## VISION STATEMENT

Provide an education that profoundly transforms lives, society, and the world.

## MISSION STATEM ENT

M arian University is a Catholic university dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions.

## OUR FRANCISCAN VALUES

Our campus welcomes students of all faiths who seek an educational experience that emphasizes a Franciscan understanding of the values of dignity of the individual, peace and justice, reconciliation, and responsible stewardship.

## For more information, contact:

Office of Admission
M arian University
3200 Cold Spring Road
Indianapolis, IN 46222-1997
Telephone:

## University Calendar 2014-2015

## FIRST SEM ESTER • FAL2014



## The University

Vision Statement
Provide an education that profoundly transforms lives, society, and the world.

## Mission Statement

M arian University is a Catholic university dedicated to excellent teaching and learning in the Franciscan and liberal

Hackelmeier, a Franciscan sister from Vienna, Austria, the congregation sought to meet the educational needs of the German-Catholic residents of southern Indiana. Soon, the new congregation started teacher-training classes to prepare its members for teaching in its schools.

This teacher-training program, eventually called St. Francis Normal, was established long before Indiana adopted its first tax-supported normal school for the preparation of teachers. St. Francis Normal was accredited by the Indiana State Board of Education in 1910. In 1936, the normal school merged with Immaculate Conception Junior College, founded in 1924, to become M arian College, a four-year institution open to both Sisters and lay women. The following year, under the direction of its founder M other M. Clarissa Dillhoff, the

Campus ministry is an essential part of the mission of the total church. It witnesses to the Gospel by teaching and preaching the word of God, and by gathering together the community for worship and service. It promotes theological study and reflection on the religious nature of humankind. This ministry sustains the faith community on campus with pastoral care and liturgical worship and other prayer opportunities, and calls the university community to serve the needs of its members and the needs of the wider community.

The director of campus ministry, the campus minister of service and social justice, the campus minister of music and liturgy, the chaplain, and a representative faculty-student ministry committee coordinate the campus ministry services. All students, regardless of religious affiliation, are invited to participate in campus ministry activities.

The Bishop Chartrand Memorial Chapel is the center for liturgical services on campus. M ass is offered daily Sunday through Friday. At the opening of each school year, and on the regularly established holy days, special all-community liturgical celebrations are scheduled.

## Family Educational Rights and

## Privacy Act of 1974

M arian University operates in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Students have the right to inspect all official records pertaining to them and to challenge inaccurate or misleading information. Exceptions are parents' financial records and confidential letters and statements placed in the record before January 1, 1975, or placed under conditions where students have signed a waiver of right of access.

All student academic information is considered confidential except for the following "directory" information available to the public: student's name, campus and off-campus address, e-mail address, telephone and voice mail number, date of birth, photograph, major field of study, participation in university activities and sports, physical and performance statistics of members of athletic teams, dates of attendance, full- or part-time status, degrees, awards, honors, dean's list, and the most recent previous institution attended by the student.

Students may waive the right of nondisclosure, allowing access to their records by anyone designated on the waiver form. The waiver form is effective through the student's graduation or until the student designates otherwise.

The student may request that directory information not be released. This must be made in writing to the Office of the Registrar within 15 days of the beginning of each term. Failure to notify the Office of the Registrar may mean university publications, such as team rosters, promotional
brochures, or the student directory, may include some directory information.

## Campus

The M arian University campus, located six miles from the center of Indianapolis, extends over 114 wooded acres, and includes the estates of three of the four developers of the $\ln (\mathrm{n})-4(\mathrm{e}) 4(\mathrm{re}) 4(\mathrm{le}) 5(\mathrm{a})$-resh loodwrar19(: J6(sa2(m)4(ay)-6(e)A.(cre)An
classrooms, and a student lounge. Upper floors serve as a residence for students.

## Doyle Hall

and all are open to all students, faculty, staff, and alumni.

Ruth Lilly Student Center - Ruth Lilly Student Center, formerly known as Alverna Hall, was used first as a garage and three-apartment servants' quarters on the Allison estate. After it was purchased by the Sisters, it served as a women's residence hall, student cafeteria, kindergarten, priests' residence, and, since 1991, the student center. Today, the center's first floor is home to the campus safety and police services, a large community room, and a Subway restaurant. The second floor houses the offices of student affairs, student activities, student housing, and student government.

Sisters of Saint Francis Oldenburg Hall - Built in 1967 as a residence for the members of the Sisters of Saint Francis, Oldenburg who taught at M arian College. The Sisters lived there until additional room was needed to accommodate the school's growing enrollment. After serving as a residence hall for

## Undergraduate Admission

M arian University encourages applications from members of all cultural, racial, religious, socio-economic, and ethnic groups. Marian University students include those who continue directly from high school, those who transfer from other colleges and universities, adults who seek to earn a degree or professional certification, and international students continuing their education in the United States.

## Requirements for Admission

Applicants must be graduates of a high school of recognized standing. Their high

## Transfer Students

Transfer students currently in good standing (minimum cumulative GPA 2.00/4.00) at their previous institution are eligible for immediate transfer. Transfer students must
university credit while in high school. If admitted, a student may enroll at M arian University for approved introductory level courses.

Enrollment in this program does not commit the student to enrollment at M arian University after high school graduation. Credits obtained from M arian University are usually accepted for credit by other colleges and universities provided the student achieves at least a "C" grade in the respective courses.

Interested high school students should contact the Office of Admission at 317.955.6300, 800.772.7264, or online at www.marian.edu.

## Finances

The tuition and fees that each student pays to M arian University meet only about 60 percent of the expenses incurred by the university in providing a student's education. The remainder of these expenses is met through gifts and grants made to the university by individual and business donors, contributed services of the religious faculty, and from other sources. Despite the reduced tuition and fee charges, some students face difficulty in meeting their university financial obligations. Therefore, a wide variety of scholarships, grants, employment, and loan opportunities are available to M arian University students to help offset expenses.

## Tuition and Fees

A complete listing of current fees is available from the $M$ arian University Business Office. For more information, call 317.955.6020 or 800.952.3917.

## Tuition and Fee Payment Policy

Tuition and fees for each semester are due and payable by the published tuition due date for all students who are not formally enrolled in a monthly payment plan with Tuition M anagement Systems, Inc. Students who neither pay their bill nor make a TM S payment plan contract by the due date will be charged a late fee and will automatically be enrolled in a monthly TM S payment plan for the semester. The fee for this service will be charged to the student account. If monthly payments are not made to the payment plan on scheduled due dates, Tuition M anagement Services, Inc. will assess a late payment fee.

Student accounts must be paid in full in order for students to enroll in classes for any subsequent semester. Academic records, including transcripts and diplomas, are encumbered until the student account is paid in full.

Outstanding account balances for students who have ceased enrollment at M arian University will be forwarded to an outside billing service for installment billing. At the time the account is sent for installment billing, the account will be assessed interest at the rate of 5 percent annually. If regular payment on a student account fails to occur during the monthly billing process, the student account will be forwarded to a collection agency. All collection costs associated with the collection of an outstanding balance,

Saint Francis Academic Scholarship, half tuition

- Competitive with personal interview and essay
- M inimum 3.50 cumulative grade point average, ACT 25 or SAT 1150
- Deadline for consideration: December 31

Saint Clare Academic Scholarship, up to half tuition

- Freshmen: minimum 3.25 cumulative grade point average, ACT 24 or SAT 1100
- Transfers: minimum 3.00 cumulative grade point average

San Damiano Scholarship, amount varies

- Demonstrated academic performance
- Church or religious involvement
- Post-graduate church-related employment and volunteer service

The Federal Supplemental Education Opportunity Grant (FSEOG) is a federal grant for students demonstrating exceptional financial need. Eligibility for this program is determined by federal guidelines.

## Federal Loans

For more information on the federal loans described below, please go to our web site; you can download brochures and apply online.

Carl D. Perkins Loan Program: M arian University participates in this federally funded program. The amount of the Perkins offered is dependent on the financial need of the student and other sources of financial aid available. Repayment of the Perkins does not begin until TJdKM CID 3æ4(b)n fh-4(e)4( )JTJETBT20 $13300136575.6 \mathrm{ral}(\mathrm{I}$ E)-7(d)-11(m)4(at)-4(ion)-re

## $21^{\text {st }}$ Century Scholars Support

The M arian University Office of 21st Century Scholars offers support and resources to all $21^{\text {st }}$ Century Scholars by connecting students to the Learning and Counseling Center, the Office of Student Activities, peer tutor program, the Office of Financial Aid, the Writing Center, and the Office of Internships and Career Services.

Freshmen and new transfer scholars pair with a scholar mentor to guide them during their first year. The scholar mentor is an upperclassman who connects mentees to academic services, campus activities and opportunities in Indianapolis. 4( o)-592 Tm-2( ca)-16(m)4(p)9JJJETn upperclassBT1 0sf 01158.42746 .52 Ti 0st52 T158.42 74ndiaianapffic. 87.85(o)-2(u)-4(n)-4
basketball, bowling, volleyball, tennis, golf, softball, cross country, track and field, soccer, and cycling. M en and women may participate in varsity cheerleading. Women may also participate on a dance team which performs throughout the year. M arian University plays intercollegiate football as a member of the Mid-States Football Association and won the NAIA national championship in 2012. The Knights cycling team, winner of twenty-one national championships, competes as a member of the National Collegiate Cycling Association (NCCA).

## EFFECTIVE COMMUNICATION

GE Goal \#5: to develop proficiency in oral and written communication as a basis for constructive human interaction.

Objectives:

1. to demonstrate the ability to communicate and interpret meaning in a range of situations, for a range

## Graduation Requirements-Bachelor and Associate Degrees

## BACHELOR DEGREE • 128CREDTS

A. Major-area of primary concentration (at least 30 credits)

## B. General Education Courses

General education courses require a passing grade ("D" or higher) in order for the requirement to be fulfilled. Certain major programs or professional licenses may have a higher grade requirement for some or all general education courses.

1. Philosophical and Theological Reasoning (9 credits)

PHL 130 Human Nature and Person
THL 105 Introduction to Theology
A second course in theology, 200 level or above. See theology course listings for descriptions and courses meeting this requirement.
2. Scientific and Quantitative Reasoning (10-12 credits)

## ASSOCIATE DEGREE •64CREDTS

A. Major-area of primary concentration ( $18-30$ credits)
B. General Education Courses ( $25-29$ credits)

1. Philosophical and Theological Reasoning (six credits)

PHL 130 Human Nature and Person
THL 105 Introduction to Theology
2. Scientific and Quantitative Reasoning (six-seven credits)

One course selected from:
BIO 150 General Biology
ENV 170 Introduction to Environmental Science
ENV 171 Introduction to Environmental Science Lab
SCI 101 Earth Sciences
SCl 102 Life Sciences
SCl 103 Physical Sciences
SCI $104 \quad$ Physical Sciences Lab
To satisfy the mathematics requirement, students may successfully complete M AT 105 or place into a higher level course.
A.S. -40 semester credits in combined science, including the major.
3. Individual and Social Understanding (six credits)

One course from each of the following groups:
PSY $101 \quad$ General Psychology
PSY 220 Human Growth and Development
SOC 101 Introduction to Sociology
SOC 175 Introduction to Anthropology
ECN 200 Introductory Economics
ECN 201 Principles of Macroeconomics
ECN 202 Principles of Microeconomics
POL 101 Introduction to Political Science
POL 102 Introduction to American Politics
4. Cultural Awareness (three-seven credits)
A.A. HIS 102 History of the M odern World
and
HUM 230 Literature, M usic, and Art
in the Western Tradition I or
HUM 231 Literature, M usic, and Art
in the Western Tradition II
A.S. HIS 102 or HUM 230 or HUM 231
5. Effective Communication (three credits)

ENG 101 English Composition
C. Directed or free electives (A.A. 12-24 credits; A.S. 0-3 credits)

## ADDITIONAL GRADUATION REQUIREMENTS:

Determining the Catalog in Effect for You
M arian University students who maintain continuous enrollment each fall and spring semester use the catalog in effect at the point they-4( t)el 001 14g Tm(e)4QUIRT EMC /P Kor You

## Equivalent Major or Minor

An equivalent major or minor may be granted to a student if the student has already earned a bachelor degree from M arian University or another regionally accredited college or university. Official records indicating this must become part of the student's permanent file. All specific requirements of the new major or minor must be met.

There must be an essential difference between earlier major programs of study and the new major or minor; between earlier minor programs of study and this minor. However,

## Assessment and Placement

The assessment of university outcomes is central to strategic planning, budgeting, and improvement of university programs and operations. Periodically, the university will conduct university-wide assessment activities to gather data for such purposes. Students and university personnel are expected to participate in annual data gathering, which may include placement testing, learning assessments, attitudinal surveys, and administrative/departmental annual reports and self studies. The results of data analyses are used to improve academic programs and university services.

## Assessment of Student Learning Outcomes

All major programs have program learning objectives to be attained by their graduating seniors. Evidence for attainment is gathered annually, using a program-specific assessment plan and rubrics for evaluation. As part of annual institutional assessment, reports of program learning outcome attainment are sent to the Teaching and Learning Committee for review and compilation. Revisions in program curricula, academic strategic planning, and budgeting flow from assessment findings and recommendations. Academic departments are responsible for periodic evaluation of their assessment plans.

The General Education Program is evaluated annually for attainment of the general education goals and objectives, using a university-specific assessment plan and rubrics for evaluation. Seniors enrolled in the seminar capstone courses are administered assessments of general education content and skills in reasoning, writing, and oral discussion. The assessments are designed to measure goal attainment of M arian University general education and institutional goals, and are administered at the end of the senior seminar course. Performance results are complied for use by faculty to improve learning outcomes of the General Education Program as part of annual institutional assessment. The Teaching and Learning Committee is responsible for periodic evaluation of the General Education Program assessment plan.

## Placement Testing

Placement testing is administered to assist students in achieving academic success. Placement testing can include an evaluation of reading comprehension, writing, mathematics, and foreign language skills. Advisors receive the results of the placement tests and assist students in selecting appropriate course levels.

## Mathematics

All students who have scored less than 500 on the SAT math or less than 19 on the ACT math are required to take the mathematics placement test. The results of the test are used to place students in the appropriate level mathematics course.

## English Composition and Reading

The following categories of students are required to participate in English composition and reading placement testing:

1. First-time students seeking their first degree (traditional and non-traditional, full-time and parttime) with less than a 530 SAT verbal score or 19 ACT reading score.
2. Transfer students with fewer than 30 hours or those entering on probation. Non-probationary students transferring English composition requirements are exempt from placement testing.
3. Readmitted students with fewer than 30 hours, who did not previously take the placement tests or were exempted from those tests, or those re-entering on probation.
4. Students not enrolled in an educational institution for five years.
5. Students entering without SAT or ACT test scores.

## Foreign Language Placement and the General Education Requirement

All degree programs at M arian University require some coursework in a language other than the student's native language (see Graduation Requirements). M arian University offers courses in French, German, Latin, and Spanish. Classes in other languages (Chinese, Japanese, etc.) may be available through cross-registration with other universities in Indianapolis.

To ensure proper placement in language classes it is important to consider the level of study already completed satisfactorily. Students who plan to continue study of a language begun in high school will be tested in that language before or on the first class day to determine appropriate placement. These tests are administered by the Department of M odern Languages. If, after the first few class days, any student thinks that she/ he has been misplaced, a course change may be requested.

The sole purpose of the test is to determine the level of placement of the test taker for language study. Test scores serve as only one indicator of a student's probable success. They do not imply that a student has demonstrated proficiency at any level, therefore they do not qualify for course equivalency or academic credit on the student's record.

In order to qualify for academic credit, a student must complete a course at the expected level of performance. The recorded course demonstrates a student's achievement for the university record.

Students who place in a level higher than the required general education course (level 101 for B.S. degree or 102 for B.A. degree) have satisfied the language requirement. When placement is used as a measure to bypass the required

## Academic Success and Progress

## ACADEMIC INTEGRITY

The search for truth, the transmission of knowledge, and the facilitation of moral development are the avowed goals of institutions of higher education around the world. These goals cannot be achieved unless the men and women who participate in their achievement are honorable persons with a common desire for the highest level of academic integrity.

Members of the M arian University community are expected to maintain the highest level of honesty in every phase of their academic lives and to help create and promote an ethical atmosphere in which the goals of the university can be fully realized. Students must understand that by accepting admission to M arian University, they have agreed to abide by all the provisions of the code. Their willingness to respect and comply with the code should depend less on an expectation of punishment for violation than on a sincere belief in the university's commitment to foster their intellectual and moral integrity.

The university has a positive obligation to protect this commitment by stating its code of academic integrity clearly and by taking decisive and responsible action when the code A145ETBT 01191.78744 .6 Tml ) JJj9ET EMC /P \&M CID133ETBT(aliz)-2(e)4(d)-4(. b3(Stu-4(e)4( ac6 403157M )-4(h) )-4(b)-4.26 B.B.A. -14cl152

Grading and Performance Standards
Grading System
The quality of each student's work as determined by class
and a $\$ 15$ fee is required for transcripts prepared while the student waits.

chairperson. If there is no resolution at this level, then move to step three.
3. The student next meets with the dean of the appropriate school, presenting the documents generated in previous steps. This meeting is to be documented by means of a memorandum of record containing the meeting date, a summary of the results of the meeting, and the signatures of the student and dean. If there is no resolution at this level, then move to step four.
4. The student must submit a written appeal to the dean of academic affairs with a copy to the dean with whom the student met in the previous step. The written appeal must state what is requested concerning the grade, the reasons that the assigned grade is not considered a complete or fair assessment of work accomplished in the course, and must be accompanied by the documents of record generated in each of the previous steps. The time limit for filing the written appeal with the dean of academic affairs is six weeks from the release of grades.
5. The dean of academic affairs presents the written case and documentation to the vice president for academic affairs (VPAA). If the VPAA determines that further clarification is needed to reach a decision, a meeting is arranged involving the student, the instructor, and the VPAA for discussion of the appeal. The purpose of this meeting is primarily clarification of the situation.
6. After considering all the information received, the final decision on the fairness of the grade is made by the VPAA. In this context, "fairness" applies to the objective and unbiased assignment of the grade. If the VPAA determines that the grade was unfairly assigned, this decision is conveyed to the instructor, the chairperson, and/or dean of the school for objective and unbiased correction. The student will receive written documentation of the outcome.

## Academic Forgiveness Policy

An academic forgiveness policy option is available to Marian University students who re-enroll at M arian University after a lapse of five or more years. The following guidelines apply:

1. An academic advisor should discuss this policy with the student at the time of re-enrollment. Students must file a completed request with the dean of academic

## Class Attendance

Attendance and active participation in all scheduled classes are expected. Every absence deprives the absent student, those students who are present, and the faculty member of a richer educational experience.

Each faculty member, with prior appropriate departmental review, has the right to establish and enforce his or her own attendance policy. Such a policy must be clearly stated in the syllabus including how different kinds of absences will be treated or tolerated, as well as the full range of and specific sanctions which the faculty member employs.

Many departments sponsor trips for students that supplement or enhance their basic classroom education. These are planned after the first week and before the last two weeks of each semester. They are not planned during the scheduled mid-term examination period. Instructors in charge of the classes certify the trip and students notify their other instructors before leaving the campus on a field trip which will require their absence from class.

## Cross Registration

Students may enroll in courses not available at Marian
University through the Consortium for Urban Education
(CUE). A student may enroll in a maximum of one CUE course
a semester, not to exceed a total of four courses throughoud a). A stu 477.91 T4-4(f)/P $K M C(a n)-7(E) \& 19 A 0 T$ EMC /P EE6C 1E\$/P KMCID 7 BD

Courses transfer in at the level $(100,200,300,400)$ assigned by the institution which originally awarded credit. Credits from two-year colleges transfer in as 100 or 200 level courses accordingto Marian University's numbering system.

## Composition and Literature:

American Literature
ENG 100 level elective (3)
College Composition
ENG 101 (3)
English Literature
ENG 100 level elective (3)

## Foreign Languages:

| French Language: | Level 1 score $=50$ | FRE 101, 102 (8) |
| :--- | :--- | :--- |
|  | Level 2 score $=62$ | FRE 200, 201 (14) |
| German Language: | Level 1 score $=50$ | GER 101, 102 (8) |
|  | Level 2 score $=63$ | GER 200,201 (14) |
| Spanish Language | Level 1 score $=50$ | SPA 101, 102 (8) |
|  | Level 2 score $=63$ | SPA 200, 201 (14) |

Level 1 is equivalent to the first two semester5( t )c45(Lev)-2(e)4(| 2 )-3(s)539-2(e) Tm1 the firsBD 13BDC B491 (3))JTJETBT1 OfirsesETig

## Academic Services

Academic Advising

Students may seek counseling for a variety of reasons, some of which may include problems with adjustment to university life, family conflicts, relationship difficulties, depression, anxiety, eating disorders, and substance abuse. The LCC is designed to handle acute and short-term mental health situations. Group counseling is available depending on student need and interest. Referrals to off-campus community agencies may be necessary and are available. Offcampus referrals are at the student's expense.

Peer tutors are usually available in most academic subject areas. Students who have demonstrated academic excellence in a specific subject area and have been approved by a faculty member can tutor students who desire academic support in those courses. This service is dependent upon tutor availability for specific courses and is not guaranteed for a specific course or at all times throughout the semester. In addition, a peer tutoring center located in Clare Hall is available to provide walk-in help.

Audio and video tapes and resource books are available for check-out on topics such as: Praxis/PPST preparation, graduate school admission (GRE, GMAT, M CAT), time management, organizational skills, study strategies, notetaking, test anxiety, speed reading, memory skills, stress management, depression, eating disorders, substance abuse, personal growth and development, and many others.

In response
3. You must be affiliated as a seminarian with a Catholic diocese or in the process of seeking affiliation with a diocese.

Pending approval from the seminary rector, students may apply to live in the formation house on a trial basis for one semester. During that semester the student is expected to participate in all formation house activities while discerning the possibility of affiliating with his diocese. By the end of the semester, the student must begin the process of affiliation with his diocese if they wish to continue participation in the house of formation.

For more information on this special program, contact the seminary rector, Father Bob Robeson, at 317.955.6512 or by e-mail at rrobeson@archindy.org, or visit the web site at www.archindy.org/bsb.

## Co-ops, Internships, and Practica

M arian University offers a variety of experiential programs to undergraduate students. Co-ops, internships, and practica are designed to enrich and supplement the student's academic program with practical experiences in the field. Depending on the program, placements may be paid or unpaid positions. Students can earn a varying number of credits; see each academic department for $160,260,360$, or 460 course listings. For more information, contact the Director of Internships and Career Services at 317.955 .6341 or visit our web site at http://www.marian.edu/ careerservices.

## Engineering

In collaboration with the Purdue School of Engineering and Technology at Indianapolis, M arian University offers a dual degree program in engineering. In this program, students enroll at M arian University and earn a Bachelor of Science degree from Marian University and at the same time earn a Bachelor of Science in Engineering degree from IUPUI. Thus, completion of this program results in a degree from both institutions. All the general education, basic science, and some of the engineering courses are taken at M arian University. The specialty engineering courses are taken at IUPUI. M arian University offers offer three dual degrees: electrical engineering (B.S.E.E.) combined with mathematics (B.S.), mechanical engineering (B.S.M.E.) combined with mathematics (B.S.), and biomedical engineering (B.S.B.M .E.) combined with either biology (B.S.) or mathematics (B.S.). These dual degree programs are designed to be completed over a five-year period. For more information, contact Lynn Thomas at 317.955.6581 or Ithomas@marian.edu.

## Gender Studies

Gender Studies is an interdisciplinary field of study that focuses on the development of heterogeneous and variegated interactions of gender with race, class, sexual orientation, religion and nationality. The Gender Studies minor provides students with the opportunity to examine
constructed ideas of what it means to be "female" or "male" across cultures, geographical spaces, historical periods and disciplinary boundaries. Students gain a comprehensive knowledge of the power relations and structures of inequality created by constructs of gender, sex and sexuality - in the world and as reflected in literature, historiography, the social and political sciences, and theology, among other disciplines.

For more information, contact Diane Prenatt, Ph. D., at 317.955.6395 or at prenattd@ marian.edu, or Vickie Carson, Centers assistant at 317.955.6132 or vcarson@ marian.edu.

## Global Studies

The primary curricular component of the Richard Lugar Franciscan Center for Global Studies (LFCGS) is the minor in global studies. The minor represents a holistic, interdisciplinary program of academic coursework and experiential learning, one which stresses language skills, international travel and study, specialized courses, and direct contact with globally focused people and organizations. Global studies students attend and participate in LFCGS public events, and meet with speakers and visiting experts on global issues. The global studies minor enables students to address a wide variety of global issues in an ethically conscious manner, and makes a powerful addition to any major in the liberal arts or professional studies.

For information regarding specific courses and requirements to complete the global studies minor, or to apply for a Global Studies Scholarship, see the web site at
http://marian.edu/Ifcgs or contact the LFCGS director, Pierre Atlas, Ph.D., at 317.955.6336 or at patlas@ marian.edu, or Vickie Carson, Centers Assistant at 317.955.6132 or vcarson@ marian.edu.

## Honors Program

The Honors Program accepts students out of High School who have achieved an excellent GPA, superior SAT scores and who have shown overall excellence in service and advanced placement courses. It is open to students in any major.

Students who have a minimum high school GPA of 3.75 and SAT scores of 1200 are eligible to apply to the Honors Program. Students can apply through the Office of Admission.

Students must maintain a cumulative GPA of 3.3 and complete the required Honors courses listed below. If a student's GPA falls below 3.3 they will be dismissed fromthe program.

If space in the program becomes available due to attrition, advanced students may apply to the program. The committee and the director will ask for applications each spring if spots in the program are available. In order to maintain the integrity of the program and help create learning

- Peace and Justice Studies minor (see School of Liberal Arts for details)
- The Dorothy Day House for Peace and Justice and Peter M aurin House for Peace and Justice
- Immersion trips, experiential learning opportunities, and internships

With generous support from Lilly Endowment Inc. and others, M arian University provides a unique educational experience to three groups of students, depending on their aspirations for the future.

The first group indudes all of Marian University's nearly 1,800 students, who are reached by the program through coursework, guest speakers, special retreats, and community service opportunities. The broader program affords all students, regardless of religious affiliation, the opportunity to explore their faith and the direction of their lives. A second group consists of students interested in churchrelated employment or service to their church in a significant volunteer capacity. For example, students could be embarking on courses of study in pastoral leadership, religious education, Catholic school education, religiously affiliated healthcare/nursing, or parish/church business management. Also, students pursuing other major areas of study, such as psychology or music with a minor in pastoral leadership are included in this group.

The third group comprises students considering service to the church through ordained ministry or religious life. San Damiano Scholarships are available for students in the last two groups. Students working toward ordained ministry, religious life, or lay leadership positions in the church are eligible to become San Damiano Scholars. Students do not have to be Catholic to qualify to become a San Damiano Scholar: any student working toward a career in ministry or lay leadership in his or her church may apply. Each year, M arian University awards many scholarships to promising students who meet specific eligibility requirements and maintain high academic standards to continue in the program.

The San Damiano Scholars are student leaders on the M arian University campus. They have special opportunities to learn and apply the knowledge they acquire through outreach and service to others. Just as important, the broad scope of the "Rebuild My Church" program assures that the educational experience of San Damiano Scholars relates to the educational experience of the rest of the university community. Students chosen as San Damiano Scholars lead a rich and diverse life at M arian University.
For further information, visit http://www.marian.et o(ta)ethainitio such.Trre Ma317.95rit783 fu scheETBT1 001 154.46251.213184.94(comm)6

## School of Liberal Arts

The School of Liberal Arts advances the mission of Marian University by providing an excellent education that profoundly transforms lives, society, and the world. The school is comprised of the Departments of English and Communication; History and Social Science; M odern Languages; Psychology; Philosophy and Theology; and Visual and Performing Arts. The departments offer 21 bachelor degrees, 5 associate degrees, 24 minors, and 15 areas of concentration. The liberal arts core, which includes the centers of learning, provides interactive and mutually enriching curriculum that empowers students to become multidimensional critical thinkers and life-long learners.

Teaching requirements: High school licensure is available in art, English, French, German, Spanish, and music. Credits allowed through advanced placement may be counted toward licensing in French, German, and Spanish. With expanded coursework, a license to teach high school social studies can be earned by economics, history, political science, psychology, and sociology majors.

Students who wish to teach in a content area must meet all requirements for the chosen major field and also meet the School of Education's developmental licensing requirements. Contact the School of Education for high school licensing program descriptions and specifics for each licensure area. All courses are subject to change based upon current requirements from the Division of Professional Standards, Indiana Department of Education.

## ART (ART)

For more information on the art department, contact Jamie Higgs, Ph.D., by e-mail at jhiggs@ marian.edu or liberalarts@marian.edu, or by phone at 317.955.6432.

Major for Bachelor of Arts Degree (B.A.) in Art: 37 credits; 27 credits are in studio art courses including ART 104, 106 or 109, 201, 206, 221, 255, 490, 491, and two additional art courses. The major is completed with a minimum of 10 credits of art history courses including ARH 240 and two 300level ARH courses. Successful completion of a junior year portfolio review is also required.

## Major for Bachelor of Arts Degree (B.A.) in Arts

Administration: 31-32 credits of arts-related courses including 10-11 credits of ARH 240, 247; M US 127 or 340; 12 credits drawn from art, art history, or music 200-level or above courses, and nine credits from ARH 401, M US 350, BUS $370,371,373$, or 375 . Also required are: ACC 210, BUS 101, 240, 250, 455, ECN 200, and an internship at an arts-related organization.

Major for Bachelor of Arts Degree (B.A.) in Graphic Design: 46 credits; 36 credits are in art courses including ART 104,106
or 109, 206, 226, 229, 255 ; either 237, 304 , or $322 ; 326,327$, $426,427,490$, and 491 . Also required are 10 credits in art history courses including ARH 240 and two 300-level ARH courses. Students enter the department as B.A. art majors. There is a portfolio review after the completion of 104, 106 or 109, 206, and two of the following courses: 226, 229, 255, 322 , or 328. The average GPA for the above listed courses must be a " $B$ " or better along with a favorable review rating in order to be accepted into the graphic design major. Only students accepted into the major are eligible for ART 460 Graphic Design Internship. Successful completion of a junior year portfolio review is also required.

Major for Bachelor of Arts Degree (B.A.) in Photography: 43 credits; 33 credits are in art courses including ART 104, 106 or 109, 206, 255, 355, 365, 366, 375, 490, 491, an upper-level fine arts course, and ARH 370. Also required are 10 credits in art history courses including ARH 240 and two 300-level ARH courses. Students enter the department as B.A. art majors. 2(rtfolio)-2(r)-2(e)-7(v)6(ie)-6(w)4( a)-5(f)4(t)-13(e)4(r)-2(th)-6(A4( t)-4

## ART HISTORY (ARH)

For more information on the art history program, contact Jamie Higgs, Ph.D., by e-mail at jhiggs@ marian.edu or liberalarts@ marian.edu, or by phone at 317.955.6432.

Major for Bachelor of Arts Degree (B.A.) in Art History: 42 total credits in ARH and ART. Required ARH courses are 240, 247 , three credits of 490 , and 12 credits selected from 330 , $335,337,342,343,344,346,347,357$, or 380 . The following ART courses are required and may be listed toward a minor in art: ART 104, 106 or 109, 201, 206, 221, and one course chosen from 105, 237, 255, or 300. Also required is ART 490.

Minor in Art History: 26 total credits in ARH and ART. Required ARH courses are 240, 247, and the selection of three courses from $330,335,337,342,343,344,346,347$, 357 , or 380 . Also required are ART 104, 106 or 109, and one course from ART 105, 201, 237, 255, 300.

## COMMUNICATION (COM)

For more information on the communication program, contact George LaM aster, Ph.D., by e-mail at george@ marian.edu or liberalarts@ marian.edu, or by phone at 317.955.6215.

Major for Bachelor of Arts Degree (B.A.) in Communication: 36 credit hours, excluding COM 101, and including 210, 221,

(498), and two electives in French. Credits earned in an approved study abroad program count toward major requirements, and are applied to skills and culture areas.

Minor: 18 credits above the 101 and 102, and including 220, 230 , and 310.
music major curriculum with a strong theology and ministry component. The following courses are required: M US 125, 126, 330, 430, 490, THL 105, 226, 228, 236, M US 257, THL 170, MUS 357, and a minimum of six credits in voice and piano, eight semesters in a vocal ensemble, and two years mentoring and internship.

Minor: 18 credits, including PHL 130.
Concentration in Ethics: 18 credits including PHL 215, 498,

All majors must successfully pass a Spanish language proficiency exam given by Spanish faculty.

Minor: 18 credits required above the 100-level including 200,
201, and 310. Credits earned in an approved study abroad

## Clark H. Byrum School of Business

The Byrum School advances the mission of M arian University through its innovative and experiential curriculum. Students learn-by-doing as they develop solutions to live business problems. The Byrum School's experiential approach fosters the development of leaders who will make ethical and informed decisions in their daily lives.

The Byrum School of Business offers a bachelor of science degree in the areas of accounting, finance, management and marketing. All students complete a 39-credit common core of courses plus additional coursework that is specific to each major. The core consists of 3 nine-credit experiential courses,

362,363 , second internship in field, with School of Business approval.

Management Information Systems: 18 credits beyond BUS 109 including BUS 209 and 9 credits from M IS 290, 310, 317, 320, 330, second internship in field, with School of Business approval.

Minor in Business: Available to students with a major outside the Byrum School. 18 credits consisting of BUS 109 and BUS 209.
courses in the major and licensing cognate. Students must earn a minimum grade of B-in ENG 101 and 115, and a minimum grade of $C$ in COM 101.
3. Successful completion of all phase assessments.
4. Complete courses for a licensing cognate. The licensing cognate requirement for elementary teachers meets the state requirement and adds depth to the undergraduate experience. Possible licensing
seeking this concentration, required theology and education
courses are: THL 105S, 106S, 270, 361, and EDU 400.

Components of the program include

- creed of the church
- liturgy of the church
- sacraments of the church
- Old Testament
- New Testament
- the person of Jesus Christ
- praying with children
- catechism of the Catholic Church
- teaching of religion
- mission and history of Catholic schools

In their first year, students visit all school partner sites.
D $\geqslant 23$ (allgage\&17e)5(n) v\&1-23(ali1(T)18 TJETBTctivBTitiL ) JJJETBT-4(e)4( ) $\overline{\text { d }}$ d selocted0 1 -6(e)4(r )-2(s)5(ite) 734.28 BTCl4(d)doocal(Du)-4(rin)-3

Major for Bachelor of Science Degree (B.S.) in Sport
Performance: 41 hours including ESS 120, 230, 245, 265, 270, $340,355,370,375,420,435,451,452$, and 490. ESS 360 is
strongly encouraged. Also required: an additional 19 credits
in courses from business, exercise and sport studies
(excluding HPE), mathematics, psychology, or science.

Major for Bachelor of Arts Degree (B.A.) in Mathematics: 34 credits in mathematics including 230, 231, 250, 305, 310, 490, one of 409 or 440 , one of 315 or 320 , and six additional credits at or above 230. Also required are two science courses, one of which must be a laboratory course, chosen from BIO 202 or above (excepting 214), CHE 151 or above,
d) A grade of C+or better is required in NUR 125. This course may only be repeated once.
e) Additionally, a GPA of $2.80 / 4.00$ or greater must be maintained in the aforementioned prerequisite courses.

Required nursing courses are: NUB 210, 220, 255, 330, 340, 350, 400, 401, 416, 430, 440, 450; NUR 104, 125, 200, 231, 238, al 0BT1 0, 231,
concerning the grade, the reasons that the assigned grade is not considered a complete or fair assessment of work accomplished in the course, and must be accompanied by the documents of record generated in each of the previous steps. The time limit for filing the written appeal with the dean of academic affairs is six weeks from the release of grades.
4. The dean of academic affairs presents the written case and documentation to the Vice President for Academic Affairs (VPAA). If the VPAA determines that further clarification is needed to reach a decision, a meeting is arranged involving the student, the instructor, and the VPAA for discussion of the appeal. The purpose of this meeting is primarily clarification of the situation.
5. After considering all the information received, the final decision on the fairness of the grade is made by the VPAA. In this context, "fairness" applies to the objective and unbiased assignment of the grade. If the VPAA determines that the grade was unfairly assigned, this decision is conveyed to the instructor, the chairperson, and/ or dean of the school for objective and unbiased correction. The student will receive written documentation of the outcome.

## If a complaint is not settled and the institutional level, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830. Telephone: 615.742.5293

Designated University Employees:

Dr. Anita Siccardi<br>Dean, School of Nursing<br>M arian University<br>3200 Cold Spring Road. Indianapolis, IN 46222<br>317.955.6168<br>asiccardi@marian.edu<br>William Harting<br>Dean, Academic Affairs<br>M arian University<br>3200 Cold Spring Road. Indianapolis, In 46222<br>317.955.6016<br>bharting@marian.edu

Ruth Rodgers
Vice President for Student Affairs \& Dean of Students
M arian University
3200 Cold Spring Road. Indianapolis, IN 46222
317.955.6321
rrodgers@marian.edu

## Transferability of Credits

Marian University is a special purpose institution. That purpose is to provide excellent teaching and learning in the Franciscan and liberal arts traditions. This purpose does not include preparing students for further college study. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred. Refer to the Disclosure for on the Transferability of Credits Form for Marian University at Nashville, Tennessee.

## Catalog of Courses

An alphabetical list of course descriptions is printed on the following pages. Each course is identified by a code of three letters and a three-digit number. The number of credits per course is listed. Laboratory studio and practicum courses require additional contact hours.

Numbers below the $\mathbf{1 0 0}$-level are assigned to developmental courses designed to bring the under-prepared student to college level proficiency. These courses are graded, and in combination with other enhancement courses, may apply up to 12 credits to the total of 128 credit required for the bachelor degree; six credits toward the 64 credits required for the associate degree (see section on graduation requirements).

Numbers 100-299 indicate lower division courses designed

ACC 180, 280, 380, 480
Special Topics in Accounting

## 1-3 credits

Prerequisite: Permission of faculty. Selected topics applying to the study of accounting. Course subjects are announced at the time of pre-registration, and may be repeated for different topics. The current economic and business environments will generate topics. (ADD)

## ACC 210

Principles of Accounting I 3 credits
An introduction to accounting principles, practices, and systems for sole proprietorship, service, and merchandising businesses. Study includes the basic accounting model and the measuring and reporting of assets and current liabilities. Computer applications are utilized. (ADD)

## ACC 211

## Principles of Accounting II <br> 3 credits

Prerequisite: 210. An introduction to accounting for corporations and manufacturing businesses. Study includes special reports, analysis of accounting information, and an introduction to managerial accounting. Computer applications are utilized. (ADD)

## ACC 250

## Intro to Financial and M anagerial

## Accounting

## 3 credits

An introduction to financial and managerial accounting principles, practices, and systems for service, merchandising, and manufacturing corporations. Study includes the use, measurement, and analysis of business transactions and financial statements from the financial accounting perspective. It also includes cost concepts, systems, behavior, and financial analysis of performance from the managerial accounting perspective. (SPR)

## ACC 310

## Advanced Managerial Accounting 3 credits

Prerequisite: 250. A study of management's use of accounting information through the preparation, analysis, and interpretation of financial statements and reports. Study includes the fundamentals of managerial accountingplanning, budgeting, controlling, and performance measurement. Other topics include capital expenditure analysis, analysis of financial statements, and time value of money concepts. Computer applications and financial calculators are utilized. (FAL)

## ACC 311

## Advanced Cost Accounting

## 3 credits

Prerequisite: 250. A study of cost analysis, activity-based costing, short-term decision making, responsibility accounting, divisional performance measurement, and cost centers as they apply to cost systems. Study also includes the principles and procedures of accounting for materials, labor, and overhead as they apply to job order costing, process
costing, and standard cost systems. Computer applications are utilized. (ADD)

## ACC 320

Intermediate Financial Accounting I 3 credits
Prerequisite: 250. An advanced study of generally accepted accounting principles applied to financial reporting of corporate business enterprises. Study includes the financial accounting environment, the accounting information system, basic financial statements, and the accounting cycle. Financial 001324.05 722.16 Tm( ) $\mathrm{T}($ ) JJ J be

ACC 450
Becker CPA Review Course
6 credits
Prerequisites: 321, full-time enrollment, and instructor permission. An overall analysis and review of the American


## ARH 335

The Medieval West 3 credits
Prerequisite: 240 or HIS 102 or permission. A study of the cultures and art in the west, from the Late Roman (Antique)
period to the International Gothic style, through the issue
driven theme of the struggle for authority. (F2015, F2019)

## ARH 337

The Byzantine East

## 3 credits

Prerequisite: $\mathbf{2 4 0}$ or HIS 102 or permission. A study of the culture and art in the Byzantine east, from the Late Roman (Antique) period to the fall of Constantinople, through the issue driven theme of interaction and conflict between the east and west including, but not limited to, religious ideologies and politics. (F2016, F2020)

## ARH 342

## The Renaissance <br> 3 credits

Prerequisite: 240 or HIS 102 or permission. Explores the art of the Renaissance from its beginnings in the Dugento to its dissolution in the 16th century. (F2017, F2021)

## ARH 343

The Age of Kings 3 credits
Prerequisite: 240 or HIS 102 or permission. A study of the art of the Baroque, Rococo, and Neo-

## ART 255

## Photography I

3 credits
A basic photography course designed to acquaint the student with artistic use of the camera and darkroom. Six contact hours per week. (SEM)

## ART 300 <br> Sculpture 3 credits

The study of sculptural form and composition. This course includes an introduction to a variety of basic sculptural materials and techniques. Six hours contact per week. (2SE)

## ART 304

## Advanced Drawing

## 3 credits

Further development of drawing skills and exploration of drawing media. Students are encouraged to begin developing individual drawing styles. Six contact hours per week. (2SO)

## ART 305

## Ceramics II <br> 3 credits

The course increases the student's understanding of the technical aspects of ceramics and explore, in greater depth, the three-dimensional design, narrative, and expressive possibilities of the ceramic medium. Six studio contact hours per week. (2FO)

## ART 321

Advanced Painting 3 credits
Advanced use of preferred painting media. The course explores the use of styles, techniques, and imagery to convey messages, feelings, and ideas. Students are encouraged and guided toward a more personal mode of artistic expression. Six contact hours per week. (FAL)

## ART 322

Advanced Two-Dimensional Art 3 credits
This course explores visual and conceptual expression in a variety of two-dimensional drawing and painting media. The focus of the course is on how media, organizational principles, size, and style of the art contribute to the visual communication. Six contact hours per week. (SPR)

## ART 326

Publication Design

## 3 credits

Prerequisite: 226 or permission. This course includes exercises which concentrate on visual syntax. These exercises, which include multiple page layout design, will strengthen the student's ability to: apply typography skills, understand time/ movements interaction between the viewer and design work, and recognize the importance of design being applied to all parts of the piece. Emphasis is given to publication design working with Adobe Photoshop, Illustrator, and In -design and basic production techniques. (2FO)

## ART 327

Creative Thinking in Graphic Design 3 credits
Prerequisite: 226 or permission. In this course, students explore creative, unusual, and unexpected way of bringing surprise elements into their design projects (i.e. students must apply advanced problem solving and visual techniques to traditional subject matter). Students delve into hierarchy, the interrelationship of imagery with words, and strengthening message/imagery interaction. (2SE)

## ART 329

Computer Graphic Design II

## 3 credits

Prerequisite: 229 or permission. This course continues a student's introduction to graphic design software while requiring familiarity with pre-press production processes. Although recommended for students in the graphic design concentration, it is not required. Six studio contact hours per week. (2SO)

## ART 331

## International Graphic Design

## 3 credits

Prerequisite: 226. In this course, students will consider different cultures around the world and the varying ways people deal with visual imagery and message. Students will research, for instance, how the history of Europe, Latino countries, Asia, Africa, India, and the Middle East affects how designers use color, repetition and pattern, scale and words. In addition, students will examine how typography and illustration work together to produce a strong message reflective of culture. (FAL)

## ART 349

Movements in Graphic Design 3 credits
Prerequisite: 229 or permission. This course will teach students about the history of graphic design and how the fine arts developed into graphic design. How design movements began, where they evolved, and how they came about will be studied. This course will review the relationships between fine art and graphic design. Research and reading will be a large part of the course as well as creating projects in the style of the movement studied. The process of learning in the "M ovements in Graphic Design" class will be from lectures, research, writing, analyzing the written essays as well as analyzing the visual work. (FAL)

## ART 355

Photography II 3 credits
Prerequisite: 255. An advanced course in creative photography and darkroom techniques. Six hours contact per week. (SEM)

## ART 491

Portfolio Preparation 2 credits
Prerequisite: Successful completion of junior year portfolio review. This class focuses on professional practices in the studio and graphic arts. Students are guided toward career or graduate school admittance, and receive instruction in resume writing and guidance in crafting an artist's statement. Students receive help and encouragement in applying to juried shows, and are assisted in preparation of their senior portfolios. Two contact hours per week. (FAL)

## ART 499

Independent Study
1-3 credits
Prerequisite: permission. Advanced work in any art subject, including a planned program while engaged in foreign travel. Studio fee is assessed when department space and equipment are utilized. Student may enroll for one to three credits. (SEM)

## BIO 150

## Biology I - General Biology 4 credits

Basic principles of biology from the molecular level through the cellular level of organization. Three lecture hours and three lab hours per week. This course partially satisfies the general education requirement in the scientific and quantitative understanding category. (ADD)

## BIO 198

Introductory Research

## 1-3 credits

Prerequisite: permission of faculty sponsor. Under the direction and approval of a faculty sponsor, students will learn and implement the basic processes of research. With faculty supervision, students will perform elements of a research project: perform relevant literature reviews, create a valid experiment/research design, submit a proposal, execute an experiment/research design, gather and analyze data, report the results in a written manuscript and by a formal presentation. The faculty and student will negotiate the expectations of the project, paperwork, research, experiment/research design, time commitment and presentation of results as appropriate based on the credit value of the course. Three laboratory hours per week are expected per credit hour. This enhancement course may be repeated up to a total of six credits. (SEM )

## BIO 202

Evolution and Ecology
terms and their usage in regard to body systems. The course will emphasize the prefixes, suffixes and word roots utilized in the medical arena. Whether students use this course as a

BIO 329
Plant Biology

Darwin's theory on a wide range of disciplines, including

BIO 462

concerns such as ADA, ADEA, FMLA, OSHA worker's
compensation, Title VII of the Civil Rights Act, employment at will, wrongful termination and reduction-in-force, workplace violence, risk analysis and insurance coverage, unfair competition issues, privacy and the electronic workplace, preventative law and compliance policies, alien workers, and the Foreign Corrupt Practices Act. (2FE)

## BUS 360

Internship in Business

## 1-6 credits

Prerequisites: School of Business permission prior to the start of classes each semester and junior or senior class standing. Students work in supervised public or private industry positions related to their specific areas of study. Positions are expected to be at least at the managerial trainee level. Placements may or may not be paid positions. Students are evaluated by their supervisor. A reflection piece is submitted at the end of the internship. A minimum of 60 hours of actual work experience is required for each credit earned. The course may be repeated in subsequent semesters for an accumulated total of six credits. A second internship may count for elective business experience. Graded S/U. (SEM )

## BUS 361

## Talent M anagement <br> 3 credits

Prerequisite: 209 or 250. A comprehensive approach to the acquisition, staffing, selection and development of employees within an organization. This course integrates the use and value of technology in recruitment, staffing, selection, social media, organization entry, socialization, performance management, training, career development, skills enhancement, succession planning and retention strategies. (2FE)

## BUS 362

Compensation and Benefits
3 credits
Prerequisite: 209 or 250 . This course places emphasis on applications, concepts, management and theory of pay practices, benefit programs, and human capital costeffectiveness. The course concludes with an introduction to human resource auditing. (2SO)

## BUS 363

## Global Human Resources 3 credits

Prerequisite: 351 or permission. A study of theories, approaches and processes to managing people in a global context. Examines the challenges of cross-cultural and diverse workforces from the variables that confront domestic and global human resource management. Elements of global human resources are discussed from the perspective of the organizational context (e.g. host-country national) which includes strategic management; human capital utilization (recruitment and planning); talent management (training and development and performance management); total reward in stbBT9.33 Tm(Prere)6(q)-4(u)-4(is)-5(ite:)6( -0)-2(rc) 139.82h5Tf1 00 (t )-4(an)-7

## BUS 450

International Business $\mathbf{3}$ credits
Prerequisite: 209 or 250 . A course designed to study the present and future implications of international trade and its economic impact on the United States. Emphasis is placed on the analysis of case studies and current affairs in the context of international business. (2FO)

## BUS 485

## Business Creation

 and Development Capstone 3 creditsPrerequisite: 240,250 . This course is the capstone experience for those students completing the minor or concentration in business creation and development. The featured project in this course is the business plan. The student will produce a professional quality business plan suitable for financial acquisition or strategic management of a company. (ADD)

## BUS 495

## Business Policy and Strategy 3 credits

Prerequisite: FIN 310 and senior class standing, or permission.

calculations will make use of national supercomputing resources. Two lecture hours per week. (ADD)

CHE 298
Introductory Research 1-4 credits
Prerequisite: 151 or higher, university-
Clinical Microbiology I
1-8 credits
probation. This is an enhancement course, but may not be repeated for credit. (SEM)

## COL 111

## First Year Experience <br> 1 credit

This course is designed to help students make a successful transition to the social and academic life of M arian University. To help students gain maximum benefits from college life, the course explores Marian University's heritage, structure, and mission, and connects students with faculty, staff, student leaders, facilities, resources, services, opportunities, Franciscan values, and learning goals. (FAL)

## COL 360

Career Exploration Internship 1-3 credits
The internship is designed to give students an opportunity to explore career options not directly related to the student's major area of study. Three class meetings with the director of internships are required for completion of the course. Minimum 60 hours of work experience required per credit. Internship credits do not count toward credits required in a specific major. Graded S/U. (SEM)

## COM 101

Public Speaking 3 credits
General instruction in the principles of effective public speaking. Primary emphasis on performance, speech construction, and understanding basic rhetorical theory. This course partially satisfies the general education requirement in the effective communication category. (SEM)

## COM HO1

Honors Public Speaking 3 credits
Prerequisite: student must meet honors program criteria. Requirements are identical to COM 101, but content is enriched to challenge students with more experience in public speaking. Limited enrollment. This course partially satisfies the general education requirement in the effective communication category. (FAL)
messages, students will turn the tools of rhetorical criticism to engaged social criticism. (2SE)

## COM 330

## Speech Writing

## 3 credits

Prerequisite: 101. This course introduces students to the methods and techniques of effective speech writing. As they practice writing for the ear, students will exercise various rhetorical devices, sentence patterns, and organizational strategies. Students will also analyze exemplary speeches in religious, political, and ceremonial contexts. A practicecentered workshop, the course includes revising speeches as a part of a team, speeches that will often be performed by someone else. (2SO)

## COM 331

## Advanced Public Speaking 3 credits

Prerequisites: 101 and senior standing. Building on basic public speaking skills, this course emphasizes using multimedia visual aids, impromptu speaking, answering questions, developing a critical vocabulary for self-assessment, and exploring the subtleties of speaking on particularly complex or controversial topics. (2SE)

## COM 333

## Conflict Transformation <br> 3 credits

Explores the role of communication in managing interpersonal and organizational conflicts. Balancing theory and practice, topics addressed include negotiation, mediation, nonviolent communication, and reconciliation. (2SE)

## COM 352

Identity and Popular Culture 3 credits
Prerequisite: Junior standing. This course explores the seemingly chaotic cultural production, performance, and fragmentation of identities associated with race and ethnicity, gender and sex. Students critically assess the framing of identity in texts ranging from clothing advertisements to reality TV to Internet dating services. The politics of multiculturalism in a consumer society are explored as a vehicle for questioning what it means to describe American culture as postmodern. (2SO)

COM 353
Prophetic Social Criticism 3 credits
Prerequisite: Junior standing. This course considers the nature of social criticism and explores prophetic protest as a historical genre of Amha

EDU 255
Introduction to Secondary Schools and c7scsigsttar
coursework to classrooms and comparing middle school and high school students. (SPR, SUM)

## EDU 355

## Education Around the World <br> 3 credits

In this course, students will learn about educational systems in different countries. The cultural aspects of countries other than the United States, including social, political, cultural, historical, and economic aspects will be studied. This course partially satisfies the general education requirement in the cultural awareness category. (SPR)

## EDU 358

Assessment of Second Language Learners 3 credits
Prerequisites: 318, 328, ENG 304, 307 or permission. This

EDU 462
Student Teaching:
Kindergarten/ Primar
including American, Hispanic, African, M iddle Eastern, Asian, and European. This course fulfills the cross cultural general education requirement. This course is generally offered only in the adult program. (ADD)

ENG 214

## American Literature I

## 3 credits

Prerequisite: 115. Historical survey of American literature from the pre-colonial period to 1865. (FAL)

ENG 215
American Literature II 3 credits

## ENG 315

Literature of the American Renaissance $\mathbf{3}$ credits
Prerequisite: 115. A critical study of the literature written in the United States from about 1830 to about 1860, selected from the work of Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Nathaniel Hawthorne, Herman M elville, Frederick Douglass, Walt Whitman, Emily Dickinson, Louisa May Alcott, and others. Explores the influence of transcendentalism and factors leading to the Civil War; examines the treatment in literature of such social issues as slavery and women's suffrage. (F2015)

## ENG 316

American Realism

## 3 credits

Prerequisite: 115. A critical study of the literature written in the United States between 1865 and the turn of the century, including the work of M ark Twain, Edith Wharton, Henry James, Willa Cather, Theodore Dreiser, Stephen Crane, and others. Explores the increasing complexities of American culture in the post-Civil War period as reflected in the literature. (F2016)

## ENG 317

## American Modernism 3 credits

Prerequisite: 115. A critical study of the literature written in the United States during the first half of the twentiethcentury, including the work of T.S. Eliot, William Faulkner, Gertrude Stein, Ezra Pound, Ernest Hemingway, Richard Wright, F. Scott Fitzgerald, Langston Hughes, and others. Explores the development of the M odernist aesthetic and examines the interplay between literature and twentiethcentury cultural and political developments. (F2014, F2017)

## ENG 319

Classical Mythology 3 credits
Prerequisite: 115. Study of principal myths and legends of the

[^0]Understanding genres is vital both in the teaching and writing of adolescent literature. (FAL)

ENG 353

ESS 120
Biophysical Values of Activity 3 credits
A study of exercises, preparation and supervision of exercise
programs, isotonic, isometric, and plyometrics programs,
interval and circuit training, principles of caBTining, os,i peal and circuit ic, IthJE( o)-I tT-4ch pquJET-46 697136 709.7(ro)w1 00-6( o)ght 6 697
physical education student to implement concepts of underlying performance techniques, to analyze and correct sport techniques, and to identify and assess fitness, energy systems, and training for the energy systems. (FAL)

## ESS 490

## Senior Seminar in ESS <br> 3 credits

A capstone course for seniors. Students read and report on writings in ESS or sport management. The skill of summarizing, analyzing, and applying this information to the chosen field of endeavor is emphasized. Integrates the general education theme and readings. Attendance at convocations required. These skills are demonstrated in both written and oral presentations. (FAL)

## ESS 499

## Independent Study

## 1-4 credits

Prerequisites: Permission, and junior or senior ESS or sport management major. Guided readings and research. (ADD)

## FIN 111

## Personal Finance <br> 3 credits

Introduces personal finance and the financial planning process. Study includes budgeting and cash management, credit and debt management, tax management, major purchase and housing expenditures, insurance fundamentals, investment fundamentals, retirement and estate planning. Financial calculators and computer applications are utilized. (SEM)

FIN 180, 280, 380, 480
Special Topics in Finance

## 1-3 credits

Prerequisite: Permission. Selected topics applying to the study of finance. Course subjects are announced at the time of pre-registration and may be repeated for different topics. The current economic and business environments will generate topics. (ADD)

## FIN 310

## Managerial Finance

## 3 credits

Prerequisite: ACC 211 or 250 . Focuses on the financial
functioning of business enterprises. Topics covered include organizational forms, the financial marketplace, the international financial marketplace, ratio analysis, time value
of money, the riskylcS5-2(e)4(p)-4( EM C1 00136258.17 T(1[b)-4(u)-4(s)5(in)-3)-6(e)4(n)-4(iors)mI ) JTJxe3d)-4(ex(alyd. 17 Tm 0 TcI. )-15(Fo9m)
regulation, bank management and performance, and banking in foreign countries. Also, nonbank financial institutions are

GER 340
The German Novella 3 credits
Prerequisite: 201. A survey of the development of the
German novella, a literary genre which represents Germany's
unique contribution to the European literature of the nineteenth-century. (ADD)

## GER 345

The German Drama

## 3 credits

Prerequisite: 201. Study of the development of German drama from its beginnings to twentieth-century dramas;
selections from representativ Tf1 001 2from reprere r0om r8rom a8ro
effect on prejudice, basic psychological processes affected by culture, gender development, health communication, self development, mental disorder, and social and organizational

## GST 306

Masculinity, Imagery, and the
Production of M eaning
See ARH 306. (Spring 2015)

## GST 380

## Special Topics in Gender Studies

Prerequisites: 200, 210. Readings, discussion, research, and writing on selected topics in Gender Studies. Courses are designed and taught by faculty from diverse disciplines and departments. (ADD)

## GST 490

## Senior Capstone

## 3 credits

Prerequisites: 200, 210, and 6 additional hours of GST electives. This course presents an opportunity for students to apply women's studies and gender theory to practice and synthesize their work as the final project in the GST minor. Students will arrange for an internship or volunteer placement at a nonprofit organization, business, or institution that incorporates a gender focus. This will be set up before the semester begins. A structured reflection forum to analyze experience and methods will meet on a weekly basis. Students will meet to think through relationships among empirical research, theory, activism, and practice in gender studies. M ajors with diverse interests, perspectives, and expertise will have the opportunity to reflect on the significance of their gender studies education in relation to their current work, their academic studies as a whole, and their plans for the future. (SPR)

## HIS 102

History of the M odern World 3 credits
Study of the increasing contacts and interdependence of civilizations, 1500 to the present; the rise of the West, European reconnaissance and expansion, imperialism and decolonization, religion, science, and technology. This course partially satisfies the general education requirement in the cultural awareness category. (SEM )

## HIS HO2

## Honors History of the M odern World 3 credits

Prerequisite: Student must meet honors program criteria. HIS 102 enriched with reading and writing. Limited enrollment. This course partially satisfies the general education requirement in the cultural awareness category. (ADD)

[^1]encounter with other peoples and cultures, and the development of modern Western political ideas. (FAL)

## HIS 216 <br> United States History for <br> Elementary Educators

Prerequisite: 102 or permission. The course will survey United States history, from the colonial period to contemporary time, with the intention of covering content areas included on the Praxis exams. The aim of the course is to provide a foundation in chronology, history, geography, politics, and economics of the United States. This course is designed for students who expect to be teachers in the future. (ADD)

HIS 217
United States History for
3 credits Majors and Minors
Prerequisite: 102 or permission. This course will provide a survey of Unites States history, from the colonial period to contemporary time. Rather than operate like a traditional survey, the course deals with major cultural, social, economic, and political trends in United States history. As such, the course will address chronologically broad themes such as constitutionalism, republicanism, religion, popular literature and culture, race and class relations, and war. (FAL)

## HIS 24cators

## HIS 302

Women and Power in American History 3 credits
Prerequisite: 102. There are many ways to examine the history of the United States-in this course, we will put women at the center of the story. M ost importantly, this class explores gender as a category of historical analysis. Through reading, writing and discussion, we will examine the roles of race and class in creating the gender identity of women in the United States, the ongoing political struggle to gain increased civil and political rights; the changing notions of "proper roles" for women and men; the development of different women's movements. We have three major themes we will be exploring this semester: a) work and the sexual division of labor b) gender and the meaning of politics $c$ ) the role of family and motherhood. (2SO)

## HIS 334

## Cultural and Intellectual

## History of Europe

## 3 credits

Prerequisite: 207 or 217, and 299 (may be taken concurrently); or permission. This course examines the important intellectual thinkers and movements of modern Europe. It outlines important political, cultural, and ideological trends that have shaped European life from the Enlightenment to the present. (ADD)

## HIS 336

## Women and Gender in European History 3 credits

Prerequisites: 207 or 217, and 299 (may be taken concurrently); or permission. This course examines the role of gender and women in modern European and modern North American history from the Enlightenment to the present. (2FO)

## HIS 337

## The Era of the First

## World War: 1870-1936

## 3 credits

Prerequisites: 207 and 299 (may be taken concurrently), or permission. This course examines one of the most important aspects of modern world history, the First World War. It looks at the social, political, and cultural ideas present in European society from 1870-1936, and examines the First W orld War as the "birth of the modern age." (2SE)

## HIS 338

## The City in European History 3 credits

Prerequisites: 207 and 299 (may be taken concurrently), or permission. This course examines the emergence and development of the modern European city, including the social, political, and cultural meaning of the urban experience for the people of Europe from 1800 to present, with a major focus on the cities of London, Paris, Vienna, Berlin, and Manchester. (2FE)

## HIS 341

Europe and Russia in the

## Middle Ages, 700-1500

## 3 credits

Prerequisites or co-requisites: 207 and 299 or permission. This course is a comprehensive study of the medieval European world: its governance, conflicts, society, and culture from 700-1400. Topics explored include the Byzantine world and the Carolingian world; M uslim, M agyar, and Viking "invasions" of Europe; the feudal world; governance, commercial exchange and intellectual developments of European countries and empires. (ADD)

## HIS 343

African-American History
3 credits
Prerequisites: 102, 217. This course offers a survey of African
American history, though80 1216.056 Tf1-111 01001 324.0518B4a

| HPE 100 |  | culture. The class consists of two hours of literature and one hour each of art and music, and deals with literature and the |  |
| :---: | :---: | :---: | :---: |
| Weight Training | 1 credit |  |  |
| HPE 101 |  | This course satisfies the teacher certification requirements for world literature, comparative literature, and music and art |  |
| Walking for Fitness | 1 credit | for world literature, comparative literat appreciation. This course partially satisfi | and music a the general |
| HPE 102 |  | education requirement in the cultural a | eness category |
| Racquetball | 1 credit | (FAL) |  |
| HPE 105 |  | HUM 231 |  |
| Introduction to Martial Arts | 1 credit | Literature, Music and Art in Western Tradition II | 4 credits |
| HPE 106 |  | Prerequisite: ENG 115. A continuation o | JM 230, this |
| Step Aerobics | 1 credit | consists of two hours of literature and o and music, and deals with literature and | hour each of arts from aft |
| HPE 107 |  | the Renaissance period up to present tim | This course |
| Tennis | 1 credit | satisfies the teacher certification requir literature, comparative literature, and m | nts for world c and art |
| HPE 108 |  | appreciation. This course partially satisfi | the general |
| Bowling | 1 credit | education requirement in the cultural a (SPR) | eness catego |
| HPE 109 |  |  |  |
| Volleyball | 1 credit | ISP 380 |  |
|  |  | Special Topics in International Studies | 3 credits |
| HPE 111 |  | Prerequisite: by permission. This three-w | k internatio |
| Basketball | 1 credit |  |  |
| HPE 112 |  |  |  |
| Wallyball | 1 credit |  |  |
| HPE 113 |  |  |  |
| Plyometrics Speed Training | 1 credit |  |  |
| HPE 114 |  |  |  |
| Beginning Pilates | 1 credit |  |  |
| HPE 115 |  |  |  |
| Basic Physical |  |  |  |
| Defense for Women | 1 credit |  |  |
| HPE 119 |  |  |  |
| Developmental Conditioning | 1 credit |  |  |
| HPE 121 |  |  |  |
| Zumba | 1 credit |  |  |
| Enhancement courses, such as the above physical activity |  |  |  |
| courses, may be repeated for credit, with a maximum of 12 |  |  |  |
| credits earned toward a bachelor degree or six credits toward |  |  |  |
| an associate degree. (ADD) |  |  |  |
| HUM 230 |  |  |  |
| Literature, M usic and Art |  |  |  |
| in Western Tradition I | 4 credits |  |  |
| Prerequisite: ENG 115. A consid of knowledge which the literat civilization have to offer; the s |  |  |  |

student learns vocabulary and syntax in the context of the narrative, which is similar to the way in which one learns a first language. The features of the language presented in the readings are reinforced through exercises in Latin requiring the student to apply what was understood through reading of the text. This course partially satisfies the general education requirement in the effective communication category. (ADD)

## LAT 200

## Intermediate Latin I

3 credits
Prerequisite: 102. Latin 200 continues from Latin 102 to present the language through a continuing narrative. The student learns vocabulary and syntax in the context of the narrative. The features of the language presented in the readings are reinforced through exercises in Latin requiring the student to apply what was understood through reading of the text. Training in independent reading receives increased emphasis. (FAL)

## LAT 201

## Intermediate Latin II:

Readings in Latin Texts
3 credits
Prerequisite: 200 or placement. Latin
legal rights. It will discuss the ethical obligations and liabilities of the attorney and paralegal relationships to each other and to the client. This course is offered only the MAP paralegal program. (Term 7, Summer 2012)

## LAW 261

## Legal Liability:

Contracts for the Paralegal

## 3 credits

Prerequisite: 216 with a grade of $\mathrm{C}+$ or higher. This course is designed to focus on the basics of contract law from formation to failure of performance to remedy and change. Students will study civil liability, as opposed to criminal liability; contract reviewing and drafting; and the liability of those who breach contract. This course is offered only in the MAP paralegal progra

## LAW 380 <br> Special Topics/Independent Study in Law 3 credits

Adult program: Prerequisite: Completion of all other courses and/or permission; independent study with mentor in conjunction with internship. The student will work with a mentor and be guided through a special project in one of the following focus areas to expand on the internship experience and provide research help to the law office of internship: criminal law, family law, civil litigation, immigration, bankruptcy, health law, international law, personal injury, motor sports (sports and entertainment law). (Term 4, Spring 2013)(d)-4( b)-7(e)4( gu)-6(id)-3(e 00 )5(o)-2(nn)-1.TmIm)4er1871 0 (b)-7M ()-9A-5(T 09TJETBT1 00136 68-4(4r1871 0 (b)-7T/F2 9.96 Tf734.2

## MAT 215

## Fundamentals and Special

Applications of Calculus

## 3 credits

Designed for non-mathematics majors. Study of functions and their graphs, the process and techniques of differentiation and integration, and applications in the students' respective fields of interest. This course partially satisfies the general education requirement in the scientific and quantitative understanding category. (SPR)

## MAT 230

## Calculus and Analytic Geometry I <br> 4 credits

This course begins the formal study of limits, differentiability of algebraic and transcendental functions, applications of differentiation, and an introduction to integration. This course partially satisfies the general education requirement in the scientific and quantitative understanding category. (FAL)

## MAT 231

## Calculus and Analytic Geometry II 4 credits

Prerequisite: 230. Study of integration by standard forms and special methods, indeterminate forms and improper integrals, transcendental functions, analytic geometry, and polar coordinates. (SPR)

## MAT 250

## Logic and Sets <br> 3 credits

Prerequisite: 230. A cohesive treatment of foundational mathematics including the topics of elementary mathematical logic, mathematical proof, set theory, relations, and functions. (SPR)

## MAT 305

## Calculus and Analytic Geometry III 4 credits

Prerequisite: 231. Study of lines, curves, planes, and surfaces by means of coordinate systems and vectors; differentiation and integration of functions of several variables; infinite series; functions represented by power series; applications. (FAL)

## MAT 310

## Linear Algebra

## 4 credits

Prerequisite: 231. Study of systems of linear equations, vector spaces, matrices, determinants, linear dependence, bases, dimension, linear transformations, eigenvectors, and applications. Some time in class will be reserved for problem sessions and computer lab time. (FAL)

## MAT 315

## Differential Equations 3 credits

Prerequisite: 305. Study of ordinary differential equations. Solution methods for first order equations, higher order linear equations and systems of linear equations, approximate methods of solution, and applications. (2SO)

## MAT 320

Mathematical Probability and Statistics I 3 credits
Prerequisite: 231. Elements of modern probability theory and its application in statistical inference. Representative topics: variability; probability in finite spaces; random variables; discrete and continuous distributions including normal, binomial, Poisson and hypergeometric; sampling; estimates of location; tests of hypotheses; regression and correlation; introduction to analysis of variance; rudiments of decision-

MAT 440
Abstract Algebra I 3 credits
Prerequisite: 250, 310. An axiomatic study of important algebraic systems, including groups, rings, fields, and vector spaces. (2FE)

MAT 441
Abstract Algebra II
3 credits
Prerequisite: 440. A continuation of M AT 440. (2SO)

## MAT 450

Real Analysis
3 credits
Prerequisite: 250. A rigorous introduction to the foundations of real analysis: real numbers, sequences, limits, continuity, differentiation, integration, and series. The emphasis is on establishing and correlating the various properties rather than numerical problem solving. (2SE)

## MAT 490

## Seminar

 3 creditsPrerequisite: Senior mathematics major. Special topics designed for mathematics majors in the senior year. Historical developments in mathematics are studied. Interrelationships between mathematics and other areas of study are addressed. Integrates the general education theme and readings. Attendance at convocations required. (FAL)

## MAT 499

subtext to enhance the emotional impact of their performance. To refine these skills, we will explore the repertoire of British and American art song and the American Musical Theatre tradition. Open to all majors. Enhancement courses, such as MUL 171, may be repeated for credit, with a maximum of 12 credits earned toward a bachelor degree or six credits toward an associate degree.

## MUS 254

## The History of the Beatles

3 credits
This course surveys the history, music, and development of The Beatles. From 1957 until 1970, the Four Lads from Liverpool used backward recording techniques, sold millions of their recordings without touring, made a concept album, and used orchestral instruments in their compositions. These are only a few of their innovations that set the stage for what rock music would become. (SPR)

## MUS 256

The History of Jazz
3 credits
This course explores the history, artists, composers, and music of this great American art form. We begin in New Orleans at the turn of the century and continue through its golden age in Chicago, to the New York City dance halls of the 1930s and 1940s. The evolution advances through the bebop sound of the 1940s, the cool jazz of the 1950s, and modern jazz of the 1960s. (2FO)

## MUS 257

## Music in Catholic Worship

## 3 credits

Examines the theory, history, and present practice of music as an integral part of Catholic worship. M usical examples will illustrate the variety of texts, musical forms, and musical roles that serve the liturgy with emphasis on the full, conscious, and active participation of the worshiping assembly. (SPR)

## MUS 268

## History of M usical Theatre 3 credits

A thorough survey of the history of Musical Theatre, beginning in the late eighteenth century and continuing through to Broadway and Off-Broadway today. Important trends, creators, shows, and stars will be studied, with special emphasis on the maturing of the American musical beginning with Jerome Kern. (2SO)

## MUS 325

## Theory III

## 4 credits

Prerequisite: 126. A continuation of the integrated theory courses on an advanced level. (FAL)

## MUS 326

Theory IV 4 credits
Prerequisite: 325 or permission. A continuation of M US 325. (SPR)

## MUS 327

## Choral Literature and Techniques 2 credits

Prerequisite: Music majors or instructor permission. Techniques of choral conducting and survey of choral literature suitable for high school choirs. (2SO)

## MUS 328

Instrumental/ Choral Arranging
2 credits
Prerequisite: M usic major or minor or by permission. A study of scoring techniques for instrumental and vocal ensembles.

## (ADD)

## MUS 330

## Conducting

## 2 credits

Prerequisite: MUS 126. Introduction to acquiring skills for vocal and instrumental direction. Basic conducting is explored along with techniques of score reading and rehearsal preparation. (2FE)

## M US 331

Percussion Techniques
2 credits
Prerequisite: M usic education major or permission. Study and pedagogy of the basic techniques of various percussion instruments K-12. (ADD)

## MUS 338

History of Western Music I
required to provide community-based and communityoriented nursing care. (FAL)

NSG 233
Nutrition 1 credit
This course focuses on major nutritional concepts and prepares the student to promote health and reduce chronic disease risk through education on healthful diets and healthy body weights for individuals, families and communities. (FAL)

## NSG 241

## Fundamentals <br> 4 credits

This course prepares the student with the fundamental nursing concepts needed to provide evidence-based, patientcentered care in a variety of healthcare settings. Students will

## NSG 429

Nursing Care of the Critically III Client 6 credits
This course focuses on the acute care of the critically ill and/or surgical client. Emphasis is placed on the nursing process in the critical care environment. Topics include ICU psychosis, technology, age-specific interventions, the ethical/legal impact of critical illness on the family and stressors in the workplace. Clinical opportunities are available in selected critical care settings. One hour lecture per week and 45-90 clinical hours during semester, depending on experience and credit desired. (SPR)

## NSG 431

Care of the Adult II

## 5 credits

This course continues the focus on health promotion and nursing management of select disease processes and care through evidence-based, patient-centered care. Students utilize the nursing process to manage acute and chronic physical and psychosocial conditions in a group of adults


## NSG 441

Leadership in the Nursing Profession 4 credits
This course addresses current issues in professional nursing
from community, leadership, and management perspectives.
Themes including accountability for patient outcomes, supervision and management of care through interprofessional collaboration in acute, chronic and community-based care settings will be emphasized.
Emergency preparedness/disaster response experiences will be incorporated into the course. (SPR)

## NSG 451

Clinical Immersion Experience

## 6 credits

This course provid-8(I (d)-4(p)-7(s)5(y)-4(ch)-3(o)9ro)-e@4J148T EMC /3(n)JJJTBT1 001 187.8148T EMC /3(n) JJETBT1 001 180.0148T EMC
nursing image, trends and issues in nursing education, evidence-based practice, theories of nursing, quality improvement and patient safety. Students will also address cultural competence, complementary and alternative modalities, communication and information management, and ethical, moral, and legal issues in nursing and health care. (SEM)

## NUB 328

Nursing Semtlccth 01 74.424 648.82 Tm4Ic1 00136 734.28 Tmnf, communicati950 01 6r6-4(icati950 01 6ETBT1 0 14(icati9.freB6)-2(y)-4(

## NUB 421

## Individual Plan of Study (IPOS)

## 1 credit

Designed for RN-BSN completion students with one year of clinical experience. The course combines group seminar discussion and individual faculty consultations to explore professional experiences and identify learning needs/ goals. A specific IPOS for the senior clinical nursing course(s) NUB 401 and/or 450 is developed. The IPOS serves as a contract for completion of clinical hours for NUB 401 and/ or 450 course requirements for spring semester. (ADD)

## NUB 430

## Mental Health Nursing <br> 3 credits

Prerequisites: 350, PSY 230. This course focuses on addressing the patient's psychiatric mental health needs using the nursing process as a framework. Focus is placed on neurobiology, stressors, coping strategies, clinical reasoning, communication and therapeutic interventions designed to support optimal wellness. Two lecture hours per week and 45 clinical hours per semester. (SEM )

## NUB 440

## Nursing Care of the Adult

## Client III - Complex

## 5 credits

Prerequisite: 330, 340, 350. The focus of this course is to synthesize knowledge of nursing science, liberal arts, and natural and behavioral sciences as applied to complex clients. Coordination of direct and indirect care of complex clients and collaboration with other members of the interdisciplinary healthcare team are emphasized. Two lecture hours per week and 90 clinical hours per semester. (SEM )

## NUB 450

Community Health Nursing 4 credits
Prerequisites: 430, 440. The focus of the course is to synthesize knowledge of nursing concepts as applied to individuals, family, and community. The nursing process is used to promote, maintain, and restore health in the community across environments, as well as provide healthcare that is sensitive to the needs of vulnerable populations across the lifespan. M anagement of direct and indirect care of socioculturally diverse clients and aggregates is emphasized as well as application of research findings in the practice of community health nursing. Two lecture hours per week and 90 clinical hours per semester. (SEM )

## NUB 470

## Interprofessional Communications 3 credits

Pre-requisite: NUB 328All health professionals are challenged to educate future clinicians to deliver patient-centered care as members of an inter-professional team, emphasizing communication, evidence based practice, quality improvement approaches and informatics. This course is designed to introduce the student to unique approaches for interactions with patients ("Cients") and colleagues. Students will learn that the art of communication only increases the value of the gift of nursing. This course will
show that moments of connection impact quality of care. (SPR)

## NUB 480

## Special Topics in Nursing

## 1-3 credits

Prerequisite: Permission. A special study which focuses on a topic or selected problem in nursing, subject to the approval and supervision of an assigned nursing instructor. These topics may address any of the following: nursing needs of a contemporary society, advanced nursing care, advanced nursing professional issues or healthcare in the future. The course is recommended for nursing majors. (ADD)

NUB 499
Independent Study

## 1-2 credits

Guided readings and research in nursing open to junior and senior nursing majors at the decision of nursing faculty. (ADD)

NUR 104

NUR 231
Pathophysiology 3 credits
Prerequisites: BIO 225, 226, and admission to nursing major or faculty permission. This course systematically focuses on the physiologic and structural changes that occur during a pathologic process. The impact of disease is then studied through its alteration of normal body processes. The body's ability to adjust to the stress of disease is addressed. Current diagnostics and treatments are also addressed. Competency testing available. (SEM )

## NUR 238

Human Nutrition

## 2 credits

Prerequisite: BIO 225, 226, and admission to the School of Nursing or faculty permission. Study of normal nutrition as a science including: components and impact of various eating patterns; functions and sources of nutrients and other food constituents; use of food by the body; effET40 TJETBT1 010 8fff4(h)-4(at)-op(i)-10(s4(f)4I)-4( )c30102=5\&16F019A011E018C7JTJETBT1t0 1 36fv
for research, development, and practice. Students are introduced to computer hardware, software, databases, and communication applications. The focus of the course emphasizes human information management processes (locating, analyzing, evaluating, and utilizing) required for nursing practice. Students learn how nurses can use nursing information systems to work more efficiently, allocate resources more effectively, and improve client care. (ADD)

## NUR 355

## Caring and Healing Through the Arts

## in Nursing

2-3 credits
Prerequisite: NUB 210. This elective course provides an opportunity for students to study the concepts and principles of art and science essential for caring, healing and selfdiscovery. Students will explore works of art, storytelling, art in the health care setting, healing gardens and sacred spaces
through the dual lens of the nurse and the patient.BTg.fg(ts)3th 575.6i4( 72.144636 .58 TmI )83.184TJ6.750 01 3h)-4(e)-4( (an)-7 fi14(s)-4(id6
satisfies the general education requirement in the philosophical and theological reasoning category. (SEM )

## PHL H3O

## Honors Human Nature and Person 3 credits

Prerequisite: Student must meet Honors Program criteria. Content of PHL 130 is enriched with more reading and writing. Limited enrollment. This course partially satisfies the general education requirement in the philosophical and theological reasoning category. (FAL)

## PHL 150

## Logic

## 3 credits

This reasoning skills-development course examines basic logical concepts and shows their applicability to all areas of reasoning. Required of philosophy majors, but strongly recommended to everyone, especially those contemplating law school or graduate school. (FAL)

## PHL 203

## Plato and Aristotle <br> 3 credits

This course investigates philosophical works of the two acknowledged giants of Greek thought, Plato ( 428-348 B.C.) and Aristotle (384-322 B.C.), in historical context and especially for subsequent impact on Western thought. Inclass reading and discussion. (FAL)

## PHL 205

## Augustine and Aquinas

## 3 credits

This course investigates the philosophical works of two acknowledged giants of Christian thought, Augustine of Hippo (A.D. 354-430) and Thomas Aquinas (1225-1274), in historical context and for subsequent impact. In-class reading and discussion. (SPR)

## PHL 215

## Personal and Professional Ethics 3 credits

This course introduces the student to ethics through philosophical reflection on the development of the student's moral judgment with particular attention to ethical issues related to being a professional in contemporary society. Topics include personal development in making moral judgments, critical assessment of different ethical theories, the meaning of being a professional, the social obligations of professionals, and the relationship between personal and professional morality. (SPR)

PHL 230
Philoso
knowledge and the solutions of thinkers characteristic of the ancient, medieval, and modern periods. (SPR)

## PHL 349

Modern and Contemporary Philosophy 3 credits
Prerequisite: 130 or permission. The major defining philosophical positions in the period from Descartes to the present. Includes a special emphasis on political thinkers such as Hobbes, Rousseau, M arx, and Mill. Course projects specifically designed for philosophy or political science students. (SPR)

## PHL 350

## God and Philosophy

## 3 credits

Prerequisite: 130. Course introduces a philosophical discussion of God, God language, philosophy of religion, philosophical theology, and major philosophical influences on classical and contemporary theology. (FAL)

## PHL 380, 480

Special Topics in Philosophy 3 credits
Announced special topics on individual philosophical themes determined by the faculty members, students, and department. The course is recommended for majors, minors, and non-majors (with staff approval) who have fulfilled at least the distribution requirement of three credits of philosophy. (ADD)

## PHL 381

## Selected Topics in Catholic Studies 3 credits

Readings, discussion, and writing on selected philosophical topics in Catholic studies. M ay be repeated for credit since subject matter varies. (ADD)

## PHL 490

Senior Philosophy Seminar
3 credits
Prerequisite: Senior philosophy major. A capstone experience with a threefold purpose: (1) to encourage the student to review and integrate materials from earlier coursework; (2) to provide the student with some experience of study at the graduate level; and (3) to encourage the student to integrate one's experience in the discipline with one's overall undergraduate education. The course is intended to be a seminar involving close reading and research. It requires the completion of a substantial research project as well as a pair of comprehensive exams on systematic topics and historical figures. (FAL)

PHY 230
Electronics 2 credits
Prerequisite: 111 and M AT 231 or permission. Structure and

Introduction to Political Theory 3 credits
Examines thinkers and themes central to the study of political
theory. Addresses topics such as the emergence and growth
of modern ideologies (liberalism, socialism, communism,

PSY 220
Human Growth and Development 3 credits
Major theories, developmental stages, and current research

## PSY 340

## Sport Psychology

## 3 credits

Prerequisite: 101 or 220. This course is designed to introduce the concepts and applications of psychology to the field of sport. History and foundations, leadership, motivation, athletic performance factors, neurophysiology of arousal and attention, stress and coping, psychological skills training, aggression and violence in sports, and health issues are presented. Sports as individual and team activity within a broader framework of recreation and vocation will be addressed. A research/topical paper will supplement text, reading assignments, and activities. Cross-listed as ESS 340. (FAL)

PSY 345
Cognitive Science

## 3 credits

Prerequisites: 101, 205, and 250 . This course is designed to provide the student with an introduction to factors that influence human thought. Research methodology and theory are emphasized and topics include attention, pattern recognition, memory, language, reasoning, and problemsolving. Experiment implementation, research paper, and writing assignments reflecting critical thinking are required. (SPR)

## PSY 350

## Behavioral Neuroscience <br> 3 credits

Prerequisite: 101. This is an overview of the latest findings from the neurosciences pertinent to relationships between behavior and the nervous system, including the neural and chemical processes underlying sensation, motivation, learning, cognition, and disorders. Dissections and supplemental readings are required. (FAL)

## PSY 355

Psychology of Religion 3 credits
Prerequisites: 101 or 220 and THL 105. An investigation of the interrelatedness of psychology and theology in the study of religious experience and spiritual development. The study of

## PSY 460

Advanced Internship in Psychology 2-3 credits
Prerequisites: Senior psychology major or permission, a 2.0 cumulative GPA, instructor permission, and a grade of C or above in all completed required major courses. Students are placed in an advanced supervised experience in psychology or a related field according to their career interests and academic abilities. A minimum of five hours per week of on-the-job work is required to earn each credit. Students are evaluated by their on-the-job supervisor and by a journal submitted to the monitoring faculty member. This course may be repeated for an accumulated total of six credits. Graded S/U. (SEM)

## PSY 490

## Senior Seminar in Psychology <br> 3 credits

Prerequisite: Senior psychology major. In this capstone course, students demonstrate the ability to use psychological concepts and skills in the examination of a college-wide general education theme. Integrative papers, oral presentations, research projects, and convocation attendance are required. Students also begin formal preparation for graduate school or careers and perform program skills selfassessments. (FAL)

## PSY 497

## Directed Research I:

## Research Proposal

## 2 credits

Prerequisites: 205, 250, 300, and instructor permission. This course is designed to provide the opportunity for junior and senior psychology majors to begin an independent research project under the guidance of a faculty sponsor they have chosen. Students identify a research topic, perform a literature review, create a research design and materials to investigate their topic, and write an $r$ thed Researi

SOC 100
Experiential Learning:
Community Service

## 1-2 credits

Volunteer experience appropriate to the student's interest at an approved site under the supervision of a field supervisor and monitored by a faculty member. Credit may apply toward the 128-credit degree total, but does not satisfy credits toward major, minor, or general education requirements. Department permission and coordination with the faculty experiential learning coordinator is required. M ay enroll for one or two credits. Enhancement courses, such as SOC 100, may be repeated for credit, with a maximum of 12 credits earned toward a bachelor degree or six credits toward an associate degree. This course is open to all students. Graded S/U. (SEM)

## SOC 101

Introduction to Sociology

## 3 credits

This course serves as a broad introduction to the social scientific field of sociology. The main features of human societies are examined; how they are organized, how they change and how they come to shape collective social existence. Explicit attention is paid to the interaction between individuals and society, how social structures shape everyday life, social inequalities and social change. This course partially satisfies the general education requirement in the individual and social understanding category. (SEM )

## SOC 145

## Introduction to Social Justice 3 credits

Introduction to Social Justice explores the nature and goals of social justice through an analysis of the sociological structures of American society. The course includes the history of social justice struggles, explorations of social inequalities, and the role of economics and politics in questions of justice. This course is required for the peace and justice studies minor. (FAL)

## SOC 175

Introduction to Anthropology

## 3 credits

This course is a comprehensive introduction to anthropology
that emphasizes the integration of the different fields of physical anthropology, archaeology, linguistics and cultural anthropology. The aim is to provide a sampling of anthropological research into human evolution and human cultures from the remote past to the present. This course partially satisfies the general education requirement in the individual and social understanding category. (SEM)

## SOC 205

## Social Science Statistics <br> 3 credits

Prerequisite: One year of high school algebra is recommended. Basic concepts, uses, and methods of statistical computation, including descriptive statistics,

Naturalistic observation is the primary area of study. The course requires teacher candidates to work in a preschool classroom one morning per week with children with disabilities. A minimum of 25 hours at the site is required. (SPR)

## THE 110

## Introduction to Theatre

## 3 credits

A survey of all aspects of the theatre arts experience including studies of dramatic literature, history, performance, design, and stagecraft. Through play readings, viewings of live and filmed performances, and hands-on activities, students will be exposed to the world of theatre; a complex, collaborative, and multi-disciplined art that can both enrich their lives and enhance their academic and professional careers. (FAL)

## THE 120

Beginning Acting

## 3 credits

Fundamental techniques in acting with practice in pantomime, improvisation, movement and vocal production. Students learn through performing in class exercises, improvisations and scenes while also learning to observe and evaluate their classmates' work and the work of professional actors. (FAL)

## THE 200

## Backstage Laboratory in

## Technical Theatre II

## 2 credits

Prerequisites: 100 and instructor approval. An advanced laboratory experience in all phases of theatre production. Students are assigned specific projects and given upper-level responsibilities regarding the successful completion of tasks in the following areas of theatre production; building and painting sets, lighting, costuming, prop management, or house management. Students will be expected to participate and complete projects outside of regular class hours. (SEM)

## THE 231

Design for Theatre I

## 3 credits

Prerequisite: ART 106. This course is an introduction to the history, styles, and techniques of stage scenery, lighting, and costumes. Students will learn the development of conceptual ideas, which are inspired by a dramatic text, to the finished product on the stage. A strong understanding of the theatrical vernacular is emphasized as students are encouraged to communicate their ideas through several mediums including written presentations, sketches, drafting, rendering, and three-dimensional models. (SPR)

THE 235
Oral Interpretation of Literature
3 credits
See COM 235. (2FE)
THE 245
Studies in Dramatic Literature

## and Performance

## 3 credits

This course offers students a detailed examination of four plays in the semester through textual and performance analysis. Students will learn how dramatic literature is translated to the stage, analyze thematic choices, style, and content, and determine how these factors together make cohesive theatrical productions and promote intentional as
the Greek New Testament. This course does not apply toward the general education requirements in the theological and

THL 326
Fundamentals of Jewish
Theology and Practice

## 3 credits

This course introduces the student to the theological and religion-cultural concepts which have shaped Jewish belief, belonging and behavior, and provides the background that helps the student appreciate the basic issues and concerns which inform Jewish life today in its unity and its diversity. Course endowed by the Jewish Chatauqua Society. This course partially fulfills the general education requirement in the theological and philosophical reasoning category. (2FE)

THL 327
Psalms and Other Biblical Prayer Texts 3 credits
Prerequisites: 105 and 226 or permission of instructor. A text-
based study of the prayer texts of the Old and New
psychology in order to help the spiritual director understand her/himself as well as the directee better. Aspects of depth psychology as well as developmental stage theory are explored. The group sessions include real play in a large group setting as well as in small group, videotaping and presentations of verbatims. This course is offered externally through the Benedict Inn. This course does not apply toward the general education requirement in the theological and philosophical reasoning category. (2FO)

## THL 442

Issues in Spiritual Direction 3 credits
Prerequisite: 441 . The fourth and final course in the Spiritual Direction Internship is designed to help prepare the participants to deal constructively with areas which are problematic for many people as they try to live committed Christian lives. During this time the small group session focuses on the practical application of this knowledge. This course is offered externally through the Benedict Inn. This course does not apply toward the general education requirement in the theological and philosophical reasoning category. (2SE)

## THL 460

Internship in Religious Education $\mathbf{2 - 4}$ credits
The first two-hour segment of this course is designed to prepare the student with practical experience and training in classroom teaching at various age levels. The second twohour segment includes experience in organization and administration of religious school programs. The student is placed and supervised in one or more of the cooperating schools of the Indianapolis area. This course does not apply toward the general education requirement in the theological and philosophical reasoning category. (SEM )

## THL 463

## Administration in Parish

## Religious Education

## 3 credits

This course is designed to enable the parish administrator of religious education to become aware of the roles that he/ she plays in the parish and the resources that are available through the Archdiocese of Indianapolis and the national Roman Catholic Chur

## BOARD OF TRUSTEES

2014-2015

## Sister Linda Bates

Sisters of St. Francis, Oldenburg
Michael Becher
Managing Partner (retired)
Deloitte and Touche LLP

## Sister Margaretta Black, OSF '61

Sisters of St. Francis, Oldenburg

## Mary Beth Bonaventura'76

Director
Indiana Department of Child Services

## Earl Brinker

President and CEO
Irving M aterials, Inc.

## Matthew W. Browning'00

Director, Quality Resource M anagement Hendricks Regional Health YM CA

## Stephen Burns

Chairman of the Board
Wheaton World Wide Moving

## Clark H. Byrum

President
The Key Corporation

## John T. Cardis'63

National Managing Partner (retired)
Deloitte and Touche LLP

## Philip Carson'81

Agent-Owner
Carson Agency, Inc.

## Mark Daniel '80

Vice President of Intellectual Property-
Patents Group Managing Counsel
Merck \& Co., Inc.
John J. Dillon
President
City Securities Insurance, LLC
Joseph Doyle
Certified Public Accountant
Consultant

Jerry Jones
President and CEO
Cannon IV, Inc.
Fred S. Klipsch
Chairman of the Board
Klipsch Group, Inc.
Hary Gifton "Clif" Knight, Jr., MD
Chief M edical Director
Community Health Network
Sister Joanita Koors, OSF
Sisters of St. Francis, Oldenburg
Joseph T. Kuzmitz
Senior Vice President
$1^{\text {st }}$ Source Bank

## AlanE Leighton'62

Treasurer
Marian, Inc.
Tobin McClamroch
Partner
Bingham Greenebaum Doll LLP
Sister Jackie McCracken, OSF ‘72
Sisters of St. Francis, Oldenburg

## John A. Purdie

Emeritus President
Regency Windsor Capital, Inc.
Monsignor Joseph F. Schaedel '70
Archdiocese of Indianapolis

## Jemy D. Semler HDR'98

Chairman Emeritus
OneAmerica

## Joseph Slaughter

Chairman
Herff Jones Company
Leonard 'Len" Strom'68
Human Resources Director
Archdiocese of Baltimore
Angela B. Wagner, D.O.
Staff Physician
Community Westview Hospital

## D. Anthony (Tony) Watt '69

Plant Manager (retired)
DaimlerChrysler Corporation

## Mary L Weld '68

Conference Programs M anager (retired)
General Electric

## Marvin White

System Vice President and CFO
St.Vincent Health

## Richard Ancrew "Drew" Young

Partner
Young and Young

## Raul E. Zavaleta

President and CEO
Volatus Advisors LLC

## Trustees Emeriti

Dean Emeritus Alvin S. Bynum
Robert G Decraene
John H. Grogan
Eugene Henn
WilliamKelsey '61
Robert H. McKinney
Charles O'Drobinak
Joseph L Smith, Sr. '71
K. Clay Smith

Jack R. Snyder, Chairman Emeritus
Mary Young'47
Judge Gerald S. Zore '63

## EXECUTIVE OFFICERS

## 2014

Sister Jean Marie Ceveland, OSF '64 (2007-)
Vice President for Mission Effectiveness
B.A., Marian College, 1964
M.A., Purdue University, 1971
M.P.S., Loyola University of Chicago, 1988

Dan Conway (2012-)
Senior Vice President for M arketing, Advancement
and Planning
B.A., Saint M einrad College, 1971
M.A., Indiana University, 1975
M.R.E., Saint M einrad School of Theology, 1981

Daniel J. Elsener (2001-)
President
B.A., Nebraska Wesleyan University, 1977
B.S., Nebraska Wesleyan University, 1977
M.S., University of Nebraska, 1980

Thomas J. Enneking (2005-)
Executive Vice President and Provost
B.S., Rose-Hulman Institute of Technology, 1977
M.S., Virginia Polytechnic Institute and State University, 1978

Ph.D., University of Notre Dame, 1991
Paul Evans, DO, FAAFP, FACOFP (2010-)
Vice President and Dean, College of Osteopathic Medicine
B.S., University of M iami, 1972
D.O., Philadelphia College of Osteopathic Medicine, 1979

John Finke (2002-)
Vice President for Institutional Advancement
B.S., University of Connecticut, 1990
M.S., St. Thomas University, 1994

## Gregory A. Ginder (2009-)

Senior Vice President for Finance and Business Operations
B.S., Indiana University-Purdue University, 1981

Deborah Lawrence (2002-)
Vice President for Administration and General Counsel
B.A., DePauw University, 1984
J.D., The Columbus School of Law of

The Catholic University of America, 1987
Ruth Rodgers (2005-)
Assistant Vice President of Student Affairs
Dean of Students
B.A., Virginia Polytechnic Institute and

State University, 1980
M.Ed., Auburn University, 1982

## ACADEM IC AFFAIRS

William B. Harting (2000-)
Dean of Academic Affairs
DIETBT1 001230.091 129.26526.1t(n)-4( )4( o)-5(1(f)4LJETBT/F3 9.96 Tf11c2(lic)3( )-14(U)3(n)-4(iv)-4(e))7MCID 13BDC BT1 001 ef000

## BISHOP SIMON BRUTÉ COLLEGE SEM INARY

Rev. Robert J. Robeson, Ph.D. (2004-)
Rector
B.A., Washington University, 1985

M .Ed., University of South Carolina, 1989
Ph.D., Indiana University, 1998
M .Div., Saint M einrad School of Theology, 2003
Father Joe M oriarty (2013-)
Vice Rector
B. A., Saint M einrad College, 1989
M. Div., M undelein Seminary, 1993
M.A., Creighton University, 2007

## Father Tom Widner '64

Director of Spiritual Formation
B.A., M arian College, 1964

M .A., University of Notre Dame, 1969
M .Div., St. Louis University, 1969

## BOOKSTORE

Allison Bonez (2012-)
M anager

## BUSINESS OFFICE

Jill Baar (2009-)
Accounts Payable Specialist
Audra Blasdel (2013-)
Director of Projects and Procurement
BA, DePauw University, 2005
MBA, University of Indianapolis, 2009
Julie Brinegar (2005-)
Student Account M anager
Glenda Fisher, CPA, CFA (2007-)
Internal Auditor
B.S. Purdue University, 1972

Andrea Fleak (2013-)
M ailroom M anager
B.S. M arian University, 2013

Gregory A. Ginder (2009-)
Senior Vice President for Finance and Business Operations
(See Executive Officers)
Maxwell Hagan (2014-)
General Accountant
B.S. M arian University, 2014

Jeff Castner (1986- )
Assistant Director of Campus Operations
B.A., M arian College, 1993

Mike Miller (1993- )
Assistant Director of Campus Operations/ Grounds M anager
Michelle Wright (2012- )
Day Shift Custodial M anager
Jennell Tompkins (2014- )
Night Shift Custodial M anager
Eric Benjamin (2013- )
M aintenance $M$ anager
B.S., Purdue University, 1984

Carrie Sherman (2009- )
Office M anager
B.A., M arian University, 2011

## CAM PUS SAFETY

Scott Ralph (2004-)
Director of Campus Safety
Chief of Campus Police Services
Mary Harper (2006-)
Administrative Assistant

## FINANCIAL AID

Chad Bir (1996-)
Director of Financial Aid
B.A., Franklin College, 1993

Helen Burke (1998-)
Administrative Assistant
B.A., Indiana University, 1993

## Kevin Marler (2013-)

Assistant Director, Adult and Graduate Programs
B.A., Purdue University, 2004
B.S., Indiana University-

Ryan Boyle (2014-)
Athletics Gift Officer
B.A., University of Washington, 2001
J.D., Loyola Law School, Los Angeles, 2007

Jackie Crone
Executive Administrative Assistant
B.A., Purdue University, 1989

Nichole Ellis (2013-)
Director of Alumni Relations and Development
B.A., IUPUI, 2000

M .A., Butler University, 2003

## John Finke

Vice President for Institutional Advancement (see Executive Officers)

Wil Hampton (2013-)
Executive Director of Athletic Events, Sponsorships
and Marketing
B.A., University of M ississippi, 1984

Lynn Holliday (2013-)
Gifts and Systems Administrator
Kristie Johnson (2012-)
Director, Grants M anagement
A.A., Edison Community College, 1996
B.A., Florida State University, 1999

Chris Bishop (2013-)
Health Sciences Librarian
B.S., Ball State University, 1998
M.L.S, Indiana University, 2004

Allison Reuter (2013-)
Technical Services \& Cataloging Librarian
B.A., Indiana University, 2008
M.L.S, Indiana University, 2010

## Sister Joel Franks, OSF '61, '90 (1981-)

Library Tech
B.S., M arian College, 1961
B.A., M arian College, 1990

M .A., Clarke College, 1970
Ed.S., Ball State University, 1975

## MARIAN'SADULT PROGRAM S

Amy Bennett (2001-)
Executive Director
B.A., Bradley University, 1981

Helen Buckley (2005-)
Office Coordinator
B.S., Iowa State University, 2000

Tennille Culp (2011-)
Advisor
B.L.S., Purdue University, 2006

Matthew Harrold (2013-)
Director of Enrollment
B.S., Ball State University, 1998
M.B.A., Indiana Institute of Technology, 2007

Lesley Neff (2008-)
Director of Educational Services
B.A., Purdue University, 1999

M .A., Butler University, 2005
Lynsey Powers (2013-)
Administrative Assistant

Sandra Richard (2010-)
Administrative Assistant
Kathy Webb (2008-)
Advisor
B.A., Wittenberg University, 1971

Deborah Lawrence (2002- )
(See Executive Officers)
Katie Smith (2011- )
Director of Special Events
Katie Zabriskie (2012- )
Administrative Assistant and Correspondence Secretary
B.A., University of Dayton, 2008
M.A., M arquette University, 2010

## PROVOST

## Thomas J. Enneking

Executive Vice President and Provost
(See Executive Officers)
Dale Selbe (2000-)
Administrative Assistant to Provost

## "R®BUIDMYOHURA"

Dan Conway (2012- )
Senior Vice president for marketing, Advancement and
Planning
(See Executive Officers)
Mark Erdosy (2003-)
Executive Director, "Rebuild My Church"
Director of San Damiano Scholars
B.A., Indiana University, 1988
M.T.S., Saint M einrad School of Theology, 1995

Adam P. Setmeyer (2013-)
Director of Campus Ministry
(See Campus M inistry)
Ken Scheer '84 (2008-)
Director, Rebuild My Church Outreach
(See Institutional Advancement)
REGISTRAR

Maryann Bonner (2001-)
Associate Registrar
B.S., University of Illinois, 1988
M.Ed., University of Illinois, 1998

Janelle Mueller, "06 (2011-)
Assistant Registrar
B.A., M arian College, 2006

## Mariah L. Mueller (2005-)

Assistant Registrar
B.S., M anchester College, 2004

Jennifer Schwartz (2003- )
Registrar
B.A., Millikin University, 2003
M.S., Indiana State University, 2008

Monica Kirschner (2012-)
Assistant Professor for Exercise and Sport Science
Assistant Women's Basketball Coach
B.S., University of Indianapolis, 2010
M.S., Ball State University, 2012

Mary T. O'Brien (2010-)
Catholic School Educator Preparation Program Coordinator
Coordinator of Clinical Internship Placements
College Supervisor/Instructor
B.S., University of Wisconsin-Stevens Point, 1989

Janice Hicks Slaughter (2006-)
Director of K-12 Programming and Outreach
B.S., Tennessee State University, 1969
M.P.A., Indiana University, 1990

Patricia Stewart '81 (2006-)
Administrative Professional to the Dean
B.A., M arian College, 1981

## SCHOOLOF LBERAL ARTS

Jenny Ambroise '02 (2010-)
Assistant Professor of Art and Art History
B.A., M arian College, 2002
M.F.A., Indiana State University, 2006

Lemie Amores '03 (2011-)
Assistant Professor of Spanish
B.A., M arian College, 2003

Ph.D., University of Miami, 2011
Pierre Atlas (2000-)
Director, The Richard G. Lugar Franciscan Center for Global Studies
Associate Professor of Political Science
B.A., University of Toronto, 1984
M.A., University of Arizona, 1993

Ph.D., Rutgers University, 2000
Clare Bain, SFO (2004-)
Assistant Professor of M usic
Director of Pastoral music M inistry
B.M., Ohio University, 1979
M.M. Butler University, 2009

Martine Camblor (2001-)
Director of Language Center
Foreign Language Testing and Placement
Instructor of French
B.A., University Charles V. Paris 7th, 1982
M.A., University of Besancon, 1992

Laurel L. Camp (1991-)
Chairperson, Department of Psychology
Professor of Psychology
B.S., North Dakota State University, 1981
M.A., University of Colorado-Boulder, 1984

Ph.D., University of Colorado-Boulder, 1986
Arthur D. Canales (2012-)
Associate Professor of Theology
B.A., Florida International University, 1987
M.A., University of M iami, 1990
M. Div., The Catholic University of America, 1993
M.A., University of Notre Dame, 1995
D.M in., The Catholic University of America, 1996

Vickie Carson (2002-)
Assistant to the Dean
Carla Castaño (2009-)
Assistant Professor of Spanish
B.A., Universidade M ògi das Cruzes - Brazil, 1988
M.A., Purdue University, 2001

Ph.D. Purdue University, 2009
Brian Collisson (2013-)
Assistant Professor of Psychology
B.A., California State University-San Bernadino, 2009
M.S., University of Florida, 2011

Ph.D., University of Florida, 2013
J. Brian Crain (2012-)

Assistant Professor of Graphic Design
B.F.A., M issouri State University, 2002
M.F.A., Indiana University, 2011

Gay Lynn Crossley (1996-)
Associate Professor of English
B.A., University of South Alabama, 1987
M.A., Florida State University, 1989

Ph.D., Florida State University, 1993
BevertyS. Day ${ }^{04}$ (2004-)

Wendy Vergoz (2007-)

Kristy Wilson (2012-)
Assistant Professor of Biology
B.S., University of South Dakota, 2003

Ph.D., Purdue University, 2009
Sister Monica Zore, OSF '70 (1983-)
Assistant Professor of M athem6(i2)6(s)5(o)-2(r)-2(o)-2(f)4( M)-2(at)-4(h)-4(e)-7(m6(i2)6(s)5(o)-2(r )-2(o)10 I2012)JTJETBT0 $013667394 r$ oista

Gladys Phillips, M SN, RN (1996-)
Assistant Professor of Nursing
B.S.N., Indiana University, 1973
M.S.N., Indiana University, 1978

Susan Schroeder, MSN, RN (2007-)
Assistant Professor of Nursing
B.S.N., Indiana University, 1986
M.S.N., University of Indianapolis, 2006

Marsha Schuler 71(2007-)
Academic Advisor
B.A., M arian College, 1971
M.S., Butler University, 2003

Anita Siccardi, EdD, APRN, FNGNA (2009-)
Dean of Nursing
Professor of Nursing
B.S.N., Texas Woman's University, 1962
M.A.Ed., University of Pittsburgh, 1975
M.S.N., Indiana University, 1989

PH.D., Indiana University, 1998
Marilyn Sleppy, MSN, RN (2013-)
Assistant Professor of Nursing
A.S.N., University of Kentucky, 1981
B.S.N., Ball State University, 2010
M.S.N., Ball State University, 2013

Diana Smith, MSN, RN (1995-)
Assistant Professor of Nursing
B.S.N., Indiana University, 1989
M.S., Ball State University, 1983

Martha Thie, EdD, M SN, RN (2013-)
Manager of St. Clare Center of Holistic Health
St. Vincent Diploma, 1962
St. Francis College, 1965
B.S.N., Loyola University, 1968
M.S.N., Indiana University, 1976

Ed.D., Indiana University, 1997
Ann Uhar, M SN, RN (2002 -)
Assistant Professor of Nursing
B.S.N., M arquette University, 1977
M.S.N., Georgetown University, 1983

Dianne Wagner, M SN, M BA, RNC (2011-)
Assistant Professor of Nursing
A.N., Indiana University-Purdue University, 1972
B.S.N., Indiana University-Purdue University, 1976
M.S.N., Indiana University-Purdue University, 1986
M.B.A., Indiana University, 1989

## STUDENT AFFAIRS

Ben Braksick (2013-)
Director of Student Activities and Orientation
B.A., Illinois Wesleyan University, 2005
M.S.E., Illinois State University, 2007

Heather Bisher (2013-)
Director of Housing and Residence Life
B.S., University of Evansville, 2002
M.A.E., University of Northern Iowa, 2004

Jimmy Cox (2011-)
Associate Director of Student Affairs
B.A., Purdue University, 2009
M.S., Indiana University, 2013

Annabel Feider (2013-)
Resident Director, Doyle Hall
B.A., University of Colorado Boulder, 2013

Justin Gerardot (2013)
Assistant Director of Student Activities and Orientation
B.S., Huntington University, 2010

Kaylee Hofmeister (2013-)
Student Affairs Specialist
B.S., St. Joseph's College, 2009

Ruth Rodgers (2005-)
Assistant Vice President of Student Affairs
Dean of Students
(See Executive Officers)
Linden Spalding (2014-)
Resident Director
B.A., Indiana University, 2014

Clinton L. Whitson (2013-)
Assistant Dean of Student Affairs
B.A., Franklin College, 2005
M.S., Indiana State University, 2007

Angelia Zielke (2007-)
Director of Student Success and Retention
B.S., University of Evansville, 2002
M.A., Ball State University, 2004

## TECHNOLOGY

## John Armitage (2012-)

Enterprise Architect - DBA
M arine Corps Computer Science School, Quantico, VA

Lynn M orrell, Ed.D. (1971-2006)
Professor of Physical Education, Emeritus

## A

ACADEMIC DISM ISSAL ..................................... 30
ACADEMIC FORGIVENESS................................. 31
AcADEMIC InteGrity....................................... 28
Academic Progress ..................................... 30
Academic Services....................................... 35
Academic Support Services.......................... 15
AcCeLerated degree (M AP).......................... 39
ACCOUNTING ........................................... 48
ACCREDITATION .............................................. 3
AdM ISSION PROCEDURES AND POLICIES ................ 8
Advanced Placem ent .................................. 32
AdVANCED STUDY, HIGH SCHOOLSENIORS............. 9
AdVISING, ACADEMIC
German ..... 44
Global Studies ..... 44
Goals ..... 3
Grade Reports ..... 29
Grading System ..... 29
Graduation inform ation ..... 24
Graduation Requirements ..... 21
GRAPHIC DESIGN ..... 42

H
HEALTHD 0BDC BT/F3 12 Tf1 00136740136686.02 TmIG)TJET. 48 Tf1 00143.56656 .74 Tm[RA)-4ETBm(E)-5(A)-2(LTT)-66 715.32 Tm -0.024 Tcl.....


[^0]:    TJET()-5(i187)-4(d-2( )8-2(,)d(in)-3(,)-w-4(ity)-47(to)-4(n)-4(s)6(id)-2(e)4(r )-1io5 a)-3(n) of

[^1]:    HIS 207
    European History from the
    Enlightenment to the Present

    ## 3 credits

    Prerequisite: 102. This course explores the historical changes that have forged the "modern" Western world. It deals with major cultural, social, economic, and political trends in European history from the Enlightenment to the present. Some of the main questions examined include how "modernity" developed in the West, the impact of the West's

