application**  
3 credits  
An introduction to major contemporary and historical rhetorical theory, with a focus on the application of those theories in contemporary communication situations. Theorists discussed range from the sophists, Plato, Aristotle, Cicero, Quintilian, and Augustine, to Richards, Booth, Kenneth Burke, Lukacs, Barthes, Derrida, and DeMan. Areas of discussion are extremely broad, including classical, practical, elocutionary, belletristic, psychological, epistemological, situational, Marxist, pragmatic, feminist, and deconstructionist criticism of discourses of public and private institutions, business, religion, contemporary mass culture, social movements, politics, discussions of war and technology, issues of class, the arts, and gender-related communication.

**ENG 495  English Research Capstone**  
3 credits  
Prerequisites: ENG 106, ENG 205  
The English Capstone course will allow students to reflect on their past work in English and prepare for graduate study or the job market. The class will integrate literary criticism, primary theoretical texts, and a student-directed final paper or research project. In addition, students will compile a portfolio of selected pieces of their work as an English major to be submitted to the English department for assessment purposes. Course will run as a small seminar or independent study, depending on student and department needs.

**ENG 497  Internship**  
1–3 credits  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

**ESS 110  Sport Theory: Basketball**  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

**ESS 111  Sport Theory: Football**  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

**ESS 112  Sport Theory: Ice Hockey**  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

**ESS 113  Sport Theory: Soccer**  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.
ESS 114  Sport Theory: Volleyball  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 115  Sport Theory: Baseball  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 116  Sport Theory: Softball  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 117  Sport Theory: Tennis  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 118  Sport Theory: Golf  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 119  Sport Theory: Track and Field  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 120  Sport Theory: Officiating  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 121  Sport Theory: Weightlifting  
1 credit  
Theory and techniques, training schedules, strategy, coaching methods, and conditioning.

ESS 200  Introduction to Exercise and Sport Science  
1 credit  
Introduction to the fields and career opportunities in exercise science, kinesiology, health, and wellness.

ESS 205  Health, Safety, and First Aid  
2 credits  
A survey course designed to promote self-responsibility and a holistic approach to wellness and illness. Emphasis is placed on wellness planning and contemporary health issues. Course will also include instruction and practice in First Aid principles, procedures, and emergency care.

ESS 210  Principles of Coaching  
2 credits  
Practical and relevant information appropriate for beginning and experienced coaches at all age levels.

ESS 320  Current Issues in Sport  
2 credits  
This course will examine the administrative structure, organization, culture and presentation of sport as entertainment in America. Particular focus will be placed on the continental, global, social and economic expansion of professional-collegiate-international and community based programs and, the catalyst that contribute to the issues and controversies that are inherent in each of the above mentioned domains.

ESS 325  Sociology of Sport  
3 credits  
A sociological examination of the rise of sport in contemporary society. Topics such as the social organization of sports, women and sports, sports and violence, inter-scholastic sports and achievement behavior, discrimination and sports, and the future of sports are covered.
ESS 330  Prevention, Care and Treatment of Athletic Injuries  
3 credits  
Prerequisites: ESS 205  
Cause, treatment, and prevention of injuries common to athletic activities; taping, bandaging; discussion of rehabilitation, conditioning, and variable factors of athletic performance levels.

ESS 340  Exercise Physiology  
3 credits  
Prerequisites: ESS 200, ESS 330  
Focuses on the functional changes brought by acute and chronic exercise sessions. Topics include muscle structure and function, bioenergetics, cardiovascular and respiratory adaptations, exercise training for sport, sport nutrition, ergogenic aids, and other health and fitness topics.

ESS 345  Biomechanics  
3 credits  
Prerequisites: ESS 200, ESS 330  
A study of the anatomical and mechanical bases of human movement and its application to skill analysis in exercise science.

ESS 350  Organization and Administration of Athletics  
3 credits  
Prerequisites: ESS 320  
An analysis of the principles and patterns of organization and administration encountered in physical educations, intramurals, and interscholastic athletic programs. Mission and objectives, purchase and care of equipment, budgeting and fund raising, legal issues and safety, public relations, facility design and maintenance, leadership/supervision are among the topics discussed.

ESS 414  Independent Study  
1-3 credits  
A student-designed learning experience which is submitted in proposal form to an exercise and sport science faculty member in order to develop a mutually acceptable independent study plan. This faculty-guided experience allows students of superior ability to pursue a topic of interest not available through regular courses.

ESS 420  Principles of Strength Training and Conditioning  
3 credits  
Prerequisites: ESS 320  
Theory and practice in development and administration of comprehensive strength and conditioning programs for both the athlete and individual of any level. Includes knowledge, safety concerns and skill techniques necessary for teaching and administering any strength and conditioning facility.

ESS 421  Exercise Prescription  
3 credits  
Prerequisites: ESS 200, ESS 340, ESS 345  
Theory and practical aspects of exercise testing and prescription; topics include testing of strength, endurance, cardiovascular endurance, flexibility, body composition, muscle power, and balance with special considerations for arthritis, osteoporosis, dyslipidemia, immunology, and metabolic syndrome.

ESS 422  Strength Training Program Design  
3 credits  
Prerequisites: ESS 200  
Program design as it applies to exercise and sport. The student will complete a comprehensive strength and conditioning manual.

ESS 423  Theories and Principles of Weight Management  
3 credits  
Prerequisites: ESS 200  
Human nutrition as it specifically applies to exercise science. Specific needs for proteins, carbohydrates, fats, electrolytes and micronutrients.

ESS 430  Health and Wellness Leadership
This course provides instruction on the management aspects of fitness in health clubs and wellness settings. Topics will include staff training and supervision, scheduling, participant assessment, equipment selection, professional responsibilities, and program review.

**ESS 431  Personal and Group Wellness**
3 credits
Prerequisites: ESS 200
This course emphasizes methods in planning, designing, implementing, and improving health/wellness promotion programs. Client motivation, behavior change, and physical activity for special populations will be addressed.

**ESS 432  Community Outreach and Health Promotion**
3 credits
Prerequisites: ESS 200
Assess market opportunities in wellness services, programs, and facilities. Develop marketing and promotional strategies to increase the customer base, provide incentives for behavioral change and enhance revenues for wellness programs, services and facilities.

**ESS 433  Psychological and Motivational Aspects of Sport**
3 credits
Overview of psychological and motivational principles and their applications to individuals and groups in sport, exercise and/or therapy.

**ESS 491  Coaching Practicum**
1 credit
(Must be taken in the last semester before graduation.)
Practical and relevant information appropriate for beginning and experienced coaches at all age levels.

**ESS 497  Exercise and Sport Science Internship**
6 credits
(Must be taken in the last semester before graduation.)
Practical and didactic training in Exercise and Sport Science in an approved internship site, specific to the chosen concentration. Work will focus on chosen concentration. Internships must be preapproved by the program director.

**FIN 205  Personal Finance**
3 credits
Prerequisite: MAT 100 or MAT 111 or MAT 130 or MAT 122 or BUA 210 or SWK 210 or appropriate math placement test score
Provide the student with the information needed to make sound personal financial decisions and manage personal financial assets wisely. Subjects covered include financial planning, budgeting, consumer purchasing decisions, income taxation, insurance and risk management, investing, and retirement and estate planning.

**FIN 301  Fundamentals of Managerial Finance**
3 credits
Prerequisites: ACC 201, ECO 201 or ECO 202
An introduction to the environment of financial management. It includes the analysis of financial statements for planning and control, corporate securities, working capital management, capital budgeting, and financing the short- and long-term requirements of the firm.

**FIN 303  Money and Banking**
3 credits
Prerequisites: ACC 201, ECO 201, ECO 202
In this course, students will study the structure of financial markets, financial institution management, regulation of financial markets and institutions, determination of interest rates, and the role of the Federal Reserve and monetary policy in the economy.

**FIN 331  Principles of Insurance and Risk Management**
3 credits
This course will introduce the studies of Insurance and Risk Management. As to Risk Management, course participants will study risk identification, analysis, and management. Insurance will be studied from the perspective of a risk management tool and from the perspective of how insurers operate, what risks can be insured, and how the industry is regulated. Additionally, career opportunities in the insurance industry will be explored.

**FIN 397 Internship**
0.5 credits
Prerequisites: BUA 203, FIN 301, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

**FIN 400 Investments**
3 credits
Prerequisites: ACC 201, FIN 301
Construction and management of investment portfolios to meet the needs of personal and institutional investors; and selection of securities to balance income, risk, and capital growth.

**FIN 401 Global Finance**
3 credits
Prerequisite: FIN 301
This course emphasizes the increasing importance of the global integration of money and capital markets. Topics include, among others, global foreign exchange risk management, global equity markets, global risk diversification, direct foreign investment, and political risk management.

**FIN 403 Advanced Computer Applications for Business**
3 credits
Prerequisites: TEC 102 or TEC 200 and BUA 210 or MAT 122  
(Also TEC 403)
This course deals with computer applications in quantitative management decision making at an advanced level. Students will utilize a variety of research tools to locate, analyze and evaluate information. It will investigate the use and application of computer technologies within organizations such as management support systems, decision support systems, and executive information systems. Hands-on application of front-end software, such as Microsoft Office, will be used to conceptualize, analyze, and develop technological solutions to practical business situations.

**FIN 404 Special Topics**
3 credits
Prerequisites: FIN 301
A study of selected topics offered at the discretion of the instructor. Open to qualified juniors and seniors who wish to do advanced work. Permission of instructor is required.

**FIN 414 Independent Study**
1–3 credits
Prerequisite: Permission
The course is independently developed for a particular student on a topic not covered in other courses. Substantial readings and a paper are required.

**FIN 497 Internship**
1–3 credits
Prerequisites: BUA 203, FIN 301, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

**FLA FOREIGN LANGUAGE**

**FLA 110 Computer Applications in Foreign Languages**
3 credits  
Prerequisite: FRE 202 or GER 202 or SPA 202  
An introduction to computer concepts and the specialized uses of computers in foreign language study and applications. Course emphasizes basic computer literacy and explores the range of software available to enhance foreign language acquisition, pedagogy, and research.

FLA 204 Special Topics  
1–3 credits  
Study of a genre, cultural topic, or specialized career application in foreign language.

**FLE FOREIGN LANGUAGE EDUCATION**

FLE 470 Foreign Language Curriculum and Methods (PK–12)  
3 credits  
This course provides students with opportunities to develop and practice skills related to linking theories about second language acquisition and teaching to classroom practice. The theoretical foundations of foreign language skill development, planning, assessment strategies, and an analysis of teaching of culture are the basis for classroom activities. Current developments of school foreign-language program models, the use of technology to support language teaching and career exploration, are also highlighted.

**FOS FORENSIC SCIENCE**

FOS 105 Survey of Forensic Sciences  
1 credit  
(Also CRJ 105)  
Lecture/seminar course that has the goal of providing students a general introduction to the application of scientific knowledge to the purposes of the law. It will familiarize students with some of areas of science which are involved in the court process, particularly in criminal trials, and the role of the forensic criminalist in criminal procedure. Accordingly, this class will survey forensic criminalistics and prepare students for additional, more in-depth classes in criminalistics and forensic science.

FOS 300 Forensic Photography  
3 credits  
Prerequisite: CRJ 105 or FOS 105  
Corequisite: FOS 350  
Lecture studies of the general principals and concepts behind both basic and technical photography. The theoretical underpinnings of, techniques for, and applications of forensic photography will be examined. Topics include: the science behind photography, composition, exposure, focus, depth of field, flash techniques; and the challenges associated with crime scene, underwater, and aerial photography. Students will also learn how to properly document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to prepare photographic reports and displays for court.

FOS 304 Rules of Evidence  
3 credits  
(Also CRJ 304)  
Prerequisite: CRJ 101 or CRJ 102  
This course is a study of the nature, types, and degrees of evidence used in criminal prosecutions. The course emphasizes the vital importance of "why" and "how" evidence handled by the forensic criminalists for proper presentation and administration into the trial in accordance with historical rule governing the admissibility of evidence in court. This includes the citizen-to-criminalist, criminalist-to-criminalist, and criminalist-to-prosecution chain of evidence rules. A basic legalistic criminalistics component will be stressed, which will examine the various analytical systems used in the evaluation of physical evidence which includes the correct identification, collection, and preservation of evidence.

FOS 305 Crime Scene Investigation  
3 credits  
Prerequisite: FOS 300  
Corequisite: FOS 355  
Lecture studies of how biology, chemistry, mathematics, and physics concepts and methods are used to recognize, locate, document, and recover evidence at various types of crime scenes. Topics and techniques relating to scene security, documentation, search procedures, chain of custody, and the recognition, recovery, and preservation of different classes of evidence will be
discussed. Class discussions will examine and demonstrate how each specialty may be utilized during the course of a crime scene investigation.

**FOS 350   Forensic Photography Lab**
1 credit  
Prerequisite: CRJ 105 or FOS 105  
Corequisite: FOS 300  
Laboratory studies of the general principals and concepts behind both basic and technical photography. The theoretical underpinnings of, techniques for, and applications of forensic photography will be examined. Topics include: the science behind photography, composition, exposure, focus, depth of field, flash techniques; and the challenges associated with crime scene, underwater, and aerial photography. Students will also learn how to properly document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to prepare photographic reports and displays for court.

**FOS 355   Crime Scene Investigation Lab**
1 credit  
Prerequisite: FOS 350  
Corequisite: FOS 305  
Laboratory studies of how biology, chemistry, mathematics, and physics concepts and methods are used to recognize, locate, document, and recover evidence at various types of crime scenes. Topics and techniques relating to scene security, documentation, search procedures, chain of custody, and the recognition, recovery, and preservation of different classes of evidence will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a crime scene investigation.

**FOS 405   Forensic Sciences**
3 credits  
Prerequisite: FOS 305  
Corequisite: FOS 455  
Lecture continuation of FOS 305: Crime Scene Investigation-Lecture. Advanced topics and examination/interpretation techniques from the various forensic sub-disciplines will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a criminal investigation.

**FOS 406   Detection and Recovery of Remains**
2 credits  
Prerequisite: FOS 355  
Intensive survey of the detection, documentation, and recovery techniques associated with remains in an outdoor environment. Topics include: anthropology, archaeology, entomology, pathology, taphonomy, and technical photography.

**FOS 407   Bloodstain Pattern Analysis**
2 credits  
Prerequisite: FOS 305  
Corequisite: FOS 457  
Lecture studies of bloodstain pattern recognition, identification, documentation and analysis. Topics include: photographic/schematic documentation, analysis/interpretation techniques, terminology, report writing, court displays and testimony.

**FOS 408   Fingerprint Analysis**
2 credits  
Prerequisite: FOS 305  
Corequisite: FOS 458  
Lecture studies of basic and advanced fingerprint recognition, recovery, and analysis techniques. Topics include: physical/chemical recovery methods, terminology, documentation, report writing, peer review, and court exhibitions/testimony.

**FOS 409   Advanced Forensic Photography**
2 credits  
Prerequisite: FOS 300  
Corequisite: FOS 459  
Lecture continuation of FOS 300 Forensic Photography. The theoretical underpinnings of, techniques for, and applications of more advanced forensic photography will be examined. Topics include: crime scene, examination quality, low-light, flash, painting-with-light, bloodstain, shooting incident, and ultraviolet and infrared photography. Students will also learn how to further document the
various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to better prepare photographic reports and displays for court.

**FOS 412  Forensic Science Literature and Seminar**
2 credits
Prerequisite: FOS 305
A seminar based on the reading of current forensic science literature and the presentation of research seminars. Students will also learn about the forensic job application process, and how to submit a research proposal and create/present a seminar.

**FOS 455  Forensic Sciences Lab**
1 credit
Prerequisite: FOS 355
Corequisite: FOS 405
Laboratory continuation of FOS 355: Crime Scene Investigation-Lab. Advanced topics and examination/interpretation techniques from the various forensic sub-disciplines will be discussed. Class discussion and laboratory exercises will examine and demonstrate how each specialty may be utilized during the course of a criminal investigation.

**FOS 457  Bloodstain Pattern Analysis Lab**
1 credit
Prerequisite: FOS 355
Corequisite: FOS 407
Laboratory studies of bloodstain pattern recognition, identification, documentation, and analysis. Topics include: photographic/schematic documentation, analysis/interpretation techniques, terminology, report writing, court displays, and testimony.

**FOS 458  Fingerprint Analysis Lab**
1 credit
Prerequisite: FOS 355
Corequisite: FOS 408
Laboratory studies of basic and advanced fingerprint recognition, recovery, and analysis techniques. Topics include: physical/chemical recovery methods, terminology, documentation, report writing, peer review, and court exhibitions/testimony.

**FOS 459  Advanced Forensic Photography Lab**
1 credit
Prerequisite: FOS 350
Corequisite: FOS 409
Laboratory continuation of FOS 350 Forensic Photography Lab. The theoretical underpinnings of, techniques for, and applications of more advanced forensic photography will be examined. Topics include: crime scene, examination quality, low-light, flash, painting-with-light, bloodstain, shooting incident, and ultraviolet and infrared photography. Students will also learn how to further document the various types of: crime scenes, evidence, bodies, wounds, and fingerprints. Additionally, they will learn how to better prepare photographic reports and displays for court.

**FOS 497  Internship**
1–3 credits
Prerequisite: FOS 455
(Be advised that applications and background checks similar to those required by law enforcement officers are likely to be a prerequisite for the internship and your future career.)
Practical work experience relevant to a career in forensic science is performed in a crime, private, and/or research laboratory, crime and/or death investigation unit, or other law enforcement agency approved by the student’s major advisor.

<table>
<thead>
<tr>
<th>FRE  FRENCH</th>
</tr>
</thead>
</table>

**FRE 101  Elementary French I**
3 credits
An introduction to the fundamentals of comprehending, speaking, reading, and writing French. The course provides the cultural background of the Francophone world.

**FRE 102  Elementary French II**
3 credits
Prerequisite: FRE 101
A continuation of FRE 101. This course continues to develop the basic skills of comprehending, speaking, reading, and writing French by providing live and meaningful situations with the cultural background of the Francophone world.

FRE 201 Intermediate French I
3 credits
Prerequisite: FRE 102
A continued development of competence in the basic language skills through intensified usage of grammar with practice in conversational role-playing, using topics of general and current interest of the Francophone world.

FRE 202 Intermediate French II
3 credits
Prerequisite: FRE 201 or appropriate French placement test score
A continuation of FRE 201, this course concludes basic French grammar with special practice in reading, introducing short stories concerning topics of general and current interest of the Francophone world.

FRE 204 Special Topics
1–3 credits
Prerequisite: FRE 102 or appropriate French placement test score
Intermediate level study of a literary, cultural, or linguistic topic or career-related application.

FRE 210 French African Novel
3 credits
Literature in English translation from Francophone African countries is used to explore universal and country-specific themes of the human condition. Literature will be framed in a context that explores historical influences, current implications, and future ramifications for the region and its place in our world. Novels include authors from Francophone sub-Saharan countries, as well as those of the Maghreb (Algeria, Morocco, and Tunisia). This course is taught in English.

FRE 320 French and Francophone Culture and Civilization
3 credits
Provides the student with an understanding of the increasing internationalization of all aspects of contemporary life and, therewith, discover the communicative impact of culture, of their “otherness,” linked to their geography, demography, history, language, literature, science and the arts. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

FRE 390 French Immersion Practicum and Seminar
1–3 credits
Prerequisite: FRE 202
Four- to six-week immersion language experience in an approved program abroad. Course includes a preliminary seminar and final proficiency evaluation by staff of the foreign language department. Student will be required to attend all phases of the program, speak only target language during the immersion experience, and present a program to the Marian University community upon return.

FRE 397 Internship
1–3 credits
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

FRE 404 Special Topics
3 credits
Prerequisite: FRE 202
Advanced level study of a literary, cultural, or linguistic topic or career-related application.

FRE 414 Independent Study
1–3 credits
Prerequisite: 3.00 GPA and permission
This course is designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

FRE 497 Internship
1–3 credits
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

GEN 101 First-Year Seminar
3 credits
(Freshman standing only)
The course facilitates students' transition into the college environment through exploring an issue related to civic responsibility in a multi-cultural world from a variety of academic disciplines. Students are introduced to the liberal arts, critical thinking, critical reading, and academic research skills. Students learn how to identify their own learning needs and develop plans to meet those needs using campus resources.

GEN 102 First-Year Symposium
1 credit
Prerequisite: GEN 101
Students continue their exploration of an issue related to civic responsibility in a multi-cultural world by further developing the knowledge and skills learned in the First-Year Seminar. In this course, students apply previously learned knowledge and skills to a new situation by conducting research in small groups on a specific aspect of the topic, and then articulating and acting upon this knowledge. Students select from a number of different tracks focused on such things as analysis of social problems, service learning, artistic expression, and historical conflicts.

GEN 197 Freshmen Externship
0 credit
Prerequisite: Permission of the Director of Career Services
A brief experiential learning experience designed to allow freshmen students to explore career interests through observation, shadowing, inquiry, and self-reflection.

GEO 201 World Regional Geography
3 credits
A cultural, political, economic, and physical survey of the realms and regions of the world. Special attention will be given to human spatial interaction in a global context.

HCA 201 Introduction to Health Care Administration
3 credits
Students are introduced to the use of concepts, theory, and approach as they relate to professional practice in the health care system. Students are also exposed to experience with the health care system from a customer perspective. A broad overview of the levels of care, the care continuum and the regulations governing care delivery is provided. Issues of individual behaviors, health status indicators, and government responsibilities are also discussed. Key issues in health policy will be presented.

HCA 397 Health Care Administration Internship
0.5 credits
Prerequisites: BUA 203, HCA 201, Permission
(Nine credits in the major completed)
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.
HCA 404  Special Topics
1–3 credits
A course in which selected topics in health care administration are presented. Topics offered are at the department's discretion and vary from offering to offering.

HCA 415  Health Care Information Systems
3 credits
Prerequisites: HCA 201, TEC 200
Examines the fundamentals and analysis of healthcare information and the subsequent development and use of healthcare information systems. Provides a broad overview of information technology as it applies to health care systems, as well as the various management challenges facing users of this technology. Focuses on understanding systems and how to work effectively with them.

HCA 421  Financial and Economic Aspects of Health Care
3 credits
Prerequisites: BUA 210 or MAT 122 or MAT 123, ECO 201, FiN 301, HCA 201
This course presents the fundamentals and analysis of health care financing. Basic functions of expenditures and sources of funding are emphasized. This course analyzes third party payment programs and reimbursement practices in the U.S. health care sector. Students will be able to understand and explain the major differences between private insurance and managed care systems, and how policy reform impacts the health care sector.

HCA 431  Health Care Management and Policy
3 credits
Prerequisites: HCA 201, MGT 213
(Senior standing)
Students discuss concepts, theory, and research as they relate to professional practice in the health care system. A broad overview of the levels of care, the care continuum and the regulations governing care delivery is provided. Issues of individual behaviors, health status indicators, and government responsibilities are also discussed. Key issues in health policy will be presented.

HCA 450  Seminar in Health Care Administration
1 credit
Prerequisites: HCA 421, HCA 431
Students will review and discuss issues and challenges confronting the administrative professional in a health care setting and mechanisms to deal with those issues.

HCA 497  Health Care Administration Internship
1–3 credits
Prerequisites: BUA 203, HCA 201, Permission
(Nine credits in the major completed)
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

HIS 101  World Civilizations I
3 credits
A survey of world civilizations from human origins to the 16th century. Exploration of the cultural, political, and economic development of humankind in a global context.

HIS 102  World Civilizations II
3 credits
A survey of world civilizations from the 16th century to the present. Exploration of the cultural, political, and economic development of humankind in a global context.

HIS 111  History of the United States to 1877
3 credits
A survey course in which the cultural, political, and economic events that have shaped American history from the precontact period to 1877 will be explored. The course will pursue several key topics, including the evolution of race and gender relations, independence, the emergence of popular democracy, the era of the Civil War and Reconstruction, and the impact of industrialism and urbanization upon American life.

**HIS 112  History of the United States from 1877**
3 credits
A survey course in which the cultural, political, and economic events that have shaped American history from 1877 to the present will be explored. The course will pursue several key topics, including the continuing development of race and gender relations, the impact of industrialism, the world wars and the Cold War upon American life.

**HIS 114  World History Since 1900**
3 credits
(AGS students only)
A survey of important developments in political, social, economic, and cultural history from 1900 to the present day with special emphasis on the increasing interconnectedness of societies throughout the world and the rise of a more global economy and culture.

**HIS 204  Special Topics**
1–3 credits
Topics of historical inquiry intended for students at an introductory level. Content varies from term to term.

**HIS 205  History of Selected Minorities**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
An introductory historical survey of selected American minorities, including Native Americans, African–Americans, Asian Americans, Hispanic Americans, women, religious minorities, and other minority groups. The course focuses upon the consequences of the interplay of cultural, political, and economic processes relative to minority-majority relations and the American experience.

**HIS 206  History of Terrorism**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
This course will examine the roots of terrorism in the 20th century, the current intellectual and governmental policies and theories regarding the nature and methods of terrorism, and the impact of terrorism in the past, present, and future.

**HIS 207  History of Crime**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
An examination of changes over time in concepts of justice, injustice, crime, and deviance.

**HIS 208  History of Disease**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
This course will examine the role that infectious diseases have played in human history, as well as the way in which people have reacted to these diseases.

**HIS 209  History of Sex and Abstinence**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
A study of views of sex and abstinence from ancient times to the present. Special attention is given to the connections among sexual beliefs, sexual behaviors, and religious and cultural values.

**HIS 211  American Military History**
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
A study of the American military in war and peace and its relationship to American culture and society, including social, economic, technological, and political factors that influenced changes in the military and its activities from colonial times to the present.
HIS 214  History of Wisconsin
3 credits
Prerequisite or corequisite: HIS 111
A survey of the cultural, economic, political, and social history of Wisconsin from the days of exploration to the present. The class emphasizes independent research and discussion.

HIS 215  Social History
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
An exploration of historical topics concerning the interactions of individuals, society, and the world they construct.

HIS 216  History of Popular Culture
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
An exploration of historical topics concerning the development and uses of popular amusements.

HIS 217  Topics in American History
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
An exploration of specific topics in the history of the United States from colonial times to the present.

HIS 222  History Goes to the Movies
3 credits
Prerequisite: HIS 101 or HIS 102 or HIS 114
The exploration of a variety of selected historical topics and themes as characterized by the movies.

HIS 301  Church History to the Reformation
3 credits
Prerequisite: HIS 101
A study of the development of the church from apostolic times to the Reformation. Significant figures in the history of the church are studied with stress on the interaction of the church and the world.

HIS 302  Church History Since the Reformation
3 credits
Prerequisite: HIS 102
A study of church history from the Reformation to the present. The course focuses on the influence of the church on the world rather than on doctrinal matters.

HIS 303  History of England
3 credits
Prerequisite: HIS 102
A survey of English history from ancient times to the present. Special attention will be given to the social, political, and economic developments that have influenced the course of English history.

HIS 309  Public History
3 credits
Prerequisites: HIS 111, HIS 112
Prerequisite or Corequisite: HIS 214
The class explores the multiplicity of approaches historians use to conduct research, engage in historical preservation, present history to public audiences via historical societies, electronic media, and museums. The course is designed to familiarize the student with not only the historiography of public history, but also the theories and practice behind the presentation of history to public audiences. Pedagogical approaches include in-class study, presentations by public history practitioners, site visits, and through Service-Learning at an appropriate public history venue.

HIS 314  American Constitutional Development
3 credits
Prerequisites: HIS 111, HIS 112
(For history, broad field social studies, or criminal justice majors only)
A study of the background of the federal Constitution and a survey of its development to the present. Consideration is given to national economic regulations, capital–labor issues, and civil liberties.

**HIS 342  Topics in Ancient History**  
3 credits  
Prerequisite: HIS 101 or HIS 114  
Provides the student with an opportunity to explore topics in ancient history from a Western or non-Western social, political, and economic framework.

**HIS 395  History Capstone I**  
2 credits  
Prerequisites: HIS 101, HIS 102, HIS 111, and HIS 112  
Students will begin the design and research for a project related to their area of interest and career aspirations.

**HIS 397  Internship**  
1–3 credits  
Planned and supervised work experience in a public history venue such as a local historical society, library, museum or other similar organization. Supervised by a faculty mentor who evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**HIS 404  Special Topics**  
1–3 credits  
An opportunity to study specific topics in the various fields of history. These topics reflect the particular competencies and interests of the department faculty and consider the needs and requests of the students. Special studies of particular events or brief periods of history may be included.

**HIS 405  History of the Modern Middle East**  
3 credits  
Prerequisite: HIS 102  
A survey of events in the Middle East from the rise of Islam to the current day.

**HIS 408  History of American Foreign Policy**  
3 credits  
(Also INS 408)  
Prerequisites: HIS 102, HIS 112  
A survey of major foreign policy issues and the conduct of diplomacy from the end of the 18th century to the present. Emphasis is placed on 20th century involvement of major powers in international conflicts.

**HIS 410  19th Century Europe**  
3 credits  
Prerequisite: HIS 102  
A study of the European powers during the period 1815–1914. Concepts such as liberalism, nationalism, conservatism, democracy and socialism are critically examined. The course concludes with an examination of the origins of World War I.

**HIS 414  Independent Study**  
3 credits  
Prerequisite: Permission  
Intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper. A public presentation of the research before faculty and students is an integral part of the course. See also statement on independent study.

**HIS 415  History of the Recent U.S.**  
3 credits  
Prerequisites: HIS 111, HIS 112  
A seminar dealing with the political, economic, intellectual and social trends of the United States since 1933. Topics for discussion include the New Deal, World War II, the Cold War, and the dramatic political, economic, foreign policy, social and cultural changes in American society during the last 40 years.
HIS 416  History and Culture of American Indians
3 credits
Prerequisites: HIS 111, HIS 112, SOC 100
A study of the history of American Indians from precontact times to the present. Special attention is given to issues surrounding the continuing effect of contact and discovery upon American Indians in a cultural, political and economic context.

HIS 422  20th Century Europe
3 credits
Prerequisite: HIS 102
A study of Europe commencing with World War I and extending to its current political and economic condition. The rise of dictatorships, trials of democracy, World War II, colonialism, postwar economic revivals, social, and cultural transformation, and the course and conclusion of the Cold War are explored.

HIS 423  History of Latin America
3 credits
Prerequisites: HIS 101, HIS 102
A survey of economic, political, religious, and social change and continuity in Latin America from the pre-colonial period to the present day. Latin America is defined as including the Caribbean Islands, Mexico, Central America and South America.

HIS 425  The Civil War Era (1850–1877)
3 credits
Prerequisite: HIS 111
A study of the causes and course of the Civil War as well as its consequences for subsequent American history. The course will focus upon the key issues of slavery and race relations, the effect of industrialization upon sectional tensions, southern particularism, and the social and political life of the era.

HIS 426  History of Africa
3 credits
Prerequisites: HIS 101, HIS 102
A topical survey of the history of African peoples from human origins to the present. Subjects include regional historical developments, African social and political patterns, the impact of external contacts, imperialism and colonialism, nationalism and independence, and current issues in Africa.

HIS 431  History of Monsoon Asia
3 credits
Prerequisites: HIS 101, HIS 102
A survey of civilizations in monsoon Asia from prehistory to the present. Emphasis is placed on cultural, political, and social development of China, Japan and India, with some attention to Korea, Central Asia, and Southeast Asia.

HIS 432  History of Canada
3 credits
Prerequisite: HIS 102
A survey designed to provide an overview of Canadian history from precontact times to the present. The course explores the three broad currents of Canadian history: the Aboriginal experience, the French experience, and the British or Anglo–Canadian experience. Special attention will be given to the interaction of these three currents after 1760 in a political, cultural, and economic context.

HIS 436  Controversies in American History
3 credits
Prerequisite: HIS 111 or HIS 112
A study of various controversies within American history from colonial times to the present. These will include major historiographical controversies.

HIS 438  Controversies in World History
3 credits
Prerequisite: HIS 111 or HIS 112
A study of various controversies within world history from ancient times to the present. These will include major historiographical controversies.
HIS 440 Controversies in European History
3 credits
Prerequisite: HIS 111 or HIS 112
A study of various controversies within European history from ancient times to the present. These will include major historiographical controversies.

HIS 441 Topics in Women’s History
3 credits
Provides the student with an opportunity to explore the history of women in the context of a particular historical period or issue. Western and non-Western topics may be addressed in a social, political, and economic framework.

HIS 450 Seminar in European History
3 credits
Prerequisite: HIS 111 or HIS 112
An opportunity to study specific topics in the various fields of European history in a seminar type format. The topic(s) is drawn from the interests of the department faculty and students.

HIS 490 Seminar in American History
3 credits
Prerequisite: HIS 111 or HIS 112
An opportunity to study specific topics in the various fields of American history in a seminar type format. Topics are drawn from the interests of the department faculty and students.

HIS 492 Seminar in World History
3 credits
Prerequisite: HIS 101 or HIS 102
An opportunity to study specific topics in the various fields of world history in a seminar type format. Topics are drawn from the interests of the department faculty and students.

HIS 495 History Capstone II
2 credits
Prerequisite: HIS 395
Students will complete the project begun in HIS 395.

HIS 497 History Internship
1–3 credits
Planned and supervised work experience in a public history venue such as a local historical society, library, museum or other similar organization. Supervised by a faculty mentor who evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

HOS 101 Introduction to Homeland Security
3 credits
Survey of homeland security as a national priority and security imperative. Students will review the tenets of relevant initiatives, programs, policies and agencies associated with the nation’s defense and security enterprise. Using case studies of significant homeland security incidents, students examine the impact of these events upon how the "whole community" manages crisis preparedness, prevention, mitigation, response and recovery.

HOS 204 Special Topics
1–3 credits
Selected topics relating to the field of homeland security are presented. The topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

HOS 212 Resource Management for Homeland Security
3 credits
Prerequisite: HOS 101
Study of resource management doctrine, guidance and oversight provided to agencies, communities and collaborative teams who plan for and provide emergency management and homeland security-related functions for society. Homeland Security grants and grant writing, budgets, public administration, personnel, training and education programs, and critical and creative problem solving, are explored and practiced. Practicing professionals and experts guest lecture, contributing content, analysis and real-world illustrations.

**HOS 305  Leadership and Organizational Management**
3 credits
Prerequisite: HOS 101 or HOS 215
This course introduces students to leadership and management principles and practices, with a focus on homeland security agency administration examining the management of public safety agencies, as well as leadership theory. We will also examine the “people” side of government organizations and leadership in emergency operations.

**HOS 310  Criminology**
3 credits
(Also CRJ 310)
Prerequisite: CRJ 101
An overview of theories of crime. The following theories will be explored: classical, spiritual, and natural explanations; biological factors, psychological factors; control theories; deterrence theories; conflict theory; gender and crime; age and crime; and integrative theories.

**HOS 312  Crisis Intervention and Management**
3 credits
(Also CRJ 312)
Prerequisite: CRJ 101
Students will learn the role of crisis intervention and its management strategies necessary for their criminal justice career. Professional communication will be integrated and reinforced throughout the course. Students will be expected to apply these professional communication skills appropriately in (all) simulations. Students will also learn intervention principles, guidelines and techniques for criminal justice, public safety and health providers- about persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Strategies of crisis intervention will be discussed in their own right and within the contexts of: suicide and personal loss/bereavement as well as other crises of lethality; posttraumatic stress disorder, hostage situations and the catastrophic events that are related, and sexual assault and domestic violence (including both adult and child victims and the perpetrators of these crimes) as well as the current issue of school-based violence.

**HOS 313  Emergency Planning**
3 credits
This course provides a general introduction to the methods, procedures, protocols, and strategies of emergency planning, with emphasis on situations in industrialized countries and the local level of organization (i.e. cities, municipalities, metropolitan areas, and small regions), though with ample reference to national and international levels. Rather than concentrating on the practices of any one country or state, the course focuses on general principles.

**HOS 315  Combating Terrorism**
3 credits
Examination of terrorism as a modern weapon of power, a forensic event, and a social phenomenon. Students explore prevailing strategies, tactics and approaches designed for combating terrorism, focusing on nation and global capabilities to detect, deter and defeat such threats. Students explore types of terror, the groups, individuals and governments involved in terrorism, plus terrorist methodologies, motivations, and philosophies.

**HOS 320  Transnational Threats**
3 credits
Survey of various forms of illicit activities and hazards that transcend international borders, threatening the stability of our nation’s security. The course places the US and its interests within a global context. Agencies, organizations and initiatives related to combating these threats are explored with students critically evaluating successes and challenges revealed by national and global efforts to counter or manage such activities, events, and responses.

**HOS 322  Infrastructure Protection**
Exploration of the broad range of national critical infrastructure sectors, networks, interdependencies, relevant government programs and initiatives, and challenges of managing such assets. Students practice risk assessments and vulnerability analysis to understand threats, hazards, likelihoods, and consequences of network attacks and disruptions related to critical infrastructure.

HOS 342  Research Methods
3 credits
Prerequisite: CRJ 214
This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings in practice. Students also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

HOS 350  Principles of Professional Practice
3 credits
(Also CRJ 350)
Prerequisite: CRJ 101 or CRJ 102
This course is a seminar in the major concepts of professionalism in criminal justice administration, and further, an introduction to the knowledge and skills necessary for one to practically apply the theory and principles of professionalism and professional conduct in the environment of criminal justice practice.

HOS 350  Administrative Law
3 credits
Prerequisite: HOS 101 or HOS 215
This is a basic course in employment and labor law in the public sector, using the federal public sector as a model. It covers the key subjects one needs to function effectively in the public sector workplace. This course examines the form, organization, and function of administrative agencies in the context of a democratic constitutional system. The course looks at agency rulemaking, enforcement, and adjudication, and examines as well the legislative, executive, and judicial control of those functions.

HOS 394  Homeland Security Field Experience
1–3 credits
Prerequisite: Permission
Field-based exploration of homeland security. During their junior or senior year, students work with an agency or organization whose mission or requirements are relevant to homeland security, emergency management, law enforcement, crisis management, safety and security, or other related fields. Students may negotiate their own assignments or receive one, and are supervised by the sponsoring entity and a university professor.

HOS 404  Special Topics
1–3 credits
Selected topics relating to the field of Homeland Security are presented. Topics reflect the particular competencies and interests of program faculty taking into consideration the needs and requests of the students.

HOS 405  Disaster Management
3 credits
Prerequisite: SOC 100
Study of content, relevant emergency and consequence management programs, initiatives, policies and strategies that serve as the basis for the US national preparedness plans and competencies. The five major planning frameworks covering the mission sets of protect, prevent, mitigate, respond and recover, are interwoven into all course content, as students explore natural, manmade-intentional, accidental, public health and biological disasters and incidents. Concepts of hazard, risk and vulnerability are explored as components of a larger, societal context.

HOS 420  Race, Gender, and Ethnicity
3 credits
(Also CRJ 420)
Prerequisite: CRJ 101
The focus of this course is to study the nature and extent of racial, cultural, and gender issues as they pertain to criminal justice issues in America. Furthermore, the class will attempt to distinguish the variability in past and existing criminal justice practices at each stage of the criminal justice system for minority groups.

**HOS 494 Homeland Security Field Experience**
1–3 credits
Prerequisite: Permission
Field-based exploration of homeland security. During their junior or senior year, students work with an agency or organization whose mission or requirements are relevant to homeland security, emergency management, law enforcement, crisis management, safety and security, or other related fields. Students may negotiate their own assignments or receive one, and are supervised by the sponsoring entity and a university professor.

**HOS 495 Homeland Security Capstone**
3 credits
(Senior status or permission.)
Capstone project, drawing upon content, concepts and competencies developed throughout a student’s academic experience with the advice and consent of the professor during the final term of the homeland security program. Capstone projects may be academic or practitioner-based. Students will also produce and refine a viable resume, capturing outcomes and skills developed as a student and elsewhere, to use as they proceed toward careers in homeland security-related fields.

### IDS INTERDISCIPLINARY STUDIES

**IDS 101 Introduction to Interdisciplinary Studies**
3 credits
(AGS students only)
An introductory study of the concepts and practices of interdisciplinary inquiry, writing, critical thinking and problem solving between disciplines. This course will examine different disciplines of learning and introduce students to what interdisciplinary study is - how it is related to, yet distinct from the individual disciplines. The course will examine interdisciplinary methods relating to cognitive abilities, values and skills and introduce students to critically approaching real world problems from diverse, interdisciplinary perspectives.

**IDS 201 Introduction to the Humanities**
3 credits
(AGS students only)
A multi-disciplinary humanities survey that focuses on the interaction of art, literature, and music with philosophical and theological perspectives and subsequent cultural developments. The course emphasizes various relationships of tradition and innovation among global cultures, encouraging students to simultaneously identify with and critically evaluate various cultures. Above all, students are encouraged to identify, analyze, and synthesize the diverse aesthetic, intellectual, and spiritual insights of human history, and how those insights have impacted human lives, including those in the contemporary world. Students can earn credit in art, music, English-language literature, theology, and philosophy by focusing their coursework on the specific discipline.

**IDS 202 Introduction to the Social Sciences**
3 credits
(AGS students only)
A multi-disciplinary social science survey which introduces the social science disciplines and the study of human society. This course provides an overview of areas of study, major theories and research methods of the social sciences to answer questions about individuals, society, and the exercise of power by each. The course will introduce tools which unlock a better understanding of the cultural and social world we inhabit.

**IDS 400 Senior Seminar in Interdisciplinary Studies**
3 credits
Prerequisite: Permission
(AGS students only)
A capstone course that provides for reflective analysis on the integration of learning into professional and personal life. Topics may include social trends, values, ethics, and lifelong learning, as these elements relate to a diversity of career fields. Personal spirituality and lifestyle issues will also be discussed. A substantial project demonstrating excellence in the integration of knowledge, such as a research paper, portfolio, or learning project, will be required.
INS INTERNATIONAL STUDIES

INS 101 Fundamentals of International Relations
3 credits
(Also POS 101)
Using a topical, historical, and issue-oriented approach, this course introduces students to the basic factors of international affairs including diplomacy and international public policy issues such as health, education, business, and trade. Emphasis is placed on analysis of major issues of current or recent historical interest. A combination of lecture, discussion, and group projects is employed.

INS 102 Contemporary Issues in American Foreign Policy
3 credits
Examination of contemporary issues in United States foreign relations. Links to the national great decisions forum. This course may be taken more than once.

INS 408 History of American Foreign Policy
3 credits
(Also HIS 408)
Prerequisite: HIS 102, HIS 112
A survey of major foreign policy issues and the conduct of diplomacy from the end of the 18th century to the present. Emphasis is placed on 20th century involvement of major powers in international conflicts.

JPN JAPANESE

JPN 101 Elementary Japanese I
3 credits
An introduction to Japanese characters, vocabulary, grammar, sound system, and culture to develop elementary communicative proficiency in listening, speaking, reading and writing, while gaining a familiarity with and basic understanding of the Japanese culture.

JPN 102 Elementary Japanese II
3 credits
Prerequisite: JPN 101
Continuation of basic skill development offered in Elementary Japanese I to enhance communicative proficiency in listening, speaking, reading and writing in Japanese characters and to deepen understanding of the Japanese culture.

LDR LEADERSHIP

LDR 200 Introduction to Leading and Leadership
3 credits
Introduction to leadership theory and the development of transformative, servant-leadership and the social change model; the principles and practices of positive interpersonal relationships for leadership development are also explored. Emphasis is placed on application and practice of leadership.

LDR 204 Special Topics
1–3 credits
An exploration and analysis of special areas, issues, or problems in leadership, chosen because of their special relevance or interests and not specifically examined in other courses.

LDR 225 Theology of Leadership
3 credits
(Also THE 225)
Prerequisite: THE 101
Through a variety of resources students use theological reflection to explore their personal spirituality, sense of vocation, and approaches to leadership within the context of their own and other belief systems. Models of leadership are drawn from areas of moral theology and transformational servant leadership.

LDR 300 Spirituality Integration Seminar
1 credit
An introduction to various theories, practices and methods that enable the leader to touch his/her center of consciousness, spirit, or soul. The course will include, but not be limited to, such spiritual practices as meditation, contemplation, reflection, and journaling from various traditions, such as Christianity, Taoism, Himalayan yoga, Buddhism, Judaism, Islam, and Humanism.

LDR 350 Leadership Integration Seminar
1 credit
Prerequisite: THE/LDR 225
(Leadership minors only)
This seminar course integrates the student’s major course of study with their study of leadership. Content and methods focus on how the student’s major and personal vision and goals relate to the students’ vocation and model of leadership.

LDR 400 Values Development in Leadership
3 credits
As an introduction to reflecting upon personal strategies and organizational models for values integration in leadership, the value development theory will be presented and the valuing process will be explored in both its theoretical and practical aspects. The personal and professional values and leadership characteristics of students in this class will be identified and analyzed.

LDR 404 Special Topics
1–3 credits
An exploration and analysis of special areas, issues, or problems in the study of leadership, chosen because of their special relevance or interests, and are not specifically examined in other courses.

LDR 450 Leadership Capstone Seminar
1 credit
Prerequisites: THE 225 or LDR 225; LDR 300, LDR 350
(Leadership minors only)
This seminar course is the summative integration in the study of leadership with students’ general course of study. Students demonstrate their understanding of the connections between the study of leadership, their vocational goals, their spiritual practices and their course of study.

LDR 497 Internship
1–3 credits
An exploration, application and analysis of special areas, issues, or problems in the study of leadership, chosen because of their special relevance or interests, and are not specifically examined in other courses.

MAT 001 Basic Algebra
3 credits
A course covering fundamental operations of arithmetic, algebraic expressions, solving and graphing linear equations and inequalities, exponents, polynomials, and operations with rational expressions. A knowledge of the material contained in this course is assumed by students taking MAT 111 and MAT 122. (A grade of C or higher is necessary to take any additional course in mathematics. This course is a pre-college level course and does not fulfill degree requirements.)

MAT 002 Essential College Mathematics
3 credits
Overview of fundamental mathematical and computational skills with integers, fractions, decimals, ratios, proportions, percent, measurements, and basic geometry.

MAT 100 Mathematics Survey
3 credits
Prerequisite: Appropriate math placement test score or a grade of C or higher in MAT 001
Emphasizes the role of mathematics as a component of the liberal arts. Development of quantitative thinking skills through applications and problem-solving situations. Topics include critical reasoning, sets, probability, functions, logic, historical numeration systems, number theory, and basic algorithms.

MAT 105 Mathematical Applications
3 credits
Topics cover ratios and proportions, personal finance, and descriptive statistics.

**MAT 111  Introduction to College Algebra**  
4 credits  
Prerequisite: Appropriate math placement test score or MAT 001 with grade of C or higher  
An introduction to algebraic topics to include properties of the real number system, polynomial and rational functions, elementary geometry, powers and roots, systems of equations, inequalities, and elementary matrix algebra.

**MAT 112  Pre-Calculus Mathematics**  
5 credits  
Prerequisite: Appropriate math placement test score or MAT 111 with a grade of C or higher  
A study of topics that include: set theory, relations, functions, analytic geometry, synthetic division, logarithmic and exponential functions, trigonometric functions, and graphing techniques.  
(NOTE: MAT 114 may not be taken for credit, upon completion of MAT 112.)

**MAT 114  Algebra and Trigonometry**  
4 credits  
Prerequisite: Appropriate math placement test score or MAT 111 with a grade of C or higher  
A review of fundamental concepts of algebra, including systems of equations, polynomial, rational, logarithmic and exponential functions. An introduction to trigonometry, including triangle and unit circle approaches. Emphasis will be on applications of algebra and trigonometry.  
(NOTE: MAT 112 may not be taken for credit, upon completion of MAT 114.)

**MAT 122  Introduction to Probability and Statistics**  
4 credits  
Prerequisite: Appropriate math placement test score or MAT 001 with grade of C or higher  
A study of topics that include descriptive statistics and data analysis; elementary probability; binomial, hyper geometric and normal probability models; the central limit theorem; confidence intervals; elementary hypothesis testing; linear regression; and correlation. A major goal of this course is the application of these topics to problems arising from the natural sciences, the social sciences, the health industry, and the business environment.  
(This course does not fulfill the statistics requirement of mathematics majors and minors.)

**MAT 123  Introductory Statistics and Probability**  
3 credits  
(AGS students only)  
A study of topics that include descriptive statistics and data analysis; elementary probability; binomial, hyper geometric and normal probability models; the central limit theorem; confidence intervals; elementary hypothesis testing; linear regression; and correlation. A major goal of this course is the application of these topics to problems arising from the natural sciences, the social sciences, the health industry, and the business environment.

**MAT 130  Mathematical Applications for Business**  
3 credits  
Prerequisite: MAT 001 or MAT 002 with grade of C or higher or an appropriate math placement test score  
A course designed to acquaint the business student with mathematical techniques used in business and common business applications of those techniques.

**MAT 151  Mathematics for Elementary School Teachers**  
3 credits  
Prerequisite: MAT 100 with a grade of C or higher  
(This is a required course for elementary education majors.)  
A course designed to examine and develop the conceptual foundation upon which elementary mathematics is built. Quantitative thinking skills are developed through applications and problem-solving situations. Topics include probability, statistics, and geometry.

**MAT 201  Calculus I**  
5 credits  
Prerequisite: Appropriate math placement test score or MAT 112 with a grade of C or higher
A first course in the calculus treating functions of one variable. Topics include limits, continuity, derivatives, and integrals of polynomial and rational functions. A major emphasis of this course is the application of these concepts to problems arising out of industry, economics, business, and the sciences.

**MAT 202 Calculus II**  
5 credits  
Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher  
A continuation of MAT 201. Topics include the study of transcendental functions, techniques of integration, analytic geometry, polar coordinates, parametric equations, sequences, and series.

**MAT 204 Special Topics**  
1–4 credits  
A course allowing for instruction in areas not included in the regular math curriculum. Topics vary according to the expertise and interests of individual instructors.

**MAT 212 Introduction to Abstract Mathematics**  
3 credits  
Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher  
A survey course designed to acquaint the prospective mathematics student with topics and techniques common to the study of advanced mathematics such as algebra, analysis, geometry, and statistics. Major topics of the course include symbolic logic, methods of proof, set theory, relations, functions, and structure in mathematics. Examples will be drawn from various branches of mathematics to illustrate the topics presented.

**MAT 301 Calculus III**  
4 credits  
Prerequisite: MAT 202 with a grade of C or higher  
A continuation of MAT 201/202. Topics include vectors in Cartesian two- and three-dimensional spaces, functions of several variables, partial differentiation, multiple integration, and elementary differential equations.

**MAT 302 Complex Variable Calculus**  
3 credits  
Prerequisite: MAT 301 with a grade of C or higher  
Theory of functions of one complex variable, derivatives, elementary functions, conformal mappings with applications to boundary value problems, integrals, power series, residue theory, and its applications to various topics.

**MAT 304 Introduction to Mathematical Statistics I**  
3 credits  
Prerequisite: Appropriate math placement test score or MAT 201 with a grade of C or higher  
A study of elementary probability theory, discrete and continuous random variables, the Central Limit Theorem, sampling theory, estimation, confidence intervals, and hypothesis testing.

**MAT 305 Introduction to Mathematical Statistics II**  
3 credits  
Prerequisite: MAT 202, MAT 304 with a grade of C or higher  
A continuation of MAT 304. Topics will include one- and two- factor analysis of variance, linear, nonlinear and multiple regression, and correlation. Included in this discussion are analysis of residuals, selection of explanatory variables and some corresponding nonparametric tests. Extensive use of computer statistical packages will be used to reinforce the course topics and objectives.

**MAT 314 Modern Geometry**  
4 credits  
Prerequisite: MAT 212 with a grade of C or higher  
An introduction to modern axiomatic Euclidean and non-Euclidean geometries. Other topics of study may include advanced Euclidean synthetic and coordinate geometry and geometric transformations.

**MAT 324 Theory of Numbers**  
3 credits  
Prerequisite: MAT 212 with a grade of C or higher
A development of such topics as the prime numbers, divisibility, the Euclidean algorithm, diophantine equations, congruence, number theoretic functions, and quadratic reciprocity.

MAT 334  Linear Algebra
3 credits
Prerequisite: MAT 212 with a grade of C or higher
A study of vector spaces, determinants, linear transformations, matrices, linear independence and bases, systems of linear equations, and elementary linear programming techniques. The course emphasizes the application of these topics to problems selected from business, industry, and the sciences.

MAT 344  Abstract Algebra
3 credits
Prerequisite: MAT 212 with a grade of C or higher
A study of set theory, mappings and algebraic structures to include groups, rings, integral domains, fields, homomorphisms and isomorphisms, theorems of Cayley and Lagrange, and characteristic properties of the rational, real, and complex fields.

MAT 354  Differential Equations
3 credits
Prerequisite: MAT 301 with a grade of C or higher
A course covering ordinary differential equations of the first and second order. Topics will include existence and uniqueness theorems, initial value problems, series methods, and systems of equations. A major focus of the course is the application of these concepts to problems arising from physics, engineering, chemistry, biology, physiology and economics. Additional topics may include boundary value problems, nonlinear systems, and related applications.

MAT 364  Numerical Analysis
3 credits
Prerequisite: MAT 202 with a grade of C or higher, TEC 212
A survey course in numerical mathematics with topics selected from numerical techniques of solving equations, interpolation and polynomial approximation, numerical differentiation and integration, and numerical solutions to systems of linear equations. Extensive use of the computer (including student-generated programs) will be used to reinforce the course topics and objectives.

MAT 374  Combinatorics
3 credits
Prerequisite: MAT 202 and MAT 212 with a grade of C or higher
An introduction to Combinatorics that includes set theory, mathematical induction, integers, functions and relations, counting methods, recurrence relations, generating functions, permutations, combinations principles of inclusion and exclusion, and graphs (including planar graphs). Additional topics may include graph coloring, trees and cut-sets, combinatorial designs and Boolean algebra.

MAT 384  Graph Theory
3 credits
Prerequisite: MAT 334 with a grade of C or higher
Study of the structure and properties of graphs, together with a variety of applications. Topics include paths, cycles, trees, connectivity, matchings, colorings, planarity, directed graphs, and algorithms.

MAT 397  Internship
1–3 credits
Prerequisite: Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the mathematics major/minor.)

MAT 401  Theory of Real Variables I
3 credits
Prerequisite: MAT 212 and MAT 301 with a grade of C or higher
A study of the structure of real and complex number systems, metric spaces, limits, continuity, and differentiation.

MAT 402  Theory of Real Variables II
3 credits
Prerequisite: MAT 401 with a grade of C or higher
A continuation of MAT 401. The course topics include Riemann integration, series of numbers and functions, and series expansion.

MAT 404  Special Topics
1–4 credits
(Mathematics majors only)
Prerequisite: Permission
A course providing the opportunity to study topics in mathematics not covered in other courses. Possible topics include complex analysis, history of mathematics, logic, numerical analysis, geometry and probability theory. This course may be repeated for different topics. Note: a maximum of 6 credits from courses MAT 404 and/or MAT 414 may apply toward a mathematics degree.

MAT 410  Topology
3 credits
Prerequisite: MAT 212 and MAT 301 with a grade of C or higher
An introduction to the fundamental concepts of point set topology. Topics are chosen from: general topological spaces, functions and continuity, open and closed sets, neighborhoods, homeomorphism, properties of topological spaces, subspaces, products, and quotients. Emphasis will be placed on proofs and examples, with particular attention given to metric spaces.

MAT 412  Introduction to Operations Research
3 credits
Prerequisite: MAT 334, MAT 304, MAT 301 with a grade of C or higher
Course topics will include linear and nonlinear programming, dynamic programming, and network analysis (including PERT/CPM). Additional course topics will be selected from integer programming, queuing theory, Markov processes, decision analysis, statistics, and simulation, based on student and instructor interest.

MAT 414  Independent Study
1–3 credits
Prerequisite: Permission
This course provides the student with an opportunity to do an in-depth independent study of a topic or problem in mathematics. This course may be repeated for different topics. Note: a maximum of six credits from courses MAT 404 and/or MAT 414 may apply toward a mathematics degree.

MAT 497  Internship
1–3 credits
Prerequisite: Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. (This course will not count toward the Mathematics major/minor.)

MGT  MANAGEMENT

MGT 213  Principles of Management
3 credits
Prerequisite: ENG 105 or ENG 230
A systematic analysis of the management process involving an integration of classical, behavioral, and modern contemporary philosophies. The importance of relating the theoretical principles of planning, organizing, leading, and controlling to practical experience is featured.

MGT 301  Operations Management
3 credits
Prerequisite: MGT 213
This course aims squarely at the customer-serving objectives of effective operations in creating a world-class service or manufacturing concern. Effective domestic and international operations management (OM) requires continually improving the operating process and resources of the organization, especially its people. OM requires harnessing the talents of front-line employees, technicians, experts, and upper-level managers while blending the interests of customers, employees and other stakeholders in the face of work force diversity, changing technologies and a global economy. The course also highlights the interdependencies between operations and other functional areas as marketing, finance/accounting, product/service design, human resources, and information systems.

MGT 304  International Organizational Behavior
3 credits  
Prerequisite: MGT 213 or PSY 101 or SOC 100  
An overview of employee involvement, leadership skills, and other management and organization behavior principles affecting human resources and relations – individual, group, and organizational. Topics include: motivation, communication, rewards, leadership, conflict, decision making, organizational structure, performance evaluation, and organizational change. The “human side of enterprise” will be examined in a cross-cultural context whether applied in domestic, offshore, or multi-national organizations.

**MGT 311 Human Resource Management**  
3 credits  
Prerequisite: MGT 213  
A comprehensive study of the personnel management function: planning, recruiting, testing, selection, training, compensation, policy development, performance appraisal, government regulations, and labor relations.

**MGT 321 Organizational Behavior and Communication**  
3 credits  
(Also COM 321)  
An application of behavioral science to business management problems in the areas of motivation, leadership, morale, communications, and control. Study of formal organizations and management principles.

**MGT 325 Supervision**  
3 credits  
Prerequisite: MGT 213  
Supervision uses the five functions of management - planning, organizing, staffing, leading, and controlling. Covers job responsibilities of first-line supervisors in directing activities of subordinates. Emphasis is placed on the effectiveness of human relations in communication, leadership and team-building in the workplace.

**MGT 330 Supply Chain Management**  
3 credits  
A study of the efficient flow of inventories within manufacturing and services operations. Topics include purchasing, receiving and stores, inventory management and valuation, inventory control systems, materials handling, and physical distribution. The course addresses the legal ramifications specific to goods and services.

**MGT 397 Internship**  
0.5 credits  
Prerequisites: BUA 203, MGT 213, Permission  
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

**MGT 404 Special Topics**  
3 credits  
Prerequisite: Permission  
Selected topics in management are presented. Topics offered are at the department’s discretion and vary from offering to offering.

**MGT 408 Leadership in Ethical Organizations**  
3 credits  
Prerequisite: MGT 213  
This course examines leadership in contemporary organizations. It addresses the leader’s role in accomplishing organizational objectives in a complex, changing, contemporary, global, team-based values-challenged environment. The course reviews approaches to leadership (behavioral, transformational, situational, and values-based), and the impact of successful leadership on the organization. It examines processes involved in the leadership and development of heterogeneous and homogeneous work teams. Students will gain self-awareness of their personal leadership styles, interpersonal skills and values affecting their leadership through experiential exercises and self-assessment.

**MGT 411 Organizational Training and Development**  
3 credits  
Prerequisites: MGT 213, MGT 311
This course will critically examine the complementary functions of training employees for specific skills and of long term development of employees to maximize their overall contribution to the organization. Both specific training techniques and personnel development strategies will be covered.

**MGT 412  Human Resource Planning, Recruitment, and Selection**
3 credits
Prerequisites: MGT 213, MGT 311
This course is an in-depth examination of the process of formulating HR strategies and establishing programs or tactics to implement them. The “best practices” used to recruit well-qualified candidates for these positions and to select the highest-quality employees will be explored. Additional topics include planning, legal compliance, interviewing, selection, and retention.

**MGT 413  Compensation and Benefits**
3 credits
Prerequisites: MGT 213, MGT 311
This course examines the processes involved in designing and administering a compensation system that stimulates employee productivity, thus satisfying customer demands, while permitting the organization to operate profitably.

**MGT 414  Independent Study**
1–3 credits
Prerequisite: Permission
An intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper.

**MGT 415  Employee and Labor Relations**
3 credits
Prerequisites: MGT 213, MGT 311
This course will address the relationship between employer and employee. It will consider the employment relationship in both non-union and unionized contexts and impacts on business management, operations, and development. The course will include discussion of the nature of the employment contract, employment-at-will, disciplinary processes, performance management, collective bargaining processes, legal frameworks, parties to collective bargaining, union structure and administration, union organizing, bargaining issues, grievances and arbitration, and differentiation between the private and public sector. Case studies and case law will illustrate principles of operation.

**MGT 420  Entrepreneurship and Small Business Management**
3 credits
Prerequisite: MGT 213
This course focuses on the activities and problems of the small or family business. Common problems — e.g., cash flow, family conflict, employee relations, expansion, and capital needs — faced by such entities during start-up or in transition states are addressed. Hands-on experience is provided through case studies, exercises, projects, and software. This course allows the student to investigate, analyze, and discuss the fundamentals and details specific to developing an effective business plan.

**MGT 421  Project Management**
3 credits
Prerequisite: MGT 213
This course focuses on the functions and activities in a team-based, project-management organization. The project life cycle is discussed. Activities such as initiating, planning, staffing, budgeting, executing, piloting/testing and monitoring the project are addressed. Key issues and challenges facing the project manager are identified. Hands-on experience is provided through case studies, exercises, and projects.

**MGT 422  Process and Quality**
3 credits
Prerequisite: MGT 213
The course provides the overview of an organization’s process and quality management programs. This course addresses principles and practices in process and continuous improvement of quality in the business and non-business enterprise. Covers commonly accepted techniques for achieving quality — e.g., benchmarking, Baldrige criteria, ISO 9000/14000. Particular attention is given to philosophies and methods of process managing for quality, and to tools for quality improvement. The instructional approach is highly experiential and interactive, and features contact with quality systems professionals. Includes an overview of the Total Quality Management (TQM) movement and how the application of TQM techniques achieves customer satisfaction, continuous
improvement, and employee involvement. This course introduces the quality philosophy in business. Topics include the linkages between the voice of the customer, the role of information systems, and the human resource management function and how they all tie together to forge the quality direction of an organization.

**MGT 426  Safety and Health**
3 credits
Prerequisite: MGT 213
This course provides an overview of major processes and procedures related to safety, security, and health in the workplace. Students will gain an understanding of standards for occupational safety and health related to the Occupational Safety and Health Act. Safety and health hazards, causes of accidents and injuries, record keeping standards, and analysis of statistics are discussed. Measures organizations can take to promote safety, security, health, and wellness are discussed.

**MGT 431  Purchasing**
3 credits
Prerequisites: MGT 301, MGT 330
The course breaks down the distinctions between purchasing, procurement and supply management. In providing a comprehensive grounding the differences between strategic and tactical aspects of purchasing, it covers the procurement process and the role of the procurement function within the organization. This course provides the tools to determine "make or buy decision" and to conduct effective price and cost analysis. Critical issues in supplier selection and evaluation are addressed as are emerging and established technologies in e-procurement. The characteristics of services procurement that differentiate it from product procurement are also introduced.

**MGT 435  Logistics**
3 credits
Prerequisites: MGT 301, MGT 330
(AGS students only)
Introduction to the field of logistics includes development of logistics systems, careers in logistics, distribution planning, supply chain security, and customer service. Also includes roles and functions of: purchasing, inventory control, physical distribution, warehousing, transportation methods, packaging, customs. In-plant movement and storage, facility location, transportation, networks, and logistics information systems.

**MGT 497  Internship**
1–3 credits
Prerequisite: BUA 203, MGT 213, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

**MKT 201  Principles of Marketing**
3 credits
Prerequisite: ENG 105 or ENG 230 or appropriate English placement test score
A general overview of the scope and significance of marketing both domestically and internationally. The course emphasizes the marketing of consumer and industrial goods and analysis of the marketing mix variables of product, price, promotion, and place. It introduces marketing policies and practices of business firms.

**MKT 302  Principles of Advertising**
3 credits
Prerequisite: MKT 201
A broad-based view of advertising principles and their application to an organization. Topics include advertising agencies, advertising planning and strategy development, understanding available media alternatives, media planning and buying, creating advertising, and the integration of advertising with other elements of the marketing communications mix (e.g. promotions, public relations, personal selling, and direct marketing).

**MKT 311  Consumer Behavior**
3 credits
Prerequisite: MKT 201
An exploration of the behavioral basis of consumer motivation and decision making and the implications for marketing and promotional strategies of organizations. Emphasis is placed on applying this knowledge to develop marketing strategies.

**MKT 318  Personal Selling Skills**  
3 credits  
Prerequisite: MKT 201  
A key factor for success in the business world is the ability to sell products, services, personal capabilities, ideas, and/or solutions to problems. For example, upon graduation, obtaining a job in the profession of choice will be a top priority. The success or failure of this process will depend on the ability to sell a future, prospective employer on one’s abilities to meet a company’s needs and adapt to a company’s culture. This course will focus on understanding and practicing the consultative selling process. Students will gain an understanding of the selling process, including prospecting, preparing, presenting, determining objections, handling objections, and closing a sale. The course will consist of learning sales principles and practicing these principles through role-playing.

**MKT 322  Sales Management**  
3 credits  
Prerequisite: MKT 201  
A survey of the structure and processes involved in personal selling and in the managerial issues and problems involved in planning and implementing an effective sales-force management program. Topics include the tasks of the sales department and special issues in organizing, recruiting, selecting, training, motivating, compensating and managing the sales force.

**MKT 397  Internship**  
0.5 credits  
Prerequisites: BUA 203, MKT 201, Permission  
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

**MKT 400  Marketing Management**  
3 credits  
Prerequisites: MKT 201, MKT 302  
An advanced course in marketing theory and the development of marketing strategies. This course includes the development of a comprehensive marketing plan.

**MKT 401  Marketing Research**  
3 credits  
Prerequisites: MKT 201; BUA 210 or MAT 122 or MAT 123  
An exposure to marketing research techniques and procedures used in gathering, recording, analyzing, and reporting of data related to marketing problems.

**MKT 402  Marketing Seminar**  
3 credits  
Prerequisite: MKT 201  
A seminar on topics and problems in marketing that are of theoretical importance and current interest. Specific topics for discussion vary from term to term.

**MKT 404  Special Topics**  
3 credits  
Prerequisite: MKT 201  
Presents selected topics in marketing. Topics offered are at the department’s discretion and vary from offering to offering.

**MKT 414  Independent Study**  
1–3 credits  
Prerequisite: Permission  
An intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper.

**MKT 497  Internship**
1–3 credits  
Prerequisites: BUA 203, MKT 201, Permission  
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

MSC  MILITARY SCIENCE

MSC 101  Leadership and Military Science I  
2 credits  
This is an introductory course designed to focus on the fundamental components of service as an officer in the United States Army. Students are familiarized with individual values, leadership traits and the fundamentals of officer ship. Students also learn "life skills" of physical fitness, communication applications, both oral and written, as well as interpersonal relationships. The lab provides basic instruction on squad movement techniques and the six-squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Additionally, students learn basic map reading, first aid, physical fitness, and military formations to include basic marching techniques.

MSC 102  Leadership and Military Science II  
2 credits  
This course is an orientation to leadership theory and the fundamentals of the decision-making process by learning how to solve problems and develop critical thinking skills. Students develop leadership skills and the ability to learn goal-setting techniques while working in a group interaction setting. The lab continues to provide basic instruction on squad movement techniques and the six-squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and the squad battle drills. Students are introduced to the operations order format. Additionally, students learn basic map reading, physical fitness, and basic marching techniques.

MSC 183  Military Conditioning  
1 credit  
(Enrolled in a Military Science class)  
Students participate in the United States Army’s military conditioning and fitness program designed to develop both individual fitness and the leadership skills and knowledge essential to the management of an effective organizational physical fitness program.

MSC 201  Basic Leadership and Management I  
3 credits  
Prerequisite: MSC 101  
Students learn how to resolve ethical problems by applying leadership theory and principles. Students learn self-development techniques such as the importance of stress management, time management, and the ability to solve problems. Lastly, students apply communication theory and skills in a leadership study focusing on problem solving. The lab applies basic leadership theory and decision-making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness, and basic marching techniques.

MSC 202  Basic Leadership and Management II  
3 credits  
Prerequisite: MSC 102  
Students focus primarily on leadership with an extensive examination of the unique purpose, roles, and obligations of commissioned officers. Students also focus, in detail, on the origin of our institutional values and their practical application in the decision-making process and leadership theory. Students use case studies to learn the Army’s ethical decision-making process. The lab continues to apply basic leadership theory and decision-making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness and basic marching techniques.

MSC 301  Advanced Leadership and Management I  
4 credits  
Prerequisite: Permission  
Students are introduced to the Leader Development Program that will be used to evaluate their leadership performance and provide developmental feedback for the remainder of their cadet years. Cadets are then taught how to plan and conduct individual and small unit training, as well as basic tactical principles. Cadets will also learn reasoning skills and the military-specific application of these skills in the form of the army’s troop. The lab reinforces small-unit tactical training while employing the troop leading procedures to accomplish planning and decision-making. Students continue to learn basic map reading, physical fitness and marching techniques.
MSC 302  Advanced Leadership and Management II
4 credits
Prerequisite: Permission
The course focus is doctrinal leadership and tactical operations at the small-unit level. Students are provided opportunities to plan and conduct individual and collective training for Army operations. Synthesizing training, leadership and team building is the primary focus. Upon completion, students possess the fundamental confidence and competence of leadership in a small-unit setting. The lab continues reinforcing small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students also continue basic map reading, physical fitness, and basic marching techniques.

MSC 401  Applied Leadership and Management I
4 credits
Prerequisite: Permission
This course concentrates on leadership, management, and ethics, and begins the final transition from cadet to lieutenant. Students focus on attaining the knowledge and proficiency in several critical areas they need to operate effectively as Army officers. These areas include coordinating activities with staff, counseling theory and practice within the "Army Context," training management, and ethics. The lab sharpens the students’ leadership skills as they perform as cadet officers. Students develop and possess the fundamental skills, attributes, and abilities to operate as competent leaders in a cadet battalion. They must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them.

MSC 402  Applied Leadership and Management II
4 credits
Prerequisite: Permission
Students learn the legal aspects of decision-making and leadership. Instruction introduces the student to the organization of the Army from the tactical to the strategic level. Students learn administrative and logistical management focusing on the fundamentals of soldier and unit level support. Practical exercises require the student, both individually and collectively, to apply their knowledge to solve problems and confront situations commonly faced by junior officers. The lab continues to sharpen the students' leadership skills. Students normally change leadership positions to hone their skills, attributes, and abilities as leaders. Again, they must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them.

MSC 404  Special Topics
1–3 credits
Detailed examination of a current issue or problem in military science.

MSC 421  Contemporary Leadership and Management
1–3 credits
Prerequisite: Permission
Military Science students and graduates from Military Science, with consent of department chairperson, can participate in an intensive reading, writing and training program examining contemporary military leadership and training requirements. Planning, conducting, and evaluating training will be the primary focus.

MSC 431  Advanced Contemporary Leadership and Management
1–3 credits
Prerequisite: Permission
Military Science students and graduates from Military Science, with the consent of department chairperson, can participate in an intensive reading, writing and training program examining contemporary military leadership and training. Writing lesson plans, operation orders, and conducting training will be the primary focus.

MTE 290  Mathematics for Middle School Teachers
4 credits
Prerequisite: MAT 151, MAT 122, and appropriate math placement test score or MAT 112 with a grades of C or higher
A course designed for students who have declared a Math for Elementary/Middle Education minor. Course will be a continuation of MAT 151 relative to additional topics in geometry, probability, statistics, and algebra applicable to the middle school curriculum.

MTE 375  Historical Topics in Mathematics
2 credits
Prerequisite: MAT 212
A course designed to acquaint the prospective teacher of secondary mathematics with a survey of the history of the discipline. Topics will include a development of mathematics as known to the Babylonian, Egyptian, Greek, Arabian, and Chinese civilizations. Included in this discussion is the development of numerals and place-value numeration systems, the axiomatic method, and analysis of various algorithms, both modern and historical. Other topics may be included at the discretion and interest of the course instructor. This course is required of all mathematics teaching majors and minors.

MUS 010, 020, 030, 040, 050, 060, 070  Concert Attendance
0 credits
A course featuring concert attendance as fulfillment of a music major requirement. Includes a field trip each semester for which a fee is required. (CR/NC grade only.)

MUS 101  Music Fundamentals
3 credits
An introduction to basics of music theory: notation, rhythmic reading, sight singing, scales, key signatures, intervals, chords, transposition, and terminology. Functional skills of playing melodies and simple accompaniments on piano and other classroom instruments are taught.

MUS 104  Beginning Voice Class
1 credit
(Audition required.)
A vocal ensemble that performs all eras of American pop, show music and jazz. Includes choreography. Rehearsals lead to dinner shows and an annual tour. (repeatable for credit. "0" credit receives CR/NC grade.)

MUS 107  Women's Chorale
0–1 credit
A women’s ensemble that performs choral literature specifically intended for women’s choirs from all eras. The ensemble meets two hours weekly, performs in concerts and liturgies, and may tour throughout the year. (repeatable for credit.)

MUS 111  Beginning Keyboard Class
1 credit
(Music majors and minors only)
An introduction to basic piano techniques, elements of sight-reading and harmonization, and beginning piano literature. It is a class for music majors and minors, elementary education majors, and others by permission of the music department.

MUS 112  Keyboard Class II
1 credit
Prerequisite: MUS 111
Emphasis on preparation for the keyboard proficiency requirements for music majors. A continuation of MUS 111.

MUS 121, 122, 221, 222, 321, 322, 421, 422  Voice
¾–1 credit
(Music majors and minors only)
Private lessons in voice. (repeatable for credit.)

MUS 130  Collegiate Wind Ensemble
0–1 credit
A band open to experienced woodwind, brass, and percussion players. The ensemble rehearses twice a week for 1½ hours and performs one or two concerts each semester. (repeatable for credit. "0" credit receives CR/NC grade.)

MUS 131, 132, 231, 232, 331, 332, 431, 432  Keyboard: Piano and Organ
¾–1 credit
(Music majors and minors only)
Private lessons on piano or organ. (repeatable for credit.)

MUS 140  Chamber Ensemble
0–1 credit
Various small instrumental and vocal ensembles open to experienced musicians. (repeatable for credit. “0″ credit receives CR/NC grade.)

MUS 141, 142, 241, 242, 341, 342, 441, 442  Strings
½–1 credit
(Music majors and minors only)
Private lessons on orchestral string instruments including guitar. (repeatable for credit.)

MUS 150  Orchestra
0–1 credit
An orchestra comprised of experienced players from the community and students. Rehearses weekly for 1½ hours and performs at least once each semester. (repeatable for credit. “0″ credit receives CR/NC grade.)

MUS 151, 152, 251, 252, 351, 352, 451, 452  Woodwinds
½–1 credit
(Music majors and minors only)
Private lessons on flute, oboe, clarinet, bassoon, or saxophone. (repeatable for credit.)

MUS 161, 162, 261, 262, 361, 362, 461, 462  Brass
½–1 credit
(Music majors and minors only)
Private lessons on cornet/trumpet, French horn, trombone, euphonium, or tuba. (repeatable for credit.)

MUS 170  Jazz Ensemble
0–1 credit
An auditioned ensemble whose members explore various jazz idioms, develop improvisational skills, and perform publicly. Rehearses one to three times a week. (repeatable for credit. “0″ credit receives CR/NC grade.)

MUS 171, 172, 271, 272, 371, 372, 471, 472  Percussion
½–1 credit
(Music majors and minors only)
Private lessons on snare drum, timpani, mallet percussion, and drum set. (repeatable for credit.)

MUS 191, 192, 291, 292, 391, 392, 491, 492  Music Composition
1 credit
Private lessons in musical composition. (repeatable for credit.)

MUS 180  Accompanying
1 credit
A course in applied accompanying. Each student is given an accompanying assignment that lasts through the semester. In addition, students meet three times each semester to address specific problems in accompanying vocal and instrumental soloists. (repeatable for credit.)

MUS 200  Music Appreciation
3 credits
A survey of the major forms and compositions of Western art music, with units in world music and jazz. Emphasis is placed on the development of listening skills, as well as historical, biographical, and sociological study to enhance appreciation of the music. This course is designed for the general student. (required field trip, with fee.)

MUS 202  American Music
3 credits
A survey of the development of music in America, including concert styles, popular, and show music. This course is designed for the general student. (required field trip, with fee.)

MUS 203  Jazz Survey
3 credits
A chronological study of jazz and its antecedents from 1900 to the present. Includes style periods, major artists, relevant historical/sociological background, and the development of listening skills. This course is designed for the general student. (required field trip, with fee.)

**MUS 204  Special Topics**  
3 credits  
Prerequisite: Permission  
An individual project which could include but is not limited to musical composition, analysis, research, or performance.

**MUS 205  World Musics**  
2–3 credits  
A study of various world music including Oriental, African, Eastern European, American jazz, and others, but not including Western art music. Includes study of the structure and the sociological setting of the music, with an emphasis on the development of listening skills. This course is designed for the general student. (Required field trip, with fee.)

**MUS 206  Beginning Guitar**  
3 credits  
This course provides class lessons in beginning guitar with an emphasis on learning the fundamentals of music through exercises and varied song material. Students must provide their own acoustic guitar. (Guitar rental is possible from an area music store.)

**MUS 207  Introduction to Voice**  
3 credits  
This course is an introduction to singing. Techniques involving breath control, freedom and relaxation of the singing voice, accurate articulation, and projection are emphasized through vocal exercises and class performance in groups and solos. A listening component, as well as required concert attendance, is included. This class is for the general student with little or no previous musical training or background.

**MUS 209  Vocal Jazz Ensemble**  
0–1 credits  
The Vocal Jazz Ensemble studies and performs vocal jazz literature of varying styles, including swing, ballad, bebop, Latin, and contemporary. Areas of study include improvisation and scat, ensemble singing, and working with a rhythm section. This ensemble meets three hours weekly and will perform several times per semester. Audition required. (repeatable for credit.)

**MUS 211  Music Theory I**  
3 credits  
The study of notation, scales, modes, intervals, basic harmony, instruments, voices, and style periods. The course also includes ear-training and sight-singing and keyboard skills.

**MUS 212  Music Theory II**  
3 credits  
Prerequisite: MUS 211  
A continuation of MUS 211, including seventh chords, modulation, secondary dominants, two- and three-part form, and an overview of American music forms and styles. The course includes a continuation of ear-training, sight-singing and keyboard skills.

**MUS 220  Chamber Singers**  
0–1 credit  
(Audition required)  
An ensemble of auditioned voices that perform chamber choral literature from all eras. The ensemble meets three hours weekly, performs in concerts and liturgies, and may tour throughout the year. (repeatable for credit.)

**MUS 224  Beginning Conducting**  
2 credits  
Prerequisite: MUS 212  
The study of basic conducting skills: beat patterns, attacks, releases, dynamics, tempos, expressive devices, and score reading.

**MUS 226  Choral Conducting**  
2 credits  
Prerequisite: MUS 224
A course leading to the refinement of skills learned in beginning conducting. Emphasis is placed on score preparation, interpretation of styles, expressive conducting, and ensemble balance and blend unique to choirs.

**MUS 234 Instrumental Conducting**  
2 credits  
Prerequisite: MUS 224  
A course leading to the refinement of skills in beginning conducting. Emphasis is placed on score preparation, interpretation of styles, expressive conducting, and ensemble blend and balance.

**MUS 281 Intro to the Music Industry**  
3 credits  
Prerequisite: Music Industry majors only.  
An introduction to the careers in the total music industry, including the areas of merchandising, songwriting, arranging, publishing and artist management. The class will include at least two required field trips to area music businesses.

**MUS 282 Promotion and Marketing in Music**  
3 credits  
Prerequisite: MUS 281  
A continuation of MUS 281. Emphasis on music product advertising and promotion, artist management and concert promotion, and retail store policies and procedures relative to sales and service to school music programs. The class will include at least two field trips to area music businesses.

**MUS 301 History and Literature of Music I**  
3 credits  
Prerequisite: MUS 212  
A study of music in the Western art tradition from the early Greeks through 1600. While the historical, sociological, philosophical, and artistic setting of the musical examples is examined, the style and interrelationships of the examples and their composers are the main emphasis.

**MUS 302 History and Literature of Music II**  
3 credits  
Prerequisite: MUS 212  
A continuation of MUS 301; history from 1600 to 1900.

**MUS 303 Music Since 1900**  
2 credits  
Prerequisite: MUS 312  
An integrative study of the history and theory of art music in the 20th Century. This course will examine the historical, sociological, philosophical, and artistic setting of twentieth century music through an examination of compositional methods and materials, history, critical listening, and research.

**MUS 311 Music Theory III**  
3 credits  
Prerequisite: MUS 212  
A continuation of MUS 212, including 16th century polyphony, fugue, variation forms, and harmonic practices of the 18th and 19th century. Ear-training, sight-singing, and keyboard skills are continued.

**MUS 312 Music Theory IV**  
3 credits  
Prerequisite: MUS 311  
A continuation of MUS 311, including harmonic practices of the late 19th century, sonata allegro and rondo forms, and 20th century compositional techniques. Ear-training, sight-singing, and keyboard skills are continued.

**MUS 376 Junior Recital**  
½ credit  
(Music majors and minors only)  
A course leading to the culminating performance on an instrument or voice for which the student will be evaluated.
MUS 381  Legal Issues in Music
3 credits
Prerequisite: MUS 282
A survey of legal issues in the music business, including international copyright law, music licensing agencies, and contracts in the performance and music publishing and recording industry.

MUS 382  Practicum in Music Administration
3 credits
Prerequisite: MUS 381
Field experience in the student’s area of interest in the music industry. Taken for at least two semesters; repeatable for credit.

MUS 388  Practicum in Sound Recording
3 credits
Prerequisite: MUS 281, Mus 282, Mus 381
A practicum in sound recording in which the student will learn the basics of sound recording, including studio recording procedure, operation of standard recording equipment, mixing, and mastering. The experience will take place in an area music recording studio.

MUS 397  Internship
1–3 credits
Prerequisites: BUA 203, MUS 382
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

MUS 404  Special Topics
1–3 credits
Prerequisite: Permission
An individual project which could include, but is not limited to, musical composition, analysis, research, or performance.

MUS 408  Jazz Techniques for the Music Educator
3 credits
Prerequisites: MUS 208, MUS 210
This course is designed to prepare the future music educator for successful experiences in teaching jazz at the secondary level. Students will gain insights into performance and rehearsal techniques for the instrumental jazz ensemble. In addition, approaches for teaching jazz improvisation and selecting literature for young students will be explored. Other topics will include programming, style considerations, articulation, and jazz festival participation.

MUS 411  Arranging
1 credit
Prerequisite: MUS 311
A course that prepares the prospective music teacher to arrange and adapt music for various ensembles.

MUS 414  Independent Study
1–3 credits
Prerequisite: Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

MUS 476  Senior Recital
1 credit
(Music majors and minors only)
A course leading to the culminating performance on an instrument or voice for which the student will be evaluated.

MUS 497  Internship
1–4 credits
Prerequisites: BUA 203, MUS 382
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

### NRS NURSING

**NRS 200  Health Promotion, Wellness, and Safety Across the Lifespan**  
6 credits  
Prerequisites: BIO 205, BIO 210, CHE 103, ENG 106, PSY 105, SWK 210  
Prerequisite or corequisite: NRS 215  
Corequisite: NRS 230  
(Admission to the major)  
This course will introduce foundational concepts and skills in the form of nursing health promotion strategies to facilitate individual and group wellness and safety across the lifespan. The development of disease states and methods to prevent or decrease risk factors will be discussed. Emphasis is on the role of the professional nurse in planning and implementing nursing care, effective teaching, and interventional behaviors for individuals and families. Emphasis will be placed on normal growth and developmental changes across the lifespan addressing health promotion, wellness, and safety concerns in the care of patients.

**NRS 215  Introduction to Pharmacology**  
3 credits  
This course focuses on acquiring and expanding knowledge, skills, and attitudes of basic concepts and principles in pharmacology and drug classifications to include metabolism, action, use, adverse effects and treatment implications. Topics include the roles and responsibilities of the health care professional in the legal, ethical, safe, and effective medication administration.

**NRS 230  Health Assessment**  
4 credits  
Prerequisites: BIO 205, BIO 210, CHE 103, ENG 106, PSY 105, SWK 210  
Prerequisite or corequisite: NRS 215  
Corequisite: NRS 200  
(Admission to the major)  
This course provides the knowledge of health history taking, physical assessment, and documentation. The student will acquire needed skills to conduct a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Integrated in this is the collection and analysis of data which are essential in planning safe and effective care. Effective communication, assessment, and documentation will be practiced in the laboratory setting. The student will become familiar with the techniques of physical assessment consisting of inspection, palpation, percussion, and auscultation. Emphasis is placed on health assessment as a systematic and organized examination that will provide accurate data from which to form valid nursing diagnoses and plans of care.

**NRS 300  Patient Centered Care Across the Lifespan I**  
6 credits  
Prerequisites: NRS 200, NRS 215, NRS 230  
Corequisite: NRS 425, NRS 450, NRS 461  
This course focuses on the conceptual analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families affected by selected disorders across the life continuum.

**NRS 301  Humanitarian Mission**  
1 credit  
Restricted to sophomores and above in good standing  
Introduction to concepts of culture, health practices and health education from a personal and global perspective through lived experience with an underserved population. Topics include reflection on personal values, human rights to health care, health care provider responsibility to facilitate/provide health care and health education, similarities and differences between cultures within an underserved population and a student’s home community. Course delivery on core concepts and required travel on a medical mission trip.

**NRS 315  Psychosocial Integrity Across the Lifespan**  
3 credits  
Prerequisites: NRS 200, NRS 215, NRS 230
This course focuses on the growth of typical and adaptive psychosocial health behaviors across the lifespan and the most common mental health problems associated with children, adolescents, adults, and older adults exploring the mental and emotional difficulties and developmental needs that everyone faces. Specific attention is given to therapeutic communication techniques dealing with individuals and families across the lifespan. This course includes both clinical and service-learning components.

**NRS 325  Health Care Systems**
2 credits
This course explores the structure of health care policy, organization of health care delivery systems, health care financing, and their inter-relationships. Emphasis is placed on nursing’s and other selected health professionals’ role impact on the health care environment.

**NRS 335  Research in Health Care**
3 credits
Prerequisite: NRS 300, NRS 315, NRS 325, NRS 365
Corequisite: NRS 350
This interdisciplinary course focuses on the use of scientific research as a basis for understanding and improving clinical practice. Topics include differentiation between various forms of written communication, utilizing former research to support a position and/or develop new research proposals, organizing and writing research papers, and producing visual aids for oral presentations. Emphasis in this course is on the critical review of research studies and their applications for evidenced-based clinical practice. This is a writing intensive course.

**NRS 350  Patient Centered Care Across the Lifespan II**
6 credits
Prerequisite: NRS 300, NRS 315, NRS 325, NRS 365
Corequisite: NRS 335
This course focuses on the conceptual analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families affected by selected disorders across the life continuum.

**NRS 365  Health Care Informatics**
2 credits
Prerequisite: NRS 200, NRS 215, NRS 230
This course focuses on core concepts, skills, and tools that define the health care informatics field, including the examination of health information technologies to promote safety, improve quality and foster consumer centered care and efficiency.

**NRS 400  Patient Centered Care Across the Lifespan III**
6 credits
Prerequisite: NRS 335, NRS 350
Corequisite: NRS 415, NRS 430
This course focuses on the conceptual analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families affected by selected disorders across the life continuum.

**NRS 415  Leadership and Health Care Professionals**
3 credits
Prerequisite: NRS 335, NRS 350
Corequisite: NRS 400, NRS 430
This course differentiates leadership and followership and emphasizes major behavior patterns that effective leaders use to influence followers, including various leadership models. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor within the health care field.

**NRS 430  Population Health Nursing**
5 credits
Prerequisite: NRS 335, NRS 350
Corequisite: NRS 400, NRS 415
This course focuses on acquiring knowledge, skills, and attitudes related to population focused care. Concepts of population based health promotion and disease prevention will be explored. Through the use of community needs assessments and national health care objectives, patient centered care is applied to aggregates established by geopolitical boundaries.

**NRS 450  Patient Centered Care Across the Lifespan IV**
4 credits  
Prerequisite: NRS 400, NRS 415, NRS 430  
Corequisite: NRS 425, NRS 461, NRS 470  
This course focuses on the conceptual analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families affected by critical illness disorders across the life continuum.

**NRS 455  Maternal-Child Nursing Care**
2 credits  
Prerequisite: NRS 400, NRS 415, NRS 430  
Corequisite: NRS 450, NRS 461, NRS 470  
Focuses on the systematic analysis of health problems, diagnoses, and interventions related to the acquisition and expansion of knowledge, skills, and attitudes gained in previous courses related to holistic care of individuals and families during maternal and pediatric experiences.

**NRS 461  Concept Synthesis**
1 credit  
Prerequisite: NRS 400, NRS 415, NRS 430  
Corequisite: NRS 425, NRS 450, NRS 470  
This course is a focused review of content pertinent to the NCLEX-RN® test plan based on group performance on a standardized comprehensive predictor exam. Emphasis is also placed on student progress on the individualized focused review.

**NRS 470  Senior Capstone**
4 credits  
Corequisite: NRS 450  
This course focuses on integration and application of the knowledge, skills and attitudes gained throughout the curriculum. The emphasis is on clinical competency and demonstration of the graduate learning outcomes in an area of student interest.

**NRS 471  Advanced Care of the Obstetrical Patient**
1 credit  
Prerequisite: NRS 400 and Permission  
The student acquires knowledge about families experiencing the birth of a child. Emphasis is placed on the biopsychosocial, intellectual, and spiritual needs of the mother and father, the baby, and significant others. The student grows in the maturing professional nurse role by prescribing, designing, developing, utilizing, and evaluating the nursing process and the teaching-learning process in assisting the family with health enhancement and health maintenance needs.

**NRS 473  Advanced Care of the Psychiatric Patient**
1 credit  
Prerequisite: NRS 400 and Permission  
This course focuses on integration and application of the knowledge, skills and attitudes gained throughout the curriculum. The intent of this course is to foster deeper knowledge of psychiatric nursing, allowing students to go beyond basic nursing concepts and require deeper thinking and problem solving. The students will be introduced to critical thinking and clinical reasoning methods and apply those to case studies. Students will also bring examples from their capstone clinical experiences into this course as scenarios within which they can practice clinical reasoning and develop their clinical judgment skills. The framework will be the Marian University program outcomes.

**NRS 474  Advanced Care of the Medical/Surgical Patient**
1 credit  
Prerequisite: NRS 400 and Permission  
This course focuses on integration and application of the knowledge, skills and attitudes gained throughout the curriculum. The intent of this course is to foster deeper knowledge of medical/surgical nursing, allowing students to go beyond basic nursing concepts and require deeper thinking and problem solving. The students will be introduced to critical thinking and clinical reasoning methods and apply those to case studies. Students will also bring examples from their capstone clinical experiences into this course
as scenarios within which they can practice clinical reasoning and develop their clinical judgment skills. The framework will be the Marian University program outcomes.

### NUR 225 Nutritional Concepts
2 credits
Prerequisite or corequisite: NUR 201
The student is provided the opportunity to acquire knowledge about selected nutrients in nutritional health. Emphasis is placed on nutritional physiological needs, assessment and support throughout the lifespan, and implications surrounding nutritional deficits. Elements of client education are also examined. Knowledge gained promotes insights into the professional role by enabling the student to form values, communicate, think critically, and make decisions related to maximum nutritional health potential. (Open to non-nursing majors.)

### NUR 305 Transcultural Nursing and Health
2 credits
Prerequisite: NUR 202
The student acquires knowledge through opportunities to learn about culture and its relationship to health practice from a personal and global perspective. The course assists the student to acquire knowledge about his or her own culture and other cultures. This provides the student with different cultural insights and a deeper appreciation of human life and values.

### NUR 309 Pharmacological Intervention of Disease Process
4 credits
Prerequisite or corequisite: NUR 312
The student will expand the understanding of pharmacological agents that may be used to alter pathophysiological mechanisms. Specific drug actions and interactions at the cellular level to promote repair, alter, or interfere with cell function will be analyzed.

### NUR 312 Professional Nursing Concepts
3 credits
(All but 12 credits in the Liberal Arts Core Curriculum must be completed before enrolling in this course)
This bridge course to baccalaureate and higher degrees in nursing focuses on the concepts of professional nursing and includes the knowledge, skills, attitudes, and values that are essential to professional nursing practice. The challenges of returning to school as a working adult are explored along with topics pertaining to nursing history, nursing theories, safety and quality issues in health care, workforce diversity, and various health care influences on nursing practice. Outcomes for graduates of baccalaureate nursing programs, delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) are introduced and include the concepts of patient-centered care, patient safety and care quality, professional collaboration, and evidence-based nursing practice.

### NUR 321 Research Essentials for Evidence-Based Practice
3 credits
Prerequisite or corequisite: NUR 312
The research process, including problem identification and methodologies, provides the basis for understanding how research evidence is used to inform professional nursing practice. The application of research evidence to nursing practice is facilitated through the analysis and critique of published research studies. Various evidence-based practice models are appraised for their use in students’ practice settings.

### NUR 328 Health Care Informatics
3 credits
Prerequisite or corequisite: NUR 321
The core concepts, skills, and tools that define the field of health care informatics are introduced. Emphasis is on the use of informatics and technology to inform and support professional nursing practice, including the application of health information technologies to patient safety and quality improvement efforts. The use of health care informatics to support consumer-centered care and evidence-based practice, improve efficiencies in health care systems, and promote competency in the use of technology skills is explored.

### NUR 404 Special Topics
1–3 credits
A detailed examination of a current issue in nursing. Material covered varies according to expertise of individual instructors.

NUR 414  Independent Study
1–3 credits
Prerequisite: 3.0 GPA and permission
A student-designed learning experience which is submitted in proposal form to a nursing faculty member in order to develop a mutually acceptable independent study plan. This faculty-guided experience allows students of superior ability to pursue a topic of interest not available through regular courses.

NUR 405  Health Care Delivery Systems
3 credits
The main features and functions of health care delivery systems in the U.S. are introduced to students. The relationships between and among health care organizations, providers of care, health care policy and regulation, and reimbursement systems are explored in the contexts of accessibility, accountability, affordability, and patient-centered care. The unique roles of various health care disciplines in assuring health care quality in a climate of health care reform efforts are analyzed.

NUR 424  Nursing Leadership in Health Care
4 credits
Prerequisites: SWK 422
Emphasis is on behavior patterns that effective leaders use to influence others and includes various leadership models. Students have the opportunity to develop skills in leadership and apply their knowledge and experience within health care organizations to collaborate with, influence, and manage patients, providers, and other health care professionals for the purpose of providing patient-centered care. Effective communication techniques and the use of research evidence for decision making facilitate growth in critical thinking and clinical judgment.

NUR 435  Public Health Nursing
4 credits
Prerequisite: NUR 330, NUR 335, NUR 340, NUR 341, NUR 350, NUR 351 or NUR 312
The student is provided an opportunity to acquire knowledge on the art and science of public health nursing exploring concepts of epidemiology, natural history of disease and disease surveillance and control. Through the use of community needs assessments and National Health Care Objectives (Healthy People 2010), the nursing process is applied to care of aggregates established by geopolitical boundaries. The continued development of cultural diversity, infectious disease, policy development, and community health education strategies are explored. The clinical component enables the student to demonstrate the processes of acquiring knowledge, forming values, and developing skills related to communication, critical thinking, and decision-making to assist clients toward maximum health potential.

NUR 444  Parish Nursing
3 credits
The Faith Community Nursing Program prepares experienced registered nurses for ministry integrating spirituality, health, and wholeness within their community. Students will examine the spiritual dimensions of nursing, personal spirituality, the process of developing a faith community nurse program, and review the application of community health nursing principles. The International Parish Nurse Resource Center curriculum will be followed.

NUR 458  Trends and Issues in Health Care
2 credits
Students explore the political, economic, societal, technological, and professional influences on health care policy and practice. Current literature, existing and proposed health care policies, and professional position statements are examined and analyzed in the context of the health care industry in general and patient-centered care specifically. The ways in which sociopolitical, environmental, and cultural issues influence the availability and delivery of health care services are also discussed.

NUR 467  Theoretical Foundations for Nursing Practice
3 credits
The theoretical bases for professional nursing practice are explored through analysis of selected theories and practice models, and examination of the relevance of theory to practice, research, and education in nursing. The behaviors, attitudes, and values necessary for theory-based professional nursing practice in the context of individual, family, and population health are discussed. Students apply critical thinking skills and beginning scholarship through synthesis of information found in assigned readings and the nursing literature.
NUR 475  Structure and Philosophy of Palliative Care
3 credits
(For RNs only)
This course assists the RN to describe and differentiate the structure and practice of palliative care. It adds knowledge upon which the RN can build/add interventions. The course expands not only the nurse role in palliative care interventions, but also provides knowledge of the expanding role of other members of the health care team. It addresses both identified and expressed spiritual, religious, and existential needs of the patient and family, and utilizes this information in the development of the individualized plan of care. The focus is on holistic care of the patient and family.

NUR 480  Psychosocial and Cultural Aspects of Palliative Care II
3 credits
Prerequisite: NUR 475
(For RNs only)
This course assists the RN to assess psychological, social, psychiatric, pharmacologic, non-pharmacologic, and complimentary alternative medicine issues, and integrates assessments and intervention strategies of other health care disciplines to develop an individualized plan of care within the realm of the patient and family goals. Provides knowledge of how to employ and facilitate grief and bereavement support to the patient and family utilizing accepted community, cultural, religious, and spiritual programs.

NUR 485  Physical Care of the Imminently Dying
3 credits
Prerequisite: NUR 480
(For RNs only)
This course assists the RN to analyze differential diagnosis and develop appropriate clinical judgments for pain, other symptoms, and treatment of side effects that include multi-system and functional health problems. It provides knowledge to recognize the signs and symptoms of the dying process from the life review period to the imminent death period. Communicate treatment, grief, and bereavement alternatives to patient and family, and document appropriately, and coordinate plan of care modality to family and other health care disciplines.

PHI 130  Philosophy and Values
3 credits
This course examines and practices critical thinking as the primary vehicle for understanding and appreciating the value of living the “examined life.” Various areas of philosophy and philosophical texts are studied with the intention of facilitating familiarity with and participation in the philosophical process. Much attention is given to articulating, examining, and integrating fundamental assumptions, values and beliefs in an effort to develop self-knowledge, meaningful dialogue, social responsibility, and compassionate understanding.

PHI 132  The Examined Life
3 credits
Prerequisite: GEN 101
This introductory philosophy course builds on the critical reading and thinking outcomes students will have achieved in the First-Year Seminar and prepares students for their future studies and for life by leading them to develop their abilities in three outcome areas: interpretive reasoning, critical reasoning and global citizenship. Through engagement with historical, multicultural, and contemporary texts students will learn how to interpret texts, move from evidence to conclusions and use their interpretations and conclusions to live a more examined life.

PHI 204  Special Topics
3 credits
Prerequisite: PHI 130 or PHI 132
An examination of special areas or problems in philosophy not specifically dealt with in other courses. Examples would be philosophy in literature, philosophy of history, evolutionary-process philosophy, personalism, and philosophy of environment.

PHI 212  Contemporary Ethical Issues
3 credits
Prerequisite: PHI 130 or PHI 132
A study of selected ethical issues. Areas of this study will vary, but examples of ethical concern include human rights and responsibilities, social and racial justice, and selected issues from medical, business, and environmental ethics.
PHI 220  Bioethics
3 credits
Prerequisite: PHI 130 or PHI 132
A course designed specifically for those concerned with ethical problems facing medical professionals and generally for anyone with an interest in the relation of ethics to biomedical issues. The course examines the nature of ethics and morality, the variety of ethical theories and normative ethical principles, and the practice of applying such concepts to specific cases and issues within the biomedical sciences. Topics covered include issues in the professional–patient relationship, termination of life, reproductive rights and technologies, and allocation and public policy.

PHI 231  Business Ethics
3 credits
Prerequisite: PHI 130 or PHI 132
An examination of the private, corporate and social dimensions of business life in the context of a total ethical life. Economic theories and actual business practices and cases are considered and evaluated from the perspective of established normative ethical principles.

PHI 304  Art and Culture
3 credits
Prerequisite: PHI 130 or PHI 132
A study of the arts as creative vehicles expressing personal, moral, aesthetic, social, and political values. The course stresses the arts as individually creative and personal, but also as value-laden expressions.

PHI 305  Philosophy of Love and Friendship
3 credits
Prerequisite: PHI 130 or PHI 132
This is a philosophical examination of human relationships in general; however, the primary emphasis is on exploring the nature and meaning of love and friendship. Considerable attention is given to current and historical perspectives and a variety of gender and social issues. More specific areas include deception, trust, honesty, self-knowledge, commitment, intimacy, genuine compassion, and sexuality. Many insights from a variety of perspectives — psychological, historical, religious, literary — are integrated, and particular consideration is given to several significant feminist views.

PHI 306  Ethics of Gender, Race, and Class
3 credits
Prerequisite: PHI 130 or PHI 132
This course focuses on the meaning and significance of social justice through a critical examination of concepts and issues pertaining specifically to gender, race and class, as well as to difference in general. Considerable attention is given to identifying and understanding the values, beliefs, and assumptions that form the basis of prejudice, inequality, privilege, and oppression. Insights from a variety of perspectives and disciplines are integrated with philosophical analysis, much of which involves ethical reasoning and theory application.

PHI 312  Existentialism
3 credits
Prerequisite: PHI 130 or PHI 132
A study of existentialism first as a historical phenomenon and then as a philosophy. Themes important to the existential movement are analyzed, such as freedom, alienation, co-existence, self-decision, death, value and subjectivity, as expressed in the writings of selected existential writers.

PHI 315  The Media and Identity
3 credits
Prerequisite: PHI 130 or PHI 132
This course integrates philosophical analysis with cultural and media studies in order to examine the profound cultural role that the media play in shaping individual and social experience—how media production, content and reception affect the way in which we think, understand ourselves, perceive the world and live from day to day in an environment which is largely media-constructed. Through the application of critical thinking and various theoretical perspectives, we investigate how media representations significantly contribute to the formation of identities, values, beliefs, assumptions, social institutions, and social practices. Specific attention is given to (1) how various media forms and genres—such as television, film, the internet, art, advertising, news reporting,
music recording—produce and communicate meaning; and (2) how audiences receive, interpret, and respond to media-generated content.

**PHI 316  Social and Political Philosophy**  
3 credits  
Prerequisite: PHI 130 or PHI 132  
An investigation of political activity at all levels of society. This course studies the workings of government, the politics that occurs outside of the governmental sphere, and the foundational arguments that justify or challenge all of the structuring of power involved therein. Our focus will be on the importance of politics for human society, the hopes one can reasonably entertain for such politics, and the possibility and desirability of various conceptions of a utopia society.

**PHI 318  Buddhism and the Mind**  
3 credits  
Prerequisite: PHI 130 or PHI 132  
This is an introduction to Buddhism with particular emphasis on its philosophical and psychological foundations. Particular attention will be given to the similarities and differences between Asian and Western philosophical, psychological, and ethical perspectives; the fundamental insights of Hinduism, Indian Buddhism, and Taoism that form the foundation of Zen Buddhist thought and practice; how mindfulness and Buddhist meditation serve as the basis of psychological insight and self-understanding; and the extent of Buddhism’s influence on Asian culture and on Western thought, especially philosophy and psychology.

**PHI 320  Philosophy of Law**  
3 credits  
Prerequisite: PHI 130 or PHI 132  
What is law? This is a philosophical investigation into the depths of human society to discover the very nature and idea of law. Law is something that humans require to live with one another, it affects all humans, has been around for thousands of years, yet it is any abstract idea that can seem quite complicated and difficult to grasp. This class will shine the light of thoughtful examination on: different theories of law and jurisprudence; the difference between legal rules and ethical norms; the rights of citizens and the state; the legality of civil disobedience; the need for liberty and the limits of law; the ideal form of judicial reasoning; and theories of punishment.

**PHI 397  Internship**  
1–3 credits  
Prerequisite: PHI 130 or PHI 132  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

**PHI 404  Special Topics**  
1–3 credits  
Prerequisite: PHI 130 or PHI 132  
An examination of special areas or problems in philosophy not specifically dealt with in other courses. Examples would be philosophy in literature, philosophy of history, evolutionary-process philosophy, personalism, and philosophy of environment.

**PHI 414  Independent Study**  
1–3 credits  
Prerequisites: Permission  
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

**PHI 425  Seminar in Philosophy**  
3 credits  
Prerequisite: Permission  
This course provides a seminar setting for students to do original research and independent writing in philosophy. Students will produce a substantial written work appropriate in length, form, and topic to a capstone course. Students will also gain experience with the format of philosophy conference and philosophy journals. Topics will vary. This course may be taken more than once.

**PHI 497  Internship**  
1–3 credits
Prerequisite: PHI 130 or PHI 132

Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

**PHS  PHYSICAL SCIENCE**

**PHS 100  Introduction to Physical Science**
3 credits
A general introduction to the basic principles of chemistry and physics and their application in contemporary society.

**PHS 102  Introduction to Physical Science and Lab**
4 credits
A general introduction to the basic principles of chemistry and physics and their application in contemporary society. The course, for non-science and non-nursing majors, includes a laboratory experience with experiments designed to assist the student in understanding the concepts discussed in lecture.

**PHS 108  Earth Science and Lab**
4 credits
An introduction to the physical nature and processes of the earth, along with the chemical bases for them. Dynamic processes of landscape formation and change as shaped by the forces of plate tectonics, weather and ground and surface water will be studied. Planetary geology will be introduced. The laboratories will complement lectures with both indoor study and field trips to study local examples.

**PHS 110  Introduction to Meteorology and Lab**
4 credits
A course in the basics of meteorology in which students study the atmosphere and its physical processes, including large-scale climatological and local weather phenomena and their impact on society, and on other aspects of ecological systems. Measurement of such physical characteristics as temperature, atmospheric pressure, humidity, and wind along with data collection and analysis are included in laboratory exercises. Mathematical problem-solving skills will be emphasized. Professional meteorology and climatology are examined. Unusual and dangerous weather conditions and their causes and effects are studied, and students are introduced to microclimatology.

**PHS 111  Introduction to Meteorology**
3 credits
(AGS students only)
This course will introduce students to the fundamentals of atmospheric science: basic atmospheric structure and composition; the earth’s solar radiation and heat energy budgets; the large-scale circulation of the global atmosphere; evolution of mid-latitude weather systems; severe weather meteorology; hurricane evolution; the earth’s climate system, greenhouse effect, and global warming; stratospheric ozone depletion; air pollution; atmospheric moisture content measures; cloud formation and types and atmospheric stability.

**PHS 115  Introduction to Astronomy**
3 credits
(AGS students only)
This introductory course in astronomy for liberal arts students concisely covers the field of astronomy from our own solar system to the consideration of our universe as a whole. Each class meeting will include hands-on experiments that will make use of planetarium software (included in textbook) and real astronomical data.

**PHS 150  Introduction to Physical Science Laboratory**
1 credit
Prerequisite: Grade of C or higher in PHS 100
This laboratory is intended for students who are required to take a one-credit physical science laboratory. (Not available to students who have taken a 4-credit physical science course with a laboratory.)

**PHS 201  General Physics I**
4 credits
Prerequisite or Corequisite: MAT 112 or MAT 114 with a grade of C or better, or appropriate math placement test score
A lecture laboratory course that stresses the fundamental principles of mechanics, kinematics, momentum, statics, work, and energy. Students find this general introductory course in physics complements work in the sciences and mathematics.

**PHS 202  General Physics II**  
4 credits  
Prerequisite: PHS 201  
A continuation of PHS 201 including the principles of wave theory, light and optics, electricity and magnetism, and atoms and radioactivity.

**PHS 203  University Physics I**  
5 credits  
Prerequisite or corequisite: MAT 201  
This is a lecture and laboratory course which stresses the fundamental principles of mechanics, momentum, work, and energy, rotational motion, and fluid statics and mechanics. The course will use calculus in derivation of the laws of physics as well as in problem-solving.

**PHS 204  Special Topics**  
1–5 credits  
A course allowing for instruction in areas not included in the regular physical science curriculum. Topics vary according to the expertise of individual instructors.

**PHS 205  University Physics II**  
5 credits  
Prerequisite: PHS 201, permission or PHS 203  
This course is a continuation of PHS 203. It will include wave motion, electricity and magnetism, optics, and special relativity.

**PHS 211  Elementary Physics**  
5 credits  
Prerequisite: MAT 112 or MAT 114 with a grade of C or better, or appropriate math placement test score  
A one-semester lecture and laboratory physics course. Topics addressed include the fundamentals of kinematics, dynamics, statics, oscillation, electromagnetism, and optics.

**PHS 404  Special Topics**  
1–5 credits  
A course allowing for instruction in areas not included in the regular physical science curriculum. Topics vary according to the expertise of individual instructors.

**POS 205  American Government**  
3 credits  
An introductory course that studies the nature and purpose of national, state, and local government, the Constitution, and the institutions and pressures of American society.

**PSY 101  General Psychology**  
3 credits  
An introduction to the science of psychology through a survey of the biological, intra-psychic, and social bases of behavior. Major topics include cognition, sensation and perception, motivation and emotion, personality, behavior disorders, and social elements of behavior.

**PSY 105  Human Development**  
3 credits  
A survey of the changes that occur during the entire lifespan as people develop: physical, motor, cognitive, moral, and social–emotional. Developmental theory and research data are critically considered. Application of existing knowledge about the variables that affect the course of development is emphasized.
PSY 202  Social Psychology
3 credits
Prerequisite: PSY 101 or PSY 105
An investigation of the influences of social factors on individual behavior, the role of social cognition when people interact, interpersonal and group dynamics, and application of social–psychological research data to various situations.

PSY 204  Special Topics
1–3 credits
A course allowing for instruction in areas not included in the regular psychology curriculum.

PSY 210  Statistical Techniques for Research Data Analysis
3 credits
Prerequisite: Appropriate math placement test score or MAT 001 with grade of C or higher
An interdisciplinary introduction to the basic principles of data analysis with an emphasis on application. Students are expected to apply these principles to data analysis in their respective areas of study. The applied focus is on the computerized application of summary statistics, one/two/multi-sample tests, linear models, association tests, randomness/normality tests, time series comparison, quality control charts and probability distributions as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

PSY 211  Abnormal Psychology
3 credits
Prerequisite: PSY 101 or PSY 105
This course explores the major types of psychopathology to include anxiety disorders, personality disorders, mood disorders, schizophrenia, organic brain disorders, substance-related disorders, somatoform disorders, dissociative disorders, eating disorders, sleeping disorders, mental retardation, adjustment disorders, sexual and gender identity disorders, impulse control disorders and delirium, dementia and amnestic disorders. Emphasis is given to the issues surrounding classification, etiology, and treatment.

PSY 222  Human Sexuality
3 credits
Prerequisite: PSY 101 or PSY 105
A consideration of the physical, cultural, and intrapersonal aspects of sexuality in light of how they affect the growth and occurrence of sexual behavior. The conceptual core of this course is the idea that human sexual behavior follows the same rules and is directed to many of the same ends as other human behavior.

PSY 301  Drugs and Behavior
3 credits
Prerequisite: PSY 101 or PSY 105
An examination of the relationship between brain chemistry and behavior. Special attention is paid to drug use/abuse and the application of drugs to the treatment of psychological disorders.

PSY 302  Introduction to Clinical Counseling
3 credits
Prerequisites: PSY 101 or PSY 105, and PSY 308
A survey course designed to acquaint the student with the general principles of psychological counseling and psychotherapy. In addition, examples of counseling approaches from the psychodynamic, behavior and learning, cognitive, humanistic, and selected recent models are discussed. A brief introduction to group counseling, family therapy, and crisis intervention is also included.

PSY 308  Theories of Personality
3 credits
Prerequisites: PSY 101 or PSY 105
A survey of major theories of personality functioning, covering such areas as the nature, determinants, development, structure, motivational bases, and dynamic operations of the human personality. Examples of theories from the following areas are treated: psychodynamic, behavior and learning, cognitive, humanistic–phenomenological, trait, and Eastern. Each theory is critically analyzed in terms of its assumptions, logical cohesiveness, research support, and applications.

PSY 311  History and Systems of Psychology
3 credits
Prerequisite: PSY 101 or PSY 105
A survey of development of modern psychology from its physiological and philosophical roots to the present status of various contemporary theories and systems.

**PSY 314  Positive Psychology**  
3 credits  
Prerequisite: PSY 101 or PSY 105  
Positive psychology focuses on the strengths within the individual versus the more traditional focus of pathology. A comparison between past psychological theories and this more contemporary theory of psychology will be explored. The course will teach students how to evaluate, understand, and how to identify strengths within themselves and others. Additionally this course will offer the opportunity to learn how to utilize these identified strengths in order to reach greater levels of happiness, accomplishment and satisfaction.

**PSY 321  Applied Behavior Modification**  
3 credits  
Prerequisite: PSY 101 or PSY 105  
A focus on practical techniques derived from theory and research in learning. Emphasis is on assessment, intervention, and evaluation in both clinical and non-clinical settings.

**PSY 322  Childhood Psychopathology**  
3 credits  
Prerequisite: PSY 101 or PSY 105  
A survey of a broad range of psychopathological disorders which can affect children and adolescents. Attention is given to description, assessment, and theoretical and empirical explanations for and treatment of the disorders.

**PSY 330  Forensic Psychology**  
3 credits  
Prerequisite: PSY 101 or PSY 105  
Focuses on the production and application of psychological knowledge and research findings to both civil and the criminal justice systems. Topics include competency evaluations of criminal defendants and of the elderly, screening/selection of law enforcement applicants, the delivery and evaluation of intervention and treatment programs for juvenile and adult offenders, police and investigative psychology, and psychopathy.

**PSY 331  Neuroscience**  
3 credits  
Prerequisites: PSY 101 or PSY 105 and BIO 100 or BIO 101  
An examination of the data and theories which help us to understand the connections between our bodies and our actions. The anatomical, physiological, and chemical correlates of a wide range of human activities, from simple reflexes to complex decision making and thinking, is examined. The issue of brain damage and recovery from it is also considered.

**PSY 340  Field Experience**  
1–3 credits  
(Psychology majors only)  
Prerequisites: PSY 101, PSY 105, Permission  
Exposure to the realities of work through experiences in settings where psychological services are being provided. (Repeatable for up to 6 credits)

**PSY 341  Cognitive Psychology**  
3 credits  
Prerequisite: PSY 101 or PSY 105  
This course examines the underlying basis for human skills in learning, perception, attention and memory, language, problem solving, and decision-making. The focus is on current knowledge about the processes, structures, and mechanisms that contribute to human cognition. Some application of this knowledge to fields such as law, education, and clinical psychology will be included.

**PSY 342  Research Methods**  
3 credits  
Prerequisite: PSY 210 or SWK 210 or CRJ 241 or HOS 214  
This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings in practice. Students
also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

**PSY 360  Practicum in Research I**
1–3 credits
(Also CRJ 360)
Prerequisite: Permission
Introduction to the practice of developing research skills in the major. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

**PSY 362  Practicum in Research II**
1–3 credits
(Also CRJ 362)
Prerequisites: PSY 360, Permission
A continuation of PSY 360, a further practice of developing research skills in the major will be explored. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

**PSY 397  Internship**
1–3 credits
A faculty mentor supervises the experience and evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

**PSY 402  Senior Seminar in Psychology**
3 credits
(Psychology majors only)
A forum for discussion for graduating seniors. Completion of a project that demonstrates the student’s ability to integrate and apply acquired knowledge in psychology is required.

**PSY 404  Special Topics**
3 credits
Prerequisite: PSY 101 or PSY 105
Discussion of modern theory and research in psychology as applied to general and specific areas of study. A subtitle indicating the specific subject is added each time the course is offered.

**PSY 411  Preparation for Research**
1 credit
Prerequisites: PSY 101 or PSY 105, PSY 342, SWK 210
Identification of an issue, performance of a literature search, and statement of a research question or hypothesis. Development of a research study to test the idea, including working out the required methodological aspects.

**PSY 412  Data Collection and Report Preparation**
2 credits
Prerequisite: PSY 411
Implementation of the research study, collection of the data, and analysis of it. Writing a complete report of the research, with appropriate conclusions.

**PSY 414  Independent Study**
3 credits
Prerequisite: Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

**PSY 497  Internship**
1–3 credits
Planned and supervised work experience in psychology. A faculty mentor supervises the experience and evaluates fulfillment of the planned objectives. Internships are unpaid experiences.

### RAD RADIOLOGIC TECHNOLOGY

#### RAD 301 Fundamentals of Radiologic Science and Health Care
0 credits
Prerequisite: BIO 220 (Admission to the major)
This course provides an introduction and orientation to the student's selected profession of medical imaging. This course will also include an introduction to medical terminology for healthcare and specifically the radiologic sciences. Introductory instruction on radiation safety practices prior to the beginning of practicum assignments. ("O" credit receives CR/NC grade)

#### RAD 311 Patient Care in the Radiologic Sciences
3 credits
Prerequisite: PHI 220, PHS 211, RAD 301
Corequisite: RAD 312, RAD 313, RAD 314
This course provides the student with concepts of patient care including considerations of physical and psychological conditions. Routine and emergency patient care procedures will be described; especially those that directly affect personnel and patients in the Radiology Department concerning X-ray procedures. Pharmacologic issues related to Radiology will also be discussed.

#### RAD 312 Principles of Radiographic Imaging
4 credits
Prerequisite: MAT 114, RAD 301
Corequisite: RAD 311, RAD 313, RAD 314
This course is intended to provide the student with an in-depth understanding of all photographic and geometric principles that affect the production and appearance of the radiographic image. This includes but is not limited to: determination of radiographic image quality, image geometry, exposure technique selection (from the standpoint of patient radiation exposure and radiographic image quality) and methods of scatter radiation control.

#### RAD 313 Radiographic Procedures and Image Analysis I
4 credits
Prerequisite: BIO 205, BIO 220, RAD 301
Corequisite: RAD 311, RAD 312, RAD 314
This course provides students fundamental knowledge of the purpose and function of the most common systems (thorax, abdomen, and upper extremities) for which radiographic imaging is done and how they relate to other systems. Radiographic examinations which best demonstrate each system will also be discussed. Laboratory exercises in positioning are carefully correlated with the study of each section. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students receive instruction on exam specific patient radiation protection practices.

#### RAD 314 Radiographic Practicum I
1 credit
Prerequisite: RAD 301
Corequisite: RAD 311, RAD 312, RAD 313
RAD 314 is the first of an eight part series of practicum courses. This course begins with providing the student with exposure to the radiology department in the hospital setting. Under direct supervision, the student will experience patient interaction by participating in the transportation and care of patients. Assigned clinical rotations will include diagnostic radiographic rooms, fluoroscopic rooms and portable radiographic examinations on the patient floors. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis I course. The student will be instructed on the ancillary activities that are necessary for the successful completion of a medical imaging examination. (CR/NC grade only)

#### RAD 321 Radiologic Practicum II
1 credit
Prerequisite: RAD 311, RAD 312, RAD 313, RAD 314
RAD 321 is the second of an eight part series of practicum courses. The student will progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. Students receive introductory instruction on
mobile fluoroscopic equipment operation and associated personnel radiation safety practices. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

**RAD 331 Principles of Radiation Protection and Radiobiology**
3 credits  
Prerequisite: CHE 103, RAD 321  
Corequisite: RAD 3332, RAD 333, RAD 334  
This course is designed to provide the student with the techniques and methods that can be utilized in order to ensure minimum radiation exposure to patients and occupationally exposed personnel. The principles of ALARA (As Low As Reasonably Achievable) will be stressed in regards to non-occupationally and occupationally exposed individuals. Design requirements for radiographic and fluoroscopic equipment in regards to radiation protection will be discussed as well.

**RAD 332 Principles of Radiologic Physics**
3 credits  
Prerequisite: RAD 321  
Corequisite: RAD 331, RAD 332, RAD 334  
This course will provide the student with a review of basic physics and introduction of advanced physic concepts related to medical imaging.

**RAD 333 Radiographic Procedures and Image Analysis II**
4 credits  
Prerequisite: RAD 321  
Corequisite: RAD 331, RAD 332, RAD 334  
This course is a continuation of Radiographic Procedures and Image Analysis I and provides students with the knowledge of the purpose and function of the vertebral column and the lower extremity. Detailed and precise information concerning radiographic positioning is addressed. Laboratory exercises in positioning are carefully correlated with the study of each body system. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students will receive instruction on exam specific patient radiation protection practices.

**RAD 334 Radiographic Practicum III**
2 credits  
Prerequisite: RAD 321  
Corequisite: RAD 331, RAD 332, RAD 334  
RAD 334 is the third of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting including the addition of clinical rotations at various clinical sites including the Surgery Department. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis II course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. The student will be able to increase his/her clinical experience by increased participation in non-routine radiographic exams. (CR/NC grade only)

**RAD 375 Radiologic Technology Clinical I**
6 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 380 Radiologic Technology Clinical II**
12 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 390 Radiologic Technology Clinical III**
12 credits  
Prerequisite: Permission
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 395 Radiologic Technology Clinical IV**  
6 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 400 Radiologic Technology Clinical V**  
12 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 410 Radiologic Technology Clinical VI**  
12 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 415 Radiologic Technology Clinical VII**  
6 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 420 Radiologic Technology Clinical VIII**  
15 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 430 Radiologic Technology Clinical IX**  
15 credits  
Prerequisite: Permission  
This course will be taken by students enrolled in an approved radiologic technology clinical program. Successful progress in the clinical program will be indicated by submission of transcripts or of verification in writing by the clinical program director. These credits will be part of the 60-credit professional training in radiologic technology required for the BSRT. (CR/NC grade only)

**RAD 441 Radiographic Procedures and Image Analysis III**  
3 credits  
Prerequisite: RAD 331, RAD 332, RAD 333, RAD 334  
Corequisite: RAD 442  
This course is a continuation of Radiographic Procedures and Image Analysis II and provides students with the knowledge related to exams which use radiographic contrast agents in fluoroscopic radiography. Detailed and precise information concerning radiographic positioning used during fluoroscopic exams is addressed. Laboratory exercises in positioning are carefully correlated with the study of each body system. As each system is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. Students will receive instruction on exam specific patient radiation protection practices.

**RAD 442 Radiologic Practicum IV**
RAD 442 is the fourth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, and the Surgery Department. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis III course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. The student will be able to increase his/her clinical experience by increased participation in non-routine radiographic exams. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

RAD 451 Principles of Specialized Radiographic Modalities and Pharmacology
4 credits
Prerequisite: RAD 441, RAD 442
Corequisite: RAD 452, RAD 453
This course introduces the student to fundamental principles of digital imaging. Computer concepts and terminology will be incorporated throughout the course. This course expands the student’s knowledge of anatomy through review of cross sectional anatomy images obtained through Computed Tomography (CT) and Magnetic Resonance Imaging (MRI). The course will also provide the students with a fundamental background in pharmacology including the instruction and demonstration of competency in venipuncture.

RAD 452 Radiographic Procedures and Image Analysis IV
6 credits
Prerequisite: RAD 441, RAD 442
Corequisite: RAD 451, RAD 453
In this course students will be presented with the anatomy and radiographic terminology of the skeletal cranium. Detailed and precise information concerning radiographic positioning is demonstrated. Laboratory exercises in positioning are carefully correlated with the study of the skull, facial bones, and paranasal sinuses. As each component of the skull is reviewed radiographic imaging analysis is addressed providing students with the knowledge to determine the diagnostic quality of radiographs and methods to improve the quality of radiographic images. The anatomy and physiology of the respiratory, circulatory and central nervous systems will be presented as well. Students will receive instruction on exam specific patient radiation protection practices.

RAD 453 Radiographic Practicum V
2 credits
Prerequisite: RAD 441, RAD 442
Corequisite: RAD 451, RAD 452
RAD 453 is the fifth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, and the Surgery Department. Under the direct supervision of a registered radiologic technologist, the student will perform radiographic imaging of the anatomical units that was instructed during the Radiographic Procedures and Image Analysis IV course. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision. During this course, the student will participate in assigned clinical rotations during the second shift at one of the hospitals. Students will be assigned clinical rotations in the Computed Tomography Department (CT) while under direct supervision. The student will continue to increase his/her clinical experience by increased participation in non-routine radiographic exams. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

RAD 461 Radiologic Practicum VI
1 credit
Prerequisite: RAD 451, RAD 452, RAD 453
RAD 461 is the sixth of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts and Computed Tomography Department. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. At the conclusion of the course the student will be required to pass the progression requirement examination. (CR/NC grade only)

RAD 471 Radiologic Pathophysiology
3 credits
Prerequisite: RAD 461
Corequisite: RAD 472, RAD 473, RAD 474
This course is designed to provide the student with the knowledge of various pathological conditions that can be diagnosed by the use of medical imaging including identifying these conditions on an image. The basic components of pathophysiology and pathology related to the following systems of the body will be discussed: Skeletal, Respiratory, Digestive, Genitourinary, Nervous and Cardiovascular. This course also includes interventional radiology and cardiology's role in the diagnosis and treatment of pathological conditions.

RAD 472 Ethics and Law in Radiologic Sciences
1 credit
Prerequisite: RAD 461
Corequisite: RAD 471, RAD 473, RAD 474
This course will provide the student with professional standards and ethics necessary in the radiologic technology field. The legal, moral and professional ethics of radiology will be discussed so that the student will be able to recognize the needs of the patient, demonstrate empathy, and recognize the need of adherence to legal-ethical principles.

RAD 473 Imaging Equipment and Quality Control
2 credits
Prerequisite: RAD 461
Corequisite: RAD 471, RAD 472, RAD 474
This course provides a review of foundational information on the principles of x-ray generation including the various components, circuitry and physics necessary for the production of ionizing radiation. The various components of the fluoroscopic imaging chain including a review of radiation protection measures will be introduced. A review of radiation protection measures to reduce occupational and non-occupational exposure during the performance of fluoroscopic procedures will occur as well. This course also provides foundational information on the requirements and standards for equipment monitoring to assure consistency that is necessary for the production of quality radiographic images to reduce occupational and non-occupational exposure during the performance of fluoroscopic procedures will be described as well. Various tests and procedures necessary for Quality Control and Quality Assurance programs including state and federal requirements will be discussed.

RAD 474 Radiologic Practicum VII
1 credit
Prerequisite: RAD 461
Corequisite: RAD 471, RAD 472, RAD 473
RAD 474 is the seventh of an eight part series of practicum courses. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts and Computed Tomography Department. Additionally, students will be assigned observational clinical rotations in the Magnetic Resonance Imaging (MRI) and Interventional Radiology and Cardiology Departments. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. (CR/NC grade only)

RAD 475 Radiologic Practicum VIII
1 credit
Prerequisite: RAD 474
Corequisite: RAD 476
RAD 475 is the final course of an eight part series of practicum courses. The student will be allotted two weeks of elective scheduling of clinical rotations. This will provide the student the opportunity to observe various modalities that they have not experienced in previous Radiologic Practicum courses. The student may also elect to schedule additional clinical rotations that they have previously been assigned to for more experience. The student will continue to gain clinical experience in the hospital setting, clinical rotations at various clinical sites, Surgery Department, second shifts, Computed Tomography Department, Magnetic Resonance Imaging (MRI) and Interventional Radiology and Cardiology Departments. The student will continue to progress in the performance of previously instructed radiographic examinations from direct supervision to indirect supervision of routine and non-routine examinations. (CR/NC grade only)

RAD 476 Senior Capstone
4 credits
Prerequisite: RAD 474
Corequisite: RAD 475
This course provides students with the skills to be successful on the American Registry of Radiologic Technologists (ARRT) examination and skills to prepare them to secure a radiologic technologist position. Students’ knowledge base in Radiologic
Technology will be assessed with areas for improvement identified and strategies developed in order to improve performance. During this course the students will attend the Wisconsin Association of Educators in Radiologic Technology (WAERT) Student Seminar where they will have the opportunity to increase their preparedness by participating in additional material review presentations by various speakers. Students will receive instruction and assistance with resume and cover letter writing and interview skills. Students will also participate in mock interviews receiving feedback from local healthcare organization human resource recruiters.

SDM SELF-DESIGNED MAJOR

SDM 425 Senior Project
1 credit
Under the direction of a faculty advisor, the student will develop and present a final paper, project, or performance that assimilates and integrates the disciplines studied in the student’s self-designed major.

SEC MIDDLE–SECONDARY EDUCATION

SEC 310 Academic Literacy
3 credits
Exploration of theoretical reading foundations and current best practices to develop understanding of literacy in the content areas. Emphasis is placed on motivation, cognition, memory, and verbal processing as applied to reading methodology. Students will develop and implement lessons integrating reading strategies in content areas, assess results, and use data to design subsequent reading interventions.

SEC 410 English/Language Arts Curriculum and Methods
3 credits
A course designed to help the student to acquire the understanding and skills necessary to become an effective teacher of English at the middle and secondary level. The course stresses practical approaches and principles that may be applied during the student teaching experience. Topics include planning, teaching methods, classroom management, evaluation, grading, and curricular trends.

SEC 420 Social Studies Curriculum and Methods
3 credits
Designed to assist aspirant social studies teachers in establishing curricular objectives, planning for instruction, evaluating learning in the social studies area, incorporating a variety of strategies and approaches in social studies education, and promoting a sense of professionalism in the content area. Aspirant social studies teachers interact with area practitioners, make site visits, and engage in other appropriate activities.

SEC 430 Science Curriculum and Methods
3 credits
A course in writing objectives, building curriculum models, selecting evaluation procedures, studying existing educational systems, comparing various instructional materials and programs, and observing the developmental levels of learning. Emphasis is placed on the application of inquiry in the exercise of scientific method, enabling the student to relate the processes of goal setting, planning, evaluation, and decision making to each investigation.

SEC 440 Mathematics Curriculum and Methods
3 credits
A study of the goals and objectives of mathematics education in the middle and secondary school; the current trends in curriculum, instruction, assessment and evaluation; and the methods and materials used in teaching mathematics.

SEC 450 Clinical Practice and Seminar – Secondary – Grades 9–12
1–12 credits
A supervised teaching experience at the secondary level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

SEC 455 Clinical Practice and Seminar – Middle Level – Grades 5–8
1–6 credits
(Middle–secondary education majors only)
A supervised teaching experience at the middle level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication, and classroom management.

SOC SOCIOLOGY

SOC 100 Introduction to Sociology
3 credits
An introductory course to familiarize students with the field of sociology and the scientific study of human society. Includes study of culture, socialization, status and role, small groups, collective behavior, race, social class, social change, and the basic social institutions. Emphasis is given to key sociological perspectives: functionalism, conflict theory, and symbolic interactionism.

SPA SPANISH

SPA 101 Elementary Spanish I
3 credits
An introduction to the fundamentals of comprehending, speaking, reading, and writing Spanish. The course provides, at the same time, the cultural background of the Hispanic world.

SPA 102 Elementary Spanish II
3 credits
Prerequisite: SPA 101 or appropriate Spanish placement test score
A continuation of SPA 101. This course continues to develop the basic skills of comprehending, speaking, reading, and writing in Spanish by providing live and meaningful situations with the cultural background of the Hispanic world.

SPA 201 Intermediate Spanish I
3 credits
Prerequisite: SPA 102 or appropriate Spanish placement test score
A continued development of competence in the intermediate language skills through intensified usage of grammar with practice in conversational role-playing, using topics of general and current interest of the Spanish-speaking world.

SPA 202 Intermediate Spanish II
3 credits
Prerequisite: SPA 201 or appropriate Spanish placement test score
A continuation of SPA 201, this course concludes intermediate Spanish grammar with special practice in reading, introducing short stories concerning topics of general and current interest of the Spanish-speaking world.

SPA 204 Special Topics
1–3 credits
Prerequisite: SPA 102 or appropriate Spanish placement test score
Intermediate level study of a literary, cultural, or linguistic topic or career-related application.

SPA 220 Salud Hispana: Spanish for Health Care
3 credits
Prerequisite: SPA 102
This course provides students with the opportunity to develop intermediate-level communication skills in Spanish for use in health care fields. It examines cultural, linguistic, and medical issues to enhance their cultural competence in working with Spanish-speaking peoples in the United States. Students practice grammar and vocabulary useful for interacting with Latinos in hospitals, clinics, or counseling sessions.

SPA 222 Latino Patient
3 credits
Prerequisite: SPA 201 or SPA 220
A second course in the series of Intermediate Spanish for health care, this course provides students with the opportunity to further refine intermediate-level communication skills in Spanish for use in health care fields. Through role plays, extended audio and video interactions, and research projects students develop oral proficiency, control of grammar, and cultural awareness essential for working with Latino patients in the United States.
SPA 311  Advanced Spanish Grammar
3 credits
Prerequisite: SPA 202 or appropriate Spanish placement test score
An intensive review of all major structures of the Spanish language with emphases on focused written and aural/oral practice as well as the clarification of words often mistranslated from English into Spanish.

SPA 312  Advanced Composition and Conversation in Spanish
3 credits
Prerequisite: SPA 202 or appropriate Spanish placement test score
The principles of expository and creative writing in Spanish through the study of models and a guided exploration of the students’ own writing process. Students model their conversational gambits and writing skills on samples of five types of composition: description, narration, reporting, persuasion, and thesis development.

SPA 320  Hispanic Experience in the United States
3 credits
Exploration of the contemporary writings of Hispanic Americans that provide insight into the history, socio-political, and literary roots of cultural identity in the U.S. Texts are representative of various genres in Spanish and English and illuminate the diverse ethnic and cultural components of Hispanic communities in different regions of the U.S. Texts are in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 322  To Be a Woman in Latin America
3 credits
A literature course surveying the construction of gender in Latin America from pre-colonial times, through 300 years of colonization and into the 21st century. A variety of texts including novels, poetry, diaries, nonfiction essays and several videos will explore topics such as the myths of machismo and marianismo, the politics of women’s speaking and writing, women’s activisms for social justice, human rights, and to expand the literary canon. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 324  Truth and Memory in Latin America
3 credits
The advanced study of critical fictions and testimonial texts to explore how art as activism in Latin America challenges the literary canon and restores the people’s historical memory during periods of enforced forgetfulness. This course is taught in English. (This course may be applied toward the requirement of 12 credits of study of foreign language for the Bachelor of Arts degree.)

SPA 390  Spanish Immersion Practicum and Seminar
1–3 credits
Prerequisite: SPA 202 or appropriate Spanish placement test score
Four- to six-week immersion language experience in approved program abroad. Course includes a preliminary seminar and final proficiency evaluation by staff of the foreign language department. Students will be required to attend all phases of the program, speak only target language during the immersion experience, and present a program to the Marian University community upon return.

SPA 397  Internship
1–3 credits
Prerequisite: Permission
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

SPA 401  Introduction to Literary Studies in Spanish
3 credits
Prerequisite: SPA 202 or appropriate placement test score
Introduction to the study of advanced literature and literary analysis of the works of some principal writers of Spain and Latin America in the context of historical periods and their literary movements, past and present.

SPA 402  Hispanic Literature of Social Conscience
3 credits
Prerequisite: SPA 202 or appropriate placement test score
Literary and socio-cultural analysis of a variety of works of literature in Spanish that examine issues such as human rights, construction of gender, cultural identity, social class, civil war, religion, displacement, land tenure, economic inequality, and political power.

**SPA 404  Special Topics**
3 credits
Prerequisite: SPA 202 or appropriate Spanish placement test score
Advanced level study of a literary, cultural, or linguistic topic, or career-related application.

**SPA 413  Twentieth Century Hispanic Literature**
3 credits
Prerequisite: SPA 202
Socio-historical and literary foundations of contemporary literature in Spain and Latin America. This course examines the unique aspects of socio-political reality as well as modernism, realism, and regionalism as the foundation for various post-modernist genres in Spanish.

**SPA 414  Independent Study**
1–3 credits
Prerequisite: SPA 202, Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

**SPA 497  Internship**
1–3 credits
Prerequisite: Permission
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. These experiences ultimately serve to directly tie students’ academic coursework to non-academic professional experiences.

---

**SPE  SPECIAL EDUCATION**

**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 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 374/674  Learning with Technology: Effective Strategies for Students with Disabilities**
3 credits
Prerequisite: SPE 313/613
Students will develop the knowledge and skills to support learners with disabilities, including Specific Learning Disabilities (SLD), Cognitive Disabilities (CD), Emotional and Behavior Disorders (EBD), Other Health Impairments (OHI) and other disability areas using technology. Students will investigate the latest issues regarding implementation of assistive technology and other learning tools within the curriculum. The latest software applications from low to high tech will be explored.
SPE 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 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 430  Clinical Practice and Seminar – Elementary – Grades 1–8
1–12 credits  
A supervised teaching experience at the elementary/middle school level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

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 450  Clinical Practice and Seminar – Minor
3–6 credits  
A supervised teaching experience in an academic content area at the middle level that provides an opportunity for practical application of educational theory and research. The seminar is designed for students to reflect upon and analyze teaching experiences and discuss relevant issues such as ethics, communication and classroom management.

SRM 201  Introduction to Sport and Recreation Management
3 credits  
An introductory course examining the historical developments in sport and recreation in the United States; analyzing the interrelationship between sport and the American culture from a social context; and identifying existing employment opportunities in the sport management industry.

SRM 202  Sport and Recreation Programming
3 credits  
An overview of the programmatic elements and techniques currently applied in professional, amateur, and recreational sport. Emphasis is placed on participatory sports that will include an examination of informal, intramural, club, fitness, and instructional sport programming; value and benefits of participatory sports; publicity and promotion; facility utilization; and equipment concerns.

SRM 204  Special Topics
1–3 credits  
Selected topics are presented in the area of sport and recreation management depending upon the students’ interest, the appropriateness of the topic, and the research currently available.

SRM 301  Legal Issues in Sport and Recreation Management
3 credits
Designed to introduce the student to the numerous legal principles and issues involved in the field of sport and recreation management. This course explores tort liability, negligence and product liability. Also examined are constitutional law, labor laws, personal freedoms, due process, and risk management.

**SRM 302 Management of Sport and Recreation Facilities**
3 credits
Introduction to the principles and practices of design and operation of sport and recreation facilities with emphasis on parks, golf courses, swimming centers, sport complexes, tennis centers, community and commercial enterprises, and athletic fields.

**SRM 397 Internship**
0.5 credits
Prerequisites: BUA 203, SRM 201, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit from applying classroom learning to actual job experience.

**SRM 402 Leadership in Sport and Recreation Management**
3 credits
Prerequisites: SRM 201, SRM 202
An overview of the essentials of leadership, also programmatic elements and techniques currently applied in effective leadership. Provide in-depth information in adventure programming. Special focus will be given to technical skills of leadership and will also address the equally important facilitation skills and metaskills essential to highly effective leadership.

**SRM 404 Special Topics in Sport and Recreation Management**
1–3 credits
Prerequisite: Permission
Selected topics are presented in the area of sport and recreation management depending upon the students’ interest, the appropriateness of the topic, and the research currently available.

**SRM 414 Independent Study**
3 credits
Prerequisite: Permission
A course designed for qualified students interested in pursuing research into topics of significance in sport and recreation management not available through regular courses. The student is expected to read a substantial number of major works in the field and prepare a critical documented paper and/or field project to be contracted between the instructor and student.

**SRM 422 Sport and Recreation Marketing**
3 credits
Prerequisite: MKT 201
A course to provide a foundation for sport and recreation marketing strategies based on marketing theory and research. Also investigates the sport consumer and segmentation, integration of the marketing mix, marketing principles and practices as they relate to the sport and recreation field.

**SRM 497 Internship**
1–3 credits
Prerequisites: BUA 203, SRM 201, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

---

**SWK SOCIAL WORK**

**SWK 101 Introduction to Social Work and Human Services**
3 credits
A general survey course introducing students to social work and human services in contemporary society. Professional knowledge, values, and skills for intervention and the nature of interdisciplinary approaches to complex problems and issues are included. It further explores the special concerns of those most vulnerable and discriminated against. An issue is the professional mandate of social work to join in a concerted effort with other human service professionals to influence the social welfare institution and its
social programs to become more responsive to these special populations. Teaching methodology includes interviews with practicing professionals and field trips to a variety of social agency settings.

**SWK 111  Interpersonal Skills**
3 credits
A general purpose skill development course that enhances assertive behavior, interpersonal communication, problem-solving, and group member skills for effective teamwork in organizational environments. Consideration is given to multicultural variables that influence human relations skills. Teaching methodology includes lecture-discussion and interactive exercises.

**SWK 204  Special Topics**
1–3 credits
Detailed examination of a current issue or problem in social work.

**SWK 210  Statistical Techniques for Research Data Analysis**
3 credits
Prerequisite: Appropriate math placement test score or MAT 001 with a grade of C or higher
An interdisciplinary introduction to the basic principles of data analysis with an emphasis on application. Students are expected to apply these principles to data analysis in their respective areas of study. The applied focus is on the computerized application of summary statistics, one-/two-/multi-sample tests, linear models, association tests, randomness/normality tests, and probability distributions, as used across a variety of community and organizational settings. Other techniques may be added as appropriate for specific disciplines.

**SWK 301  Human Behavior and the Social Environment**
3 credits
Prerequisite: SWK 101
A course incorporating theories derived from the liberal arts base, including physical science, biology, sociology, and political science. An ecological systems framework is used to integrate these various theories in order to develop a comprehensive understanding of person and environment dynamics. This understanding is then used to develop a holistic assessment approach, which is a distinguishing feature of generalist practice. Course emphasis is on the application of this integrated systems framework in the assessment phase of work with individuals, families, and small groups. The course content is linked to other foundation content through its application in the problem-solving process. Teaching methodology includes lecture–discussion and exercises in applied assessment.

**SWK 311  Generalist Practice I: Natural Resource Systems**
3 credits
Prerequisite: Admission to the major
Corequisite: SWK 301, SWK 321, and SWK 331
Teaches a theoretical framework for practice based on three professional assumptions: a regard for human dignity and social justice as fundamental for a democratic society, a recognition of the interconnectedness between person–environment well-being, and the acceptance of holistic problem-solving as optimal for achieving individual and social change. The course focus is on individuals, families, and groups whose concerns may immediately initiate direct services provision on their behalf. These services engage both natural supports and societal resources to favorably influence client well-being. Theoretical content in SWK 301 is conjointly used to implement an ecological social systems approach to assessment, intervention, and evaluation. Teaching methodology incorporates case studies and guest practitioners, as well as lecture–discussion.

**SWK 312  Generalist Practice II: Societal Resource Systems**
3 credits
Prerequisite: Admission to the major
Corequisite: SWK 322 and SWK 352
As an extension of the theoretical framework for generalist practice, the course focus is on societal units (the professional’s agency, other community organizations, the social work profession at large, and the social welfare institution) where concerns exist which may initiate indirect services provision. These services engage colleagues, agency constituents and clients, other professionals, community members, and regional or national groups to critically reflect upon and favorably influence the public well-being through changes in social policies, programs, and practices. Theoretical content from SWK 301 is conjointly used to implement an ecological social systems approach to assessment and intervention. Content from SWK 331 and 352 is similarly used to evaluate policy and program at agency, community, state, regional, and national levels and to suggest strategies for intervention.

**SWK 321  Skills Laboratory I**
3 credits
Prerequisite: Admission to the major
Corequisite: SWK 301, SWK 311 and SWK 331
A basic skills development course linked to the theoretical content of the concurrent foundation courses. The course focus is primarily on direct practice skills for working with clients (individuals, families, and groups) to effect changes in their private well-being. Teaching methodology includes modeling, observation, simulation, role-play, structured exercises, use of audio–video and computer equipment, and peer or instructor feedback.

SWK 322 Grant Writing
3 credits
Prerequisite: COM 431 or HOS 342 or MKT 401 or NRS 335 or PSY 342 or SWK 352 or THE 450
A basic skills development course linked to the theoretical content of the concurrent foundation courses. The course focus is on indirect practice skills for working with agency, community, and societal organizations to improve the social well-being for the common good of all through changes in policy, programs, and service delivery. Teaching methodology includes modeling, observation, simulation, role-play, structured exercises, use of audio–video and computer equipment, and peer or instructor feedback.

SWK 331 Policies and Programs
3 credits
Prerequisite: SWK 101
An examination of frameworks for analyzing social welfare policies and programs, and the social worker’s role in policy development and implementation. Special emphasis is placed on a policy’s differential impact on women, minorities of color or other vulnerable groups who may be discriminated against by age, social class, sexual orientation, geographic location, etc. Selected policies related to income assurance, health, mental health, family–child welfare, and older adults are examined in detail.

SWK 352 Research Methods
3 credits
Prerequisite: SWK 210
This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings into practice. Students also acquire knowledge and skills for applying research with their social work practice as well as in the area of program evaluation. Students conceptualize research questions, determine appropriate designs and methodologies, and incorporate qualitative and quantitative data analysis. Professional values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

SWK 360 Practicum in Research I
1–3 credits
(Also CRJ 360)
Prerequisite: Permission
Introduction to the practice of developing research skills in the major. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, literature searches, data analysis, report preparation, or other activities.

SWK 362 Practicum in Research II
1–3 credits
(Also CRJ 362)
Prerequisite: SWK 360, permission
A continuation of SWK 360, a further practice of developing research skills in the major will be explored. Perform, under supervision, various tasks associated with the research process. Tasks may include collection of data, development materials, or other activities.

SWK 404 Special Topics
3 credits
Admission to degree candidacy
This course provides theoretical and/or applied learning opportunities in selected fields of practice along with an emphasis on practice skill enhancement and current practice innovations. These topics reflect the particular competencies and interests of the faculty as well as the considered needs and interests of students. A subtitle indicating the specific subject is added each time the course is offered.
SWK 411  Seminar I
2 credits
Admission to degree candidacy
Corequisite: SWK 497
This course is intended to provide a forum for sharing practice accomplishments and practice issues that have arisen during the field experience. Teaching methodology incorporates a seminar format for the discussion of weekly logs, field learning contract assignments, and other experiential learning. This discussion is directed toward strengthening the integration and refinement of generalist practice knowledge, values and skills. An initial focus is on the expanded range of roles required of generalist practice in the assessment and intervention planning with clients, the agency, and others associated with practice activities.

SWK 412  Seminar II
2 credits
Corequisite: SWK 498
This course provides a continuing forum for sharing practice accomplishments and practice issues which have arisen during the field experience. Teaching methodology incorporates a seminar format for the discussion of weekly logs, field learning contract assignments, and other experiential learning. This discussion is directed toward strengthening the integration and refinement of generalist practice knowledge, values, and skills. An additional focus is on agency-specific policy analysis, as well as termination and evaluation activities with clients and the service delivery system.

SWK 414  Independent Study
3 credits
Prerequisite: Permission
A student-designed learning experience that is submitted in proposal form to a Social Work faculty member to develop a mutually acceptable independent study plan. This faculty-guided experience allows students of superior ability to pursue a topic of interest not available through regular courses.

SWK 421  Family Intervention
3 credits
Admission to degree candidacy
This course builds upon foundation course knowledge about families as well as prerequisite knowledge and skills in assessment and intervention. The course begins by reviewing issues of diversity in family forms and backgrounds, and significant historical changes in the structure and functions of American families. Students are introduced to a number of different models of family treatment, including structural, psychodynamic, communications/strategic, and crisis models. Assessment, intervention, and evaluation techniques specific to work with families are presented, while at the same time maintaining a holistic perspective that includes the social context of the family and relevant cultural aspects. Guest practitioners are brought in to share their experiences and perspectives about family interventions.

SWK 422  Law and the Helping Professions
3 credits
This course examines the Wisconsin Statutes and Administrative Codes that guide helping professionals in their practice with clientele. Attention is directed toward assisting the helping professional recognize the legal duties and responsibilities within their professional lives. Particular emphasis is placed on the children’s code, mental health/developmental disabilities, protective services, care records, mandatory reporting, abuse, domestic violence, and professional conduct.

SWK 497  Social Work Internship I
4 credits
Admission to degree candidacy
Corequisite: SWK 411
The first course in a two-course sequence, the field experience is designed to provide an educationally guided generalist social work experience in an approved community social services agency. It consists of a minimum of 225 clock hours or approximately 16 hours of applied practice per week in the agency. A learning contract is used to focus on learning expectations, applied practice activities, a time frame for their accomplishment, and the suggested means for their evaluation.

SWK 498  Social Work Internship II
4 credits
Admission to degree candidacy
Prerequisite: SWK 497
Corequisite: SWK 412
The second course in a two-course sequence, the field internship is designed to provide a continuation of an educationally guided generalist social work experience in the same approved community social services agency. It consists of a minimum of an additional 225 clock hours or approximately 16 hours of applied practice per week in the agency. Use of the learning contract is continued as a means of assuring a generalist approach to practice and a systematic plan for the application of learning.

### TEC INFORMATION TECHNOLOGY

**TEC 102  Computer Software Applications**  
3 credits  
This course introduces the basic concepts of computer technology, the use of integrated microcomputer software, and the role of information technology in a wide range of professions. The first half of the course covers basic information on computer components and peripherals, as well as foundation concepts in using the Internet as a research tool, word processing, spreadsheet, and presentation software. The remainder of the course is divided into modules focusing on computer software used in a range of professional endeavors, such as education, publishing, marketing, programming, and graphic arts.

**TEC 200  Fundamentals of Information Technology**  
3 credits  
This course introduces information technology systems that support organizational decision-making and problem solving. The course surveys the technical and organizational issues involved in the use and design of information systems and how the application of IT can enable an organization to improve quality, timeliness, and competitive advantage.

**TEC 204  Special Topics**  
3 credits  
Prerequisite: TEC 102  
This course will address the use and operation of special and timely software technologies for the development of professional skills. This course focuses on the application of the software in addressing specific business processes or functions. Students engage in skills development, identifying appropriate applications, and evaluating the future growth of the software. Students produce a professional quality project using the new software application.

**TEC 205  Information Technology Resources**  
3 credits  
Examines the frameworks and tools used to develop an organization’s information system architecture. The study of client/server information systems provides the analytical skills and conceptual frameworks for recommending integration of information technology components into information system architecture.

**TEC 210  Data Concepts**  
3 credits  
Prerequisite or corequisite: TEC 200  
Focuses on how to design database management systems and how to use database systems effectively. Other course topics of concern include data modeling, physical design, relational and other models, and distributed databases. The use of database management and development software is emphasized in lab exercises.

**TEC 212  Computer Programming I**  
3 credits  
Programming in an Algebraic Programming Language, if-then-else, loops, arrays, concepts of machine language, algorithms for searching, sorting and equation-solving. (A college course in math is highly recommended before taking TEC 212.)

**TEC 214  Web Design and E-Commerce**  
3 credits  
Prerequisite: TEC 102 or TEC 200  
This course focuses on the principles of effective website design and how sound design forms the foundation for successful e-commerce initiatives. It will emphasize the effective use of multimedia in producing attractive and useful websites. This course will also address the overall role of a website, website management and the contribution each web page should make to the web design plan. Relating design decisions to website purpose and commerce principles will be the consistent concentration of this course.

**TEC 280  Introduction to Programming and Data Structures**  
3 credits
This course will introduce fundamental concepts related to the creation of data structures and programming logic in modern information systems. This course will introduce the importance data organization in computer systems; the variety of possible structures used to represent data relationships, how data structures are stored in memory, and the link between the design of data structures and programming algorithms.

**TEC 300  Systems Development**  
3 credits  
Prerequisite: TEC 200  
The study addresses the principles and tools of information systems analysis and logical design. It enables the evaluation and selection of system development methodology. The course emphasizes the factors for effective communication and integration with users and user systems. Systems development, life cycle standards, object-oriented design, and the use of data modeling tools enhance learning.

**TEC 304  Data Communications and Networking**  
3 credits  
Prerequisite: TEC 205  
This course provides an in-depth knowledge of principles, structures, and methods for data communications and computer networks. The emphasis is on the analysis and design of networking applications in business. The course aims also at giving practical readiness managing telecommunications networks, cost-benefit analysis, and the evaluation of connectivity. The OSI reference model is used universally to teach and understand network functionality.

**TEC 305  Enterprise Computing Applications**  
3 credits  
Prerequisite: TEC 200  
The emphasis of this course is developing electronic solutions to business problems in a client/server environment. Learn to determine the enterprise coverage needed to derive maximum value from corporate information through analysis, selection, and implementation of appropriate software packages or hardware/software systems. Students will identify trends, perform sophisticated analysis to develop business models and forecasts to produce reports and to understand the facts behind the trends specific to e-commerce, supply-chain management, electronic resources planning, and electronic digital data.

**TEC 310  Database Management**  
3 credits  
Prerequisite: TEC 210  
This course continues study from TEC 210. This study focuses on strategic data planning and enterprise modeling using CASE tools. Personal demonstration in the mastery of the design process acquired from earlier courses is expected. The predominant objective of this course is to design and construct a physical system using database software to implement a logical design.

**TEC 312 Object Oriented Programming**  
3 credits  
Prerequisites: TEC 212 or TEC 280  
A continuation of computer programming focusing on object-oriented techniques in a visual programming environment. This course will build upon a basic knowledge of functional programming and emphasize method design, parameter passing, exception handling, and event-driven programming. Students will create both applets and conventional application programs. Topics will include classes and objects, encapsulation, polymorphism, and inheritance.

**TEC 314  E-Business and Digital Technologies**  
3 credits  
Prerequisite: TEC 200  
Focuses on the managerial and strategic characteristics of online business initiatives. It covers the different e-business practices and provides an understanding of how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with e-business models and strategies. The course also introduces important elements involved in designing and developing digital products and services including the technological, economic, and change management principles essential to successful digital transformation.

**TEC 315  Computer Forensics**  
3 credits  
Prerequisites: TEC 102, TEC 205
Computer forensics is one of the fastest growing segments of IT and law enforcement. This course will provide an introduction to the legal, technological, social, and political issues involved. This class will focus on the fundamentals of computer forensics, principles of electronic evidence and data capture, and computer forensic analysis. This course will also address current issues related to email threats, information warfare, and identity theft.

**TEC 397 Internship**

0.5 credits
Prerequisites: BUA 203, TEC 200, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

**TEC 400 Information Technology and Society**

3 credits
Prerequisites: ENG 105, PHI 132
This course addresses materials related to the following themes: privacy issues; intellectual property issues; crime and punishment; risks and reliability; and social, political, and economic issues. It explores the questions raised by emerging new technologies and their potential impact on business, research, and society.

**TEC 403 Advanced Computer Applications for Business**

3 credits
(Also FIN 403)
Prerequisites: TEC 102 or TEC 200; BUA 210 or MAT 122
This course deals with computer applications in quantitative management decision making at an advanced level. Students will utilize a variety of research tools to locate, analyze and evaluate information. It will investigate the use and application of computer technologies within organizations such as management support systems, decision support systems, and executive information systems. Hands-on application of front-end software, such as Microsoft Office, will be used to conceptualize, analyze, and develop technological solutions to practical business situations.

**TEC 405 Systems Design and Implementation**

3 credits
Prerequisite: TEC 300
A project-oriented course continuing and applying the systems analysis and tools from Systems Development. It covers the information systems design and implementation within an integrated information systems environment. Mastery of content requires the design process acquired from a series of database and systems courses by designing and constructing a physical system incorporating integrated technologies.

**TEC 450 Senior Technology Seminar**

1 credit
The senior seminar is the culmination of the information technology major’s experience in the program. The focus of this course will be on developing professionalism and assessing individual strengths and weaknesses. In the seminar, students will engage in literature reviews of the latest emerging technologies; evaluate the current status of technology in such areas as business, health care, and education; and participate in a capstone evaluation. Students will produce a professional quality paper and presentation on a technology-related topic or question of their choice. (For students with senior standing in final semester.)

**TEC 497 Internship**

1–3 credits
Prerequisites: BUA 203, TEC 200, Permission
A course designed to provide the student with field work experience through a work opportunity related to the student’s career objective. A learning contract is used to focus expectations, duration of the experience, and means for evaluation. The student will benefit applying classroom learning to actual job experience.

---

**THA THANATOLOGY**

**THA 205 Dying, Death, and Bereavement**

3 credits
Introduction to death, dying, grief and bereavement.
THA 415  Dying, Death & Loss Across Cultures
3 credits
Should be taken by students with sophomore status or higher.
Examines death, dying and loss from distinctive cultural perspectives in order to understand how values, beliefs and rituals of diverse societies impact the manner in which death and loss are assimilated and thoughts and perceptions influence decision-making at the end of life.

THA 420  Understanding Bereavement
3 credits
Should be taken by students with sophomore status or higher.
Examination of bereavement theory and application for individuals and groups.

THA 421  End-of-Life Care
3 credits
Should be taken by students with sophomore status or higher.
Examination of the history, theory and practice of hospice and palliative care.

THA 422  Children, Teens, and Death
3 credits
Should be taken by students with sophomore status or higher.
Examination of the attitudes & responses of children and teens to death, loss, and grief, in context of human developmental stages.

THA 423  Comprehending Suicide
3 credits
Should be taken by students with sophomore status or higher.
Examination of contemporary theories of the causes of suicide, and contemporary approaches to prevention, intervention and post-intervention.

THE 101  Introduction to Christian Theology
3 credits
An introduction to Christian theology understood as the critical and reflective study of God’s revelation through the person, life, and teaching of Jesus Christ and of the implications of this revelation. Proceeding from the Catholic intellectual tradition and incorporating perspectives of other Christian traditions, this study aims to present theology as a striving for the harmony of faith and reason. Through critical study and reflection, students are introduced to specific concepts, terminology, and methodologies needed to participate well in on-going theological dialogue. Students have the opportunity to apply and reflect on their knowledge in written work, presentations, service-learning, community service, and/or retreat experiences.

THE 204  Special Topics
1–3 credits
Prerequisite: THE 101
A treatment of particular theological and/or biblical questions or themes chosen because of their special relevance or student interest.

THE 205  Peacemaking: Multicultural, Interfaith Dimensions
3 credits
Prerequisite: THE 101
An introduction to the basic philosophical, religious, spiritual and practical dimensions of peacemaking, including the theories of peacemaking, the role of various religious traditions in the understanding and development of peace, and the skills needed to foster peace on the personal, interpersonal, and systemic (global) levels. The course requires a service-learning experience. Depending on the service-learning experience, an additional expense may be required.

THE 210  Understanding the Scriptures
3 credits
Prerequisite: THE 101
A basic introduction to reading and understanding the Bible. The course includes an overview of relevant historical backgrounds, an explanation and application of biblical methodologies, both traditional and contemporary, and an investigation of important biblical themes. Attention is given to the literary, historical, and theological significance and meaning of key scriptural texts.

**THE 214  Religious Pluralism**
3 credits
Prerequisite: THE 101
What is religious pluralism? How is it understood within the world in general and in the United States in particular? Why does religious pluralism exist? How is it different from religious diversity? This course looks carefully at these questions in light of 21st century experience. The course further looks at how students can commit themselves to forming relationships with and understanding of people who practice different religious traditions. The course is a balance of theory and praxis.

**THE 215  The Religious Imagination: Theology and the Arts**
3 credits
Prerequisite: THE 101
An analysis of and reflection on the theological and spiritual dimensions of the imagination, the arts and of specific works of art. The course focuses on one or several specific art forms, which can include film, television, literature, music, theatre, performance art, and two- and three-dimensional art (e.g., drawing, painting and sculpture).

**THE 218  World Religions**
3 credits
Prerequisite: THE 101
After examining the definition of religion, this course explores the beliefs, moral imperatives, sacred books, and prayer and worship practices of major world religions.

**THE 220  Death and Suffering**
3 credits
Prerequisite: THE 101
A theological exploration of attitudes and perspectives on suffering, death, and resurrection. While the main exploratory focus in this course will be from the Catholic Christian perspective, attention will also be given to cross-cultural and inter-faith conceptions of the afterlife and/or ways of attaining ultimate meaning in the context of death.

**THE 221  Love and Marriage**
3 credits
Prerequisite: THE 101
A critical and reflective study of God’s role in a relationship with love as it is experienced in marriage, celibacy, sexual encounter, prayer, service to others, ecstatic intellectual experience, worship, and suffering. The basis for this study will be traditional Christian writings, scriptural analysis, and contemporary psychological, sociological, historical, and biological research.

**THE 225  Theology of Leadership**
3 credits
(Also LDR 225)
Prerequisite: THE 101
Through a variety of resources students use theological reflection to explore their personal spirituality, sense of vocation, and approaches to leadership within the context of their own and other belief systems. Models of leadership are drawn from areas of moral theology and transformational servant leadership.

**THE 303  Topics in Biblical Theology**
3 credits
Prerequisite: THE 101
An intensive study of one or several major books or themes of the Bible. Attention is given to a critical examination of significant scriptural texts. The books or themes are viewed through both traditional interpretations and recent critical scholarship.

**THE 306  Topics in Catholic Theology**
3 credits
Prerequisite: THE 101
A treatment of particular theological questions or themes in Catholic theology chosen because of special relevance or student interest. Course resources will regularly include primary sources from Catholic theologians and church documents.
THE 307  Topics in the History of Theology  
3 credits  
Prerequisite: THE 101  
An intensive study of a particular aspect of the history of theology (e.g. a topic, a figure, a phenomenon, or an historical period or event). Attention is given to the use of critical examination of significant primary texts as an historical and theological source.

THE 309  Topics in Contemporary Theology  
3 credits  
Prerequisite: THE 101  
An intensive study of a particular aspect or manifestation of contemporary theology (for example, a topic, a figure, a phenomenon, or an event). Attention is given to exploring the meaning and significance of the phenomenon in light of the Christian and Catholic tradition, as well as of contemporary culture.

THE 327  Vatican II  
3 credits  
Prerequisite: THE 101  
A critical and reflective examination of the significance of the Second Vatican Council (1962-1965), commonly referred to as Vatican II, in the overall history of the church. It looks at the historical context of the council, significant leaders and theologians, major themes, and final documents. The course further explores how the events of Vatican II impact the church and world today, with special attention given to students’ chosen major(s) as a way to continue the ongoing spirit of Vatican II. The students will study the events of Vatican II through a hermeneutics of reception (hermeneutics of authors, texts, and receivers) and determine how Vatican II can be meaningful to people today.

THE 333  God and Christ  
3 credits  
Prerequisite: THE 101  
A theological exploration of foundational Christian beliefs and doctrines associated with God (Trinity), Jesus Christ (Christology), and salvation (soteriology).

THE 340  Moral Theology  
3 credits  
Prerequisite: THE 101  
An examination and consideration of the moral implications of faith. Moral theology understands the moral life as a response to the love and compassion of God revealed in Jesus Christ. Together students will explore the nature of the good, the nature of the human person, criteria for making Christian moral decisions, contributions of church-related documents, and specific moral issues that confront Christians living in the contemporary world.

THE 345  Catholic Social Teaching  
3 credits  
Prerequisite: THE 101  
An examination of the historical, biblical, and theoretical foundations of Catholic social teaching and the application of its principles to modern societal, political, and economic issues, including the practice of making moral decisions in light of Catholic social teaching principles. This is a service-learning course.

THE 370  Church, Prayer and Sacraments  
3 credits  
Prerequisite: THE 101  
A critical and reflective study of the relationship between worship in and service to the Christian community as well as the theological and practical dimensions of that relationship. This course also examines the sacraments and Christian service in the community.

THE 397  Internship  
1–3 credits  
Prerequisite: THE 101  
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. This experience ultimately serves to directly tie students’ academic coursework to non-academic professional experiences.
THE 404  Special Topics
1–3 credits
Prerequisite: THE 101
A treatment of particular theological and/or biblical questions chosen because of special relevance or student interest.

THE 414  Independent Study
3 credits
Prerequisites: THE 101, Permission
A course designed by the student with an instructor’s guidance to allow students of superior ability to pursue a topic of interest not available through regular courses.

THE 420  Science, Technology, and Theology
3 credits
Prerequisite: THE 101
Since the late medieval period in Western culture, science and its tool-making partner, technology, have been considered separate from theology. We will explore this separation and look at the theological questions underlying the modern understanding of science and technology. We will also investigate the new awareness of the interrelatedness of science and theology.

THE 426  Theology of the Human Person
3 credits
Prerequisite: THE 101
Using the theological anthropology of Karl Rahner and other contemporary theological perspectives as a lens and guide, this course will explore contemporary theological perspectives on how Jesus’ life, death, and resurrection shape and inform the Christian understanding of the human person. Some questions to be considered may include the following: What does it mean to be human? Does being created in the image of God mean we are born with a purpose and destiny? Is human life inherently sacred? Are we oriented toward communion with God and others? How has sin impacted human freedom and our relationship to creation? What can the Christian beliefs of grace, salvation, and hope say to us during times of suffering, war, and ecological crisis?

THE 495  Theology Capstone
3 credits
Prerequisites: Permission
(Theology major or minor)
A capstone course to integrate one’s theological studies and gained perspectives into a summative paper and portfolio.

THE 497  Internship
1–3 credits
Prerequisite: THE 101
Students earn academic credit for internship work experiences as they test career choices, improve work skills, and establish professional contacts. This experience ultimately serves to directly tie students’ academic coursework to non-academic professional experiences.

Faculty

Randi Arneson, Assistant Professor
Nursing
B.S.N., Viterbo University
M.S.N., University of Phoenix

Sheryl K. Ayala, Professor
Biology
B.S., University of Wisconsin-Madison
M.S., University of Wisconsin-Madison
Joyce A. Bautch, Associate Professor
Theology
B.A., Saint Mary’s College of Minnesota
M.A., University of Notre Dame
Ph.D., Duquesne University

Shane F. Boeder, Professor
Foreign Languages
B.A., Lake Forest College
M.A., Roosevelt University
Ph.D., Union Institute and University

David R. Boers, Professor
Education/Leadership Studies
B.A., University of Wisconsin-Green Bay
M.A., University of Wisconsin-Oshkosh
Ed.D., Ball State University

Susan Bornstein-Forst, Professor
Biology
B.A., Manhattanville College
M.A., Columbia University
M.A., Mount Sinai School of Medicine
M.S., The Sackler Institute of Biomedical Sciences, New York Univ. Medical Center
Ph.D., The Sackler Institute of Biomedical Sciences, New York Univ. Medical Center

Jessica Brandt, Visiting Assistant Professor
Biology
B.S., University of Richmond
M.S., Frostburg State University
Ph.D., University of Illinois at Urbana-Champaign

Jerome E. Burns, Professor
English
B.A., St. Francis de Sales College
M.A., Marquette University
Ph.D., Marquette University

Ronald R. Connolly, Associate Professor
Criminal Justice
B.S., Mount Senario College
M.S., Marian University
Ed.D., Cardinal Stritch University

Joseph Cross, Instructor-Reference/Instructional Services Librarian
B.A., University of Wisconsin-Green Bay
M.L.I.S., University of Wisconsin-Milwaukee

Anthony S. Dallmann-Jones, Professor
Education/Teacher Education
B.S., Bluffton College
M.S., Florida State University
Ph.D., Florida State University

Scott Dell, CPA, Assistant Professor
Accounting
B.S., Boston University
M.B.A., The Wharton School, University of Pennsylvania
M.A.E., Marian University

Thomas DePaoli, Assistant Professor
Management
B.S., St. Joseph’s University-Philadelphia
B.S., University of Wisconsin-Green Bay
Michael J. Doherty, Professor
Business Administration, Management Information Systems
B.S., Western Illinois University
M.S., University of Illinois-Chicago
M.S.P.P.P.A., Purdue University
Ph.D., Walden University

Janice Edelstein, Associate Professor
Nursing
B.S.N., University of Wisconsin-Milwaukee
M.S.N., University of Oklahoma Health Science Center
M.Ed., University of Arkansas Fayetteville
Ed.D., University of Arkansas Fayetteville

Sean Fitzpatrick, Assistant Professor
Exercise and Sport Science
B.S., West Virginia University
M.S., West Virginia University
M.A., West Virginia University
Ph.D., West Virginia University

Michael Garvey, Visiting Assistant Professor
Chemistry/Physical Science
B.S., University of Wisconsin-Oshkosh
Ph.D., University of Wisconsin-Milwaukee

Sarah Garvey, Assistant Professor
Chemistry/Physical Science
B.S., University of Wisconsin-Oshkosh
Ph.D., University of Wisconsin-Milwaukee

James T. Gray, Associate Professor
Sport and Recreation Management
B.A., Temple University
J.D., Marquette University Law School

Mary Gross, Associate Professor
History
B.A., University of Wisconsin-Green Bay
M.A., Texas A&M University
Ph.D., University of South Carolina

John Hammond, Assistant Professor
Biology
B.S., James Madison University
Ph.D., University of California-Davis

David Hein, Assistant Professor
Music
B.M., St. Olaf College
M.M., Michigan State University

Amy Hennings, Associate Professor
Psychology
B.A., University of Wisconsin-Eau Claire
M.A., St. Mary's University-Minneapolis
Ph.D., Walden University

Kathleen Hughes, Assistant Professor
Nursing
B.S.N., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Madison
D.N.P., Concordia University Wisconsin
Donna Innes, CSA, Professor
Education/Leadership Studies
B.S., Marian University
M.Ed., University of Dayton
Ph.D., The Catholic University of America

Leslie E. Jaber-Wilson, Associate Professor
Social Work
B.S.W., Marian University
M.S.W., University of Washington
D.S.W., Aurora University

Brian Joachim, Assistant Professor
Radiologic Technology
B.S.R.T., Marian University
M.S.E.D., University of Wisconsin-Oshkosh

Alan R. Johnson, Assistant Professor
Criminal Justice
A.S., Milwaukee Area Technical College
B.S., Marquette University
J.D., Marquette University Law School

Diana Johnson, Assistant Professor
Forensic Science
B.S., The College of New Jersey
M.S., Washington State University

Phillip Johnson, Instructor
School of Education
B.S., University of Wisconsin-Eau Claire
M.S., University of Wisconsin-Madison

Kathryn Johnston, Assistant Professor
Director of Libraries
B.A., Earlham College
M.I.L.S., University of North Carolina at Chapel Hill

Carl Kalwaitis, Associate Professor
Philosophy
B.A., University of Bridgeport
M.Phil., Drew University
Ph.D., Drew University

Ciara Kidder, Assistant Professor
Psychology
B.S., Lock Haven University of Pennsylvania
M.A., The University of Texas at El Paso
Ph.D., The University of Texas at El Paso

Leah Klapperich, Assistant Professor
Art
B.S., Marian University
M.A., John F. Kennedy University

Mary Klein, Professor
Communication, Leadership
B.S.E., University of Wisconsin-Whitewater
M.A., University of Notre Dame
M.S., University of Wisconsin-Whitewater
Ed.D., Cardinal Stritch University

Jason Kowalski, Assistant Professor
Chemistry
B.S., University of Wisconsin-Parkside
Jennifer Krueger, Instructor  
General Education  
B.S., University of Wisconsin-Stout  
M.S., University of Wisconsin-Stout

Linda Krueger, Assistant Professor  
Mathematics  
B.S., Angelo State University  
M.S., Baylor University

Christina Kubasta, Associate Professor  
English  
B.A., Wells College  
M.F.A., University of Notre Dame

Ronald G. LaBorde, Associate Professor  
Mathematics  
B.S., University of Wisconsin-Oshkosh  
M.S., University of Wisconsin-Oshkosh

Christine Laurent, Associate Professor  
Nursing  
B.S.N., University of Wisconsin-Green Bay  
M.S.N., Bellin College of Nursing

David Leichter, Assistant Professor  
Philosophy  
B.A., Beloit College  
M.A., Northern Illinois University  
Ph.D. Marquette University

Charles Lester, Assistant Professor  
History  
B.A., Northern Kentucky University  
M.A., University of Cincinnati  
Ph.D., University of Cincinnati

Ronald Lewis, Instructor  
Criminal Justice  
B.S., Marian University  
M.S.O.L.M, Silver Lake College

Jessica Little, Assistant Professor  
Marketing  
B.A., Mount Mary University  
M.S., South University

Rachel Loduha, Assistant Professor  
Nursing  
B.S.N., Marian University  
M.S.N., Marian University

Devon Lor, Assistant Professor  
Nursing  
B.S.N., Marian College  
M.S.N., Marian University

Qinghua Luo, Assistant Professor  
Mathematics  
B.S., Zhejiang University, China  
M.A., University of Oklahoma  
M.Ed., University of Oklahoma  
Ph.D., University of Oklahoma
Elizabeth Manser Payne, Associate Professor
Business Administration
B.S., University of Wisconsin-Oshkosh
M.B.A., Thunderbird School of Global Management

Polly Manske, Assistant Professor
Education/Teacher Education
A.A., University of Wisconsin-Stevens Point
B.A., University of Wisconsin-Oshkosh
M.S.Ed., Concordia University

Linda Matheson, Dean of the College of the Professions
Nursing
B.S.N., Alverno College
M.S.N., University of Illinois-Chicago
Ph.D., Boston University

Janet S. McCord, Associate Professor
Thanatology
B.A., North Central College
M.A., Andover Newton Theological School
Ph.D., Boston University

Kathy McCord, Instructor
Education/Teacher Education
B.S., Marian University
M.S., Lawrence University: Institute of Paper Chemistry

Melinda McCormick, Assistant Professor
Social Work
B.A., Grand Valley State University
M. Div. Starr King School for the Ministry
M.S.W. Western Michigan University
Ph.D., Western Michigan University

Mark Merline, Associate Professor
Art
B.A., University of Wisconsin-Madison
M.F.A., The Ohio State University

Aida Michlowski, Professor
Educational Technology/Teacher Education
B.S. Ed., University of Santo Thomas, Philippines
M.S.T., University of Wisconsin-Oshkosh
Ph.D., University of Wisconsin-Madison
J.D., Marquette University Law School

Tabitha Miller, Instructor
Radiologic Technology
B.S.R.T., Marian University
M.S., Marian University

John Morris, Assistant Professor
Chemistry/Physical Science
B.S., University of Minnesota
Ph.D., University of Washington

Jayme Nagle, Assistant Professor
Nursing
B.S.N., Marian University
M.S.N., Marian University

Cyndi A. Nienhaus, CSA, Assistant Professor
Religious Education/Teacher Education
B.S.Ed., Marian University
M.A., St. Francis Seminary-Milwaukee
Ph.D., Fordham University-New York

Nancy Noble, Associate Professor
Nursing
A.S., University of Wisconsin Center-Richland
B.S.N., University of Wisconsin-Oshkosh
M.S.N., University of Wisconsin-Eau Claire

Patricia M. O’Connor, Professor
Nursing
B.S.N., Marian University
M.S., Texas Woman’s University

Cheryl A. Passel, Assistant Professor
Nursing
B.S.N., Florida Atlantic University
M.S.N., Bellin College of Nursing
Ph.D., Marian University

Kierrin Phillips, Assistant Professor
Nursing
A.A.S., Nursing Fox Valley Technical College
M.S.N., Walden University

Mary Polchert, Associate Professor
Nursing
B.S.N., University of Wisconsin-Milwaukee
M.S.N., Marquette University
Ph.D., University of Wisconsin-Milwaukee

Justin Ponder, Associate Professor
English
B.A., University of Wisconsin-Milwaukee
M.A., University of Wisconsin-Milwaukee
Ph.D., University of Wisconsin-Milwaukee

Heather Price, Assistant Professor
Education/Leadership Studies
B.A., University of Wisconsin-Milwaukee
B.S., University of Wisconsin-Milwaukee
M.A., University of Wisconsin-Milwaukee
Ph.D., University of Notre Dame

Lalitha Ramamoorthy, Assistant Professor
Biology
B.S., Kerala University, India
M.S., Madras University, India
Ph.D., Indian Institute of Science-Bangalore

Jeffrey G. Reed, Professor
Management
B.A., Muskingum University
M.L.S., University of Maryland
M.A., Towson University
Ph.D., Kansas State University

Nancy Riley, Professor
Education/Leadership Studies
B.A., East Central State University-Oklahoma
M.S., University of Wisconsin-Madison
Ph.D., University of Wisconsin-Madison

Karen M. Roberts, Associate Professor
Nursing
Anne Rosploch, Assistant Professor  
Nursing  
B.S.N., University of Wisconsin Oshkosh  
M.S.N., Concordia University

Rebecca A. Rouse, Associate Professor  
Homeland Security  
B.A., University of Northern Colorado  
M.A., Syracuse University  
D.M., Colorado Technical University-Colorado Springs

Patrick Saunders, Assistant Professor  
Education/Leadership Studies  
B.A., Ripon College  
M.S.E., University of Wisconsin-Superior  
Ed.S., University of Wisconsin-Superior  
Ed.D., Cardinal Stritch University

David M. Schimpf, Associate Professor  
Theology  
B.A., Macalester College  
Ph.D., Marquette University

Katherine Schuessler, CPA, Associate Professor  
Finance  
B.A., University of Wisconsin-Madison  
M.B.A., University of Wisconsin-Madison

Jennifer Milazzo Schultz, Instructor  
Psychology  
B.S., University of Wisconsin - Madison  
M.A., University of Colorado Denver

Marie Scott, CSA, Assistant Professor  
History  
B.A., Marian University  
M.A., Fordham University  
M.A., St. Francis Seminary

Sr. Catherine Stewart, O.P., Associate Professor  
Education/Teacher Education  
B.A., University of St. Francis  
M.A., University of Illinois at Champaign  
Ed.S., University of St. Thomas  
Ed.D., University of Sarasota

Bradd Stucky, Professor  
Education/Leadership Studies  
B.A., Valparaiso University  
M.S., Barry University  
Ed.S., Barry University  
Ed.D., Florida Atlantic University

Breana Sutfin, Assistant Professor  
Nursing  
B.S.N., Marian University  
M.S., Walden University

Matthew Szromba, Associate Professor  
History  
B.A., St. John’s University  
M.A., Loyola University-Chicago  
Ph.D., Loyola University-Chicago
Sarah Thibodeau, Instructor
Library
B.S., University of Wisconsin-Oshkosh
M.A., University of Wisconsin-Milwaukee
M.L.I.S., University of Wisconsin-Milwaukee

David Thompson, Professor
Music
B.M., Kent State University
M.A., Kent State University
Ph.D., Kent State University

Lance Urven, Professor
Biology
B.S., University of Illinois
M.S., Western Illinois University
Ph.D., University of California-Davis

Linda Uselmann, Instructor
Mathematics
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Oshkosh
A.B.D., University of Wisconsin-Madison

Robert M. Wagner, Instructor
Educational Technology/Teacher Education
B.S., University of Wisconsin-Stevens Point
M.E., Lesley College

Jodi Wagner-Angell, Associate Professor
English
B.A., St. Norbert College
M.A., Purdue University
Ph.D., Purdue University

Cooper Wakefield, Assistant Professor
Communication
B.A., University of Cincinnati
M.A., University of Illinois
Ph.D., University of Kansas

Thomas J. Wallestad, Associate Professor
Art
B.A., University of Wisconsin-Green Bay
M.F.A., Syracuse University

John Walser, Associate Professor
English
B.A., University of Evansville
M.A., University of Wisconsin-Milwaukee
Ph.D., University of Wisconsin-Milwaukee

Deborah Watry, Assistant Professor
Education/Leadership Studies
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Oshkosh
M.A.E., Marian University
Ph.D., Marian University

Lori A. Yogerst, Assistant Professor
Nursing
B.S., Winona State University
M.S.N., Cardinal Stritch University
Adjunct Faculty
Please contact the Office of Academic Affairs to obtain a listing of adjunct faculty and their credentials.

Professors Emeriti
William Albrecht, M.M., Marketing
Jeffrey P. Bechner, Ph.D., Chemistry
Ann T. Egan, M.A., Education
Christine N. Erickson, M.A.E., Education
Deborah Golas, CSA, Ph.D., Education
Margaret Lorimer, CSA, Ph.D., History
John O. May, Ph.D., Biology
Mary Neff, CSA, M.A., Art
Francis Assisi Pielmeier, CSA, Ph.D., Education
Bruce R. Prall, Ph.D., Chemistry and Physical Science
Lieselotte Straus, M.A., Foreign Language
Ray C. Wifler, Ph.D., Music
Robert J. Zande, M.A., Education
William H. Zierdt, M.S., A.M., Business

President’s Cabinet
Andrew P. Manion, President
B.A., Saint Norbert College
M.A., Adelphi University
Ph.D., Adelphi University

Stacey L. Akey, Vice President for Alumni, Institutional Partnerships, and Career Services
B.S.B.A., Marian University
M.S.O.L.Q., Marian University

Kathleen Candee, Vice President for Student Engagement
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Oshkosh

Carey C. Gardin, Executive Assistant to the President
R.S.A., Angus College, Scotland

Jason Harmon, Vice President for Enrollment Management
B.A., Aurora University
M.S., Aurora University
E.d.D., Creighton University

George Koonce, Senior Vice President for University Relations
B.S., New York University
M.S., East Carolina University
Ph.D., Marquette University

Russell Mayer, Vice President for Academic Affairs
B.A., Wesleyan University
Ph.D., University of Michigan

Tracy Milkowski, Vice President for Advancement
B.A., Mount Mary College
M.B.A., Concordia University

David Wong, Vice President for Business and Finance
B.S., Clarion University

President Emeritus
Richard I. Ridenour, M.D.
**Academic Administration**

**Kelly Chaney,** Assistant Vice President for Academic Affairs  
B.S.E., Truman State University  
M.S.Ed., Southern Illinois University  
Ph.D., Southern Illinois University

**Sherry Fontaine,** Dean, Adult and Online Studies  
B.A., Lehigh University  
M.R.P., Cornell University  
Ph.D., Cornell University

**Linda Matheson,** Dean, College of the Professions  
B.S.N., Alverno College  
M.S.N., University of Illinois-Chicago  
Ph.D., Marquette University

**Administrative and Support Staff**

**Maranda Abitz,** Support Specialist III  
Office of the Registrar  
B.A., Marian University  
M.S.E, University of Wisconsin-Oshkosh

**Tracy Abler,** Coordinator Donor Relations  
Advancement  
A.S., Moraine Park Technical College  
B.B.A., Marian University  
M.S.O.L, Marian University

**Merle Alix,** Writing Learning Specialist  
B.S., Northern Michigan University  
M.A., Northern Michigan University

**Sarah Angelos,** Assistant Men’s and Women’s Volleyball Coach/Coordinator of Athletic External Relations  
Athletics  
B.S.B.A., Northern Illinois University

**Sunil Appalraju,** Database Applications Specialist  
Enrollment Management  
B.A.M.S., Karnataka University Dharwad, India  
M.S., Concordia University of Wisconsin-Mequon

**Peggy Baird,** Office Assistant  
Adult and Online Studies  
B.S., Notre Dame de Namur University

**Jordan Baitinger,** Head Men’s Baseball Coach  
Athletics  
B.A., Ripon College  
M.B.A., University of Phoenix

**Debra Barrett,** Assistant Registrar  
Office of the Registrar  
B.A., Nova SE University  
B.S., Kaplan University

**Jason Bartelt,** Director of Athletics  
Athletics  
B.A., Lakeland College

**Peni Beine,** Student Employment Coordinator  
Financial Aid
Carlene Berner-Milner, Nursing Skills Lab Instructor  
B.S.N., Marian University

Mary Bernier, Graphic Services and Mail Room Coordinator

Carol Benson, Support Specialist III  
Office of the Registrar  
A.A.S., University of Wisconsin-Fond du Lac  
B.L.S., University of Wisconsin-Oshkosh

Bianca Birschbach, Administrative Assistant  
Office of the Vice President for Academic Affairs  
B.B.A, University of Wisconsin-Eau Claire

Steven Boucher, Admission Counselor  
Undergraduate Admission  
B.A., Ripon College  
M.A., Lakeland College

Tarra Bourgeois, Associate Registrar  
Office of the Registrar  
B.A., Lakeland College  
M.S.Ed., University of Wisconsin-LaCrosse

Mark Boyle, Head Men’s Basketball Coach, Athletic Academic Advisor, Residence Life Liaison  
Athletics  
B.S., University of Wisconsin-Eau Claire  
M.S., University of Wisconsin-Eau Claire

Karla Breister, Student Outreach and Retention Specialist  
TRIO – Student Support Services Program  
B.A., University of Wisconsin-Eau Claire

Jeniese Briggs, Senior Assistant to the President for Diversity and Inclusion  
Office of the President  
B.A., Northern Caribbean University  
M.P.A, Grand Valley State University  
Ed.D., Edgewood College

Bryan Burgert, Assistant Men’s Baseball Coach  
Athletics  
B.S.B.A., Marian University

Gisele Burnett, Department Secretary  
Center for Academic Support and Excellence

Moreen Carvan, Director of Assurance for Learning, Institutional Effectiveness  
B.S., University of Texas at El Paso  
M.S., Texas A&M University  
Ed.D., University of Cincinnati

Anna Chertos, Enrollment and Visit Coordinator  
Enrollment Management  
B.S., Marian University  
M.S., Lakeland University

Nathaniel Davis, Assistant Men’s Lacrosse Coach  
Athletics  
B.A., University of Dubuque

Brett Denap, Head Men’s Club Hockey Coach and Men’s Golf Coach  
Athletics  
B.S., Southern Illinois University-Edwardsville
Therese Drake, Support Specialist IV
College of the Professions
A.S., Moraine Park Technical College

Jennifer Draves, Support Specialist III
Human Resources
A.A., Moraine Park Technical College
B.S., Marian University

Tony Draves, Head Women’s Softball Coach
Athletics
B.S., University of Wisconsin-Oshkosh
M.S., University of Wisconsin-Oshkosh

Christopher Durkin, Director of Clinical Placement and Licensure
College of the Professions
B.S., Ball State University
M.S.Ed., University of Wisconsin-La Crosse

Teri Durkin, Academic Advisor for Health Professions
B.S., University of Wisconsin-La Crosse
M.S.Ed., University of Wisconsin-La Crosse

Amanda Duval, Director of Human Resources
Human Resources
B.S., National Louis University

Ellen Eickhoff, Financial Aid Counselor
Financial Aid
B.S., Marian University
MSOL, Marian University

Margaret Fields, Nursing Resource and Simulation Center
B.S.N., Marian University

Sharon Freund, Assistant to the Dean
School of Arts and Sciences

Tyler Frings, Head Men’s Volleyball Coach
Athletics
B.B.A., Carthage College
M.S., Cardinal Stritch College

Susan Fuerbringer, Coordinator and Academic Advisor
EXCEL and Undeclared Programs
B.S., University of Wisconsin-Oshkosh

Zachary Gaynor, Assistant Men’s Hockey Coach
Athletics
B.S., Marian University
M.S., Concordia University

Susan Gius, Support Specialist III
School of Arts and Sciences

Bradley Greenwood, Technical/Desktop Support
Information Technology
B.S., Marian University

Bridget Grimes, Graduate Assistant - Athletic Trainer
Athletics
B.S., Concordia University Wisconsin

Greg Gross, Director of Auxiliary Support Services
Office of the President

Karen D. Gundert, Senior Payroll Accountant  
F.P.C., Bethany Lutheran College

Dee Harmsen, Director of Student Services  
B.S., Marian University  
M.S.O.L.Q., Marian University

Jody Hartzell, Director of Transfer Admission  
B.S., University of Wisconsin-Oshkosh

Mary J. Hatlen, Director of Career Services  
Center for Academic Support and Excellence  
B.O.C., Marian University  
M.S., Marian University

Toni Hefter, Nursing Skills Lab Instructor  
B.S.N., Marian University

Rebecca Holl, Department Secretary  
Counseling Services

Kerri Huebel, Assistant Athletic Director for Compliance and Student Services, Head Women’s Volleyball Coach  
Athletics  
B.S.B.A., Marian University  
M.A., Minnesota State University-Mankato

Patricia C. Immel, Secretary  
School of Nursing and Health Professions  
A.S., Moraine Park Technical College

Molly Jaster, Director of Development and Annual Giving  
Advancement  
B.A., University of Wisconsin-Green Bay

Michele Keifenheim, Circulation/Interlibrary Loan Coordinator  
Library  
A.S., Fox Valley Technical College  
B.S., Marian University

Christine Keller, Assistant Women’s Basketball Coach  
Athletics  
A.A., Milwaukee Area Technical College  
B.A., University of Wisconsin-Milwaukee

Jamie Kivi, Head Women’s Hockey Coach  
Athletics  
B.S., Elmira College  
M.S., Marian University

Terena Kleckner, Director of Academic Services  
B.A., Stephen F. Austin State University  
M.Ed., Texas A&M University

Susan Koepsell, Senior Accountant and Office Manager  
Office of Business and Finance  
A.A.S., Moraine Park Technical College

Paul Krikau, Dean of Student Engagement  
Office of Student Engagement  
B.S., Central Michigan University  
M.S.Ed., University of Wisconsin-Platteville  
Ph.D., Indiana State University
Jennifer Krueger, Director of First-Year Studies Program  
School of Arts and Sciences  
B.S., University of Wisconsin-Stout  
M.S., University of Wisconsin-Stout

Severa Krueger, Director of Residence Life  
Office of Student Engagement  
B.S., University of Wisconsin-Stout  
M.S., University of Wisconsin-Stout

Alex Kurowski, Student Success Coordinator  
TRIO – Student Support Services Program  
B.A., University of Wisconsin-Oshkosh  
M.S.Ed., University of Wisconsin-Oshkosh

Shannon S. LaLuzerne, Dean of Admission  
Undergraduate Admission  
B.A., Marian University  
M.S.O.L.Q., Marian University

Lacey Lakin, Support Specialist III – Customer Service Coordinator  
Financial Aid  
B.S., University of Wisconsin Stevens Point

Susan Leininger, Senior Assistant Director  
Financial Aid  
A.A., University of Wisconsin Center-Fond du Lac  
B.S., University of Wisconsin-Green Bay

Joseph Linder, Database Applications Specialist  
Information Technology Services  
B.B.A., University of Wisconsin-Oshkosh

Megan Liptow, Associate Director of Admission/Community Relations and Technology  
Enrollment Services  
B.S., University of Wisconsin-Oshkosh  
M.A., Lakeland College

Juliet Lockwood, Academic Advisor  
Pre-Licensure Nursing  
B.A., Northeastern Illinois University  
M.S.H.E., Drexel University

Melissa Luedtke, Program Director  
TRIO – Student Support Services Program  
B.S., Bemidji State University  
M.S., Minnesota State University, Mankato

Alexis Lynn, Assistant Women’s Softball Coach  
Athletics  
B.S., Concordia University Texas  
M.Ed., Concordia University Texas

Michelle E. Majewski, Special Assistant to the Vice President for Academic Affairs  
Office of Academic Affairs  
B.S., University of Wisconsin-Oshkosh  
M.S.E., University of Wisconsin-Oshkosh  
Psy.D., Adler School of Professional Psychology-Chicago

Andy R. Mammel, Academic Advisor, Graduate Programs/Instructional Technology Coordinator  
School of Nursing and Health Professions  
B.S., Western Michigan University  
M.A., Michigan State University
Christine Martin, Admission Counselor
Adult and Graduate Admission
B.O.C., Marian University
M.S.O.L.Q., Marian University

Tracey Marx, Assistant Dean
Adult and Online Programs
B.A., University of Wisconsin-Milwaukee
M.A., University of Arizona

Catherine M. Mathweg, Associate Vice President for Mission and Dean of Academic Advising and Academic Services
Center for Academic Support and Excellence
A.S., Triton College
B.A., National College of Education
M.S., National College of Education

Angela Mies, Graphic Designer
Office of Marketing and Communications

Garry Moïse, Program Director
TRIO - Upward Bound Math and Science Program
A.A.S., Fox Valley Technical College
B.S.B.A., Marian University
M.S.O.L.Q., Marian University

Grant Monroe, Director of Alumni Relations, Partnerships, and Career Services
Office of Alumni, Partnerships, and Career Services
B.S.B.A., Marian University

Jacqueline Moore, Secretary
Enrollment Management
A.A.S., Moraine Park Technical College

Lori Muentner, Support Specialist III and Special Events Assistant
Office of the President

Jennifer Nadler-Lont, Skills Lab Instructor
School of Nursing and Health Professions
B.S.N., Marian University
M.S., Marian University

Victoria Norton, Director of Professional Education
Adult and Online Programs
B.A., Albertus Magnus
M.A.E., Marian University
M.S., University of Wisconsin-Green Bay

Lincoln Nguyen, Head Men’s Hockey Coach
Athletics
B.A., Saint Mary’s University of Minnesota

Lisa Olig, Coordinator of Disability Services and Academic Support
Center for Academic Support and Excellence
B.S., University of Wisconsin-Stevens Point
M.S.E., University of Wisconsin-Oshkosh

Susan Pankratz, Department Secretary
Student Engagement
B.A., Marian University

Nicole Paulus, Office of Admission Sabre Fellow
Enrollment Management
B.S., Marian University
Daniel Parizo, Director of Information Technology
Information Technology Services
B.S., Hawaii Pacific University
M.S., University of Phoenix
Ph.D., Walden University

Diane S. Peachey, Department Secretary
Adult and Graduate Admission

Craig Peltonen, Head Men’s Soccer Coach, Assistant Men’s and Women’s Tennis Coach
Athletics
B.S., Indiana University

Tracy Qualmann, Director of Marketing and Communications
Enrollment Services
B.S., Marian University
M.S.O.L.Q., Marian University
M.A.E., Marian University

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

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

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

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

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

Melinda Rodriguez, Business Office Assistant
Office of Business and Finance

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

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

Michelle Ryan, Administrative Assistant
Office of Student Engagement

Jillian Saiberlich, Head Women’s Soccer Coach
Athletics
B.S., St. Cloud State University
M.B.A., Lakeland College
Carol Schlaefer, Academic Advisor
School of Nursing and Health Professions
B.A., University of Wisconsin-Stevens Point

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

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

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

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

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

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

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

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

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

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

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

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

Tony Steinmetz, Networking/Communications Administrator
Information Technology

Brenda Stobb, Coordinator of Student Success
CASE
B.S., University of Wisconsin-Madison
Kerry Strupp, Interim Director
Working Families Grant Program
B.S.W., Ball State University
M.A.E., Marian University

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

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

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

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

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

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

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

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

THE BOARD OF TRUSTEES

OFFICERS
Anthony J. Ahern, Chairperson
Executive Vice President of Fabrication and Operations, J. F. Ahern Co., Fond du Lac, Wis.

Terri L. Emanuel ’86, Vice Chairperson
Owner/Operator, The Goldsmith, Fond du Lac, Wis.

Troy D. Schill ’95, Treasurer
Director of Marketing & Sales Analytics & Operations, Grande Cheese Company, Fond du Lac, Wis.

Lacey A. Sadoff, Secretary
Executive Vice President, Badger Liquor Co. Inc., Fond du Lac, Wis.

TRUSTEES
Jack P. Bodman, President, Vienna Beef, Ltd., Chicago, Ill.
Mary Noel Brown, CSA, Executive Leader of Sponsorship, CSA Sponsorship Ministry, Fond du Lac, Wis.
Todd M. Butz ’98, Chief Financial Officer, MEC Inc., Mayville, Wis.
Deborah Heller ’01, Realtor, Roberts Homes and Real Estate, Fond du Lac, Wis.
David Klumpyan, Principal Owner, Klumpyan Consulting LLC, Fond du Lac, Wis.
Julie Ann Krahl, CSA, Ph.D. ’76, Higher Education Consultant, Fond du Lac, Wis.
William B. Lamb, ’05, Chief of Police, Fond du Lac Police Department, Fond du Lac, Wis.
Hertha Longo, CSA, Ph.D. ’71, General Treasurer, Congregation of Sisters of St. Agnes, Fond du Lac, Wis.
Andrew P. Manion, Ph.D., President, Marian University, Fond du Lac, Wis.
Patricia A. Miller, Owner, Culver’s, Fond du Lac and Oshkosh, Wis.
Thomas E. Petri, Retired Member, U.S. House of Representatives, 6th District of Wisconsin, 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.
Darold A. Treffert, M.D., Author and Psychiatrist, Behavioral Health Services, St. Agnes Hospital, Fond du Lac, Wis.

TRUSTEE EMERITI
John E. Ahern, Chairman, J.F. Ahern Co., 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.

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