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

To be a great Catholic university dedicated to providing students with excellent teaching and learning in the Franciscan and liberal arts tradition.

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

M arian University is a Catholic, coeducational, comprehensive liberal arts university established by the Sisters of Saint Francis, Oldenburg which provides higher education for a student body of traditional age and adult students, resident and non-resident, with diverse abilities and varied religious, cultural, ethnic, and socio-economic backgrounds. The university integrates a values-centered, liberal arts-based approach into its curriculum. Degrees are conferred in arts, science, business administration, and nursing at the associate and bachelor level. In addition, M arian University confers master's degrees in specific disciplines and doctoral degrees in nursing practice and osteopathic medicine. M arian University provides a mentoring environment that emphasizes individual attention and fosters multi-faceted personal development. Marian University is engaged in dialogue and conversation within the Catholic Church, with the broader Christian community, with other religious people, and with all people of good will.

These goals will be achieved primarily through seven initiatives that build on the traditional strengths of the university and address the needs of our modern society. They are:

- Great teaching and learning
- M athematics and science education
- "Rebuild My Church" - a faith-based initiative
- Nursing
- Performing and visual arts
- Athletics
- Technology and facility improvement

Marian University is accredited by the Higher Learning Commission; the National Council for Accreditation of Teacher Education (Council for the Accreditation of Education Preparation), and the Commission on Collegiate Nursing Education

Until 1968 M arian College was administered by the Sisters of Saint Francis, Oldenburg with the assistance of Monsignor Reine who served as president from 1954 to 1968. He was succeeded by Marian College's first lay president, Dr. Dominic J. Guzzetta, and the Board of Trustees was reorganized with a predominance of lay members. Dr. Louis C. Gatto, the college's fifth president, retired at the end of the 1988-89 academic year after leading the college for 18 years. Dr. Daniel A. Felicetti served as the sixth president of M arian College from 198999, and Dr. Robert M. Abene, the seventh president of M arian College, served from 1999-2001. Daniel J. Elsener became the eighth president in 2001.

The National Council for Accreditation of Teacher Education formally accredited all teacher education programs of the college in 1976. The Indiana State Board of Nursing approved the bachelor-level nursing curriculum in 1987. The Commission on Collegiate Nursing Education renewed the accreditation in 2009.

On July 1, 2009, M arian College became M arian University, and continues to seek means to make significant educational contributions to Indianapolis. This commitment to the community is actively demonstrated through such initiatives as Consortium for Urban Education; advanced placement testing and Advanced Study Program for outstanding high school students; degree-completion programs for the career military; Marian's Adult Programs;

Drew Hall - Drew Hall opened in the fall of 2012 as a residence hall. The tallest building on campus, it has four floors of suite-style rooms, with four students sharing a common living area and private bathroom in each suite. All floors have the benefit of the OnGuard Card system, allowing students access to the building, their floor, and their suite with a proxcard (makingstandard keys unnecessary). The building's amenities extend to its exterior, with a bricked courtyard and fire pit available for student use. A coed residence, the hall is home to 144 upper class students.

M arian University Cycling Center - The indoor cycling training facility opened in the spring of 2007 and is the training ground for the over 30 time national champion M arian University cycling team. It also serves as a health and fitness resource for the larger campus and Indianapolis community.

M arian Hall - Dedicated in 1954 by Archbishop Paul Schulte of Indianapolis, M arian Hall, like the university, was named for and dedicated to M ary, the M other of God, by the Sisters of Saint Francis, Oldenburg. The statue of Mary located at the building's center was also dedicated in 1954. The cornerstone of the building is set in the chapel wing to symbolize the Christ-centered education M arian University provides. M arian Hall houses the Bishop Chartrand M emorial Chapel and M arian Hall Theatre on opposite ends, with classrooms and Scotus Science Hall in the middle. In addition to being a classroom building, this central administration building houses the offices for academic and financial student services, human resources, and Marian's Adult Programs. It is the home of the office of the Dean of the College of Arts and Sciences and houses faculty offices for behavioral, natural, and social sciences.

M ichael A. Evans Center for Health Sciences - The M ichael A. Evans Center for Health Sciences is home to the M arian University College of Osteopathic M edicine (MU-COM ), the Leighton School of Nursing, Exercise Science programs, an art gallery and classrooms. The building opened in August 2013. It is a 140,000 square foot building on four floors and is LEED Gold certified. Classrooms, two lecture halls, and the admissions and student affairs offices for graduate programs occupy the first floor. The building also houses an anatomy lab and osteopathic manipulative medicine lab. M odern patient simulation centers, which duplicate hospital and clinic treatment areas for teaching and assessment of student skills and

Section II: Once notified of acceptance by the Office of Admission:
a) Students must submit a $\$ 100$ enrollment deposit.
b)

The tuition and fees that each student pays to Marian 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.

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 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 the approved provider. Students who fail to pay tuition on time or make a scheduled payment plan payment may be charged a late fee.

Student accounts must be paid in full in order for students to enroll in or attend classes for any subsequent semester. Academic records, including transcripts and diplomas, are encumbered until the student account is paid in full. Students in professional programs that require additional or external certifications or testing to progress will have restriction to official records allowing them to participate in these certifications or test.

Outstanding account balances for students who have ceased enrollment at M arian University may be forwardeian

- Competitive. Selection based on audition and talent and potential contribution to the marching band.
, amount varies
- Competitive. Selection based on audition, and talent and potential contribution to program.

The requirements for receiving the Indiana State Frank O'Bannon Grant or Twenty-First Century awards are: (1) the filing of a FAFSA before April 15, (2) demonstrating need, (3) attending an Indiana university or university, (4) being an Indiana resident by January 1 preceding the award year, and (5) maintaining academic progress toward a degree. The FAFSA may be filed online at www.fafsa.ed.gov.

The Federal PELL Grant is a federal grant based on financial need and requires a student to file a FAFSA.
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.

The Federal TEACH Grant is a federal grant that provides funds to students who are completing or who plan to complete coursework that is required to begin a career in teaching, and who agree to teach full-time. Please website the federal website at https://teach-ats.ed.gov/ for more information.

For more information on the federal loans described below, please go to our web site; you can download brochures and apply online.
has two types of loans: (1) the Subsidized Loan, with an interest subsidy, and (2) the Unsubsidized Loan, without an interest subsidy. Maximum annual loan limits depend upon:

- the student's status as a dependent or independent
- the student's year in college
- the student's financial need
allows the parent of a dependent student to borrow up to the cost of attendance minus other aid available. Parents must have no adverse credit history.
: You will also find information on other loan resources at www.marian.edu/financialaid.
All student loan programs have loan deferral provisions. All borrowers with outstanding indebtedness in the Perkins, Stafford, PLUS, and HPSL programs are eligible to consolidate their loans. Please contact the Office of Financial Aid for details

Indianapolis Indians games, local art and cultural events, receptions with M arian University faculty, personal academic workshops, and volunteer activities in the Indianapolis community. The Office of 21st Century Scholars strives to support scholar students in every way possible.

Advising is a collaborative process that encourages students to take ownership of their academic experience by exploring dreams, identifying goals, and developing meaningful academic plans. Academic advising is available through each school and the Office of Academic Advising.

New students, full and part-time, are assigned to an academic advisor by the Office of Academic Advising.

Testing Services:

- Placement tests are administered to incoming freshmen based on their SAT/ACT scores, and to nontraditional transfer students who need a placement determination. For more information, refer to the catalog section, Assessment and Placement.
- College Level Examination Program (CLEP) - for more information, see the catalog section, Credit and Advanced Placement.
- Pre-admission screening for adult students who have never attended university or who have previously attended non-accredited institutions. For further information, contact the Office of Admission at 317.955.6300 or 800.772.7264.

The Office of the First Year Experience supports positive transitions for all undergraduate students within their first year at M arian University. The office provides opportunities for students to connect to one another, faculty, the M arian University community, and the city of Indianapolis.

First Year Experience events include: Welcome Weekend, FIRST Day of Service and Leadership, First and Foremost, Faculty Friday Nights, the First Year Class Trip, and the First Year Passport.

Additionally, the Office of First Year Experience sponsors the following campus-wide initiatives:
First Year Seminar
First Year Seminar is a three credit course that is required for all incoming freshmen and transfer students who have earned fewer than 23 credits (and/or not successfully completed a similar course at a previous college/university). Each semester, FYS 110 offers a variety of theme-based topics in which students

Led by passionate staff and student leaders, Campus M inistry creates Outreach, Spiritual Formation, and Fellowship opportunities that meet people where they are, reveal God, and call for a response. We do so by
university life. Counseling services are provided free of charge, and coordinated care with other professionals is arranged for those who experience more chronic conditions. When necessary, and at the discretion of the counseling staff, referrals to community agencies may be required which would result in fee for service costs to the student.

The Counseling Services Program uses psychological assessment and screening tools by licensed and professionally trained clinicians to assist in the recognition of mental health issues and academic functioning. Where additional evaluation, psychiatric, or specialized mental healthcare is indicated, referrals are made to providers in the Indianapolis area or within the student's healthcare organization. Off-campus referrals are at the student's expense.

Counseling and Consultation Services staff members make use of educational programs and prevention workshops as part of their support services for the academic and personal growth of $M$ arian University students. Information is provided on topics such as, depression, anxiety and panic disorders, eating disorders, stress management, communication skills, personal wellness, conflict resolution, sexual assault and domestic violence, substance abuse, and alcohol awareness. In addition, with permission of the student; consultation and collaboration with Marian University faculty and staff members are utilized to better serve the student's needs. CCS maintains and follows confidentiality and the professional ethical guidelines of the American Psychological Association.

## Assessment and Screening

Individual assessments are available to screen for learning difficulties, attention deficit issues, learning style, substance abuse, depression, anxiety, or eating disorders.

## Crisis Intervention

During normal daytime office hours ( $\mathrm{M}-\mathrm{F} 8-4: 30$ ), the CCS staff are available to provide crisis intervention services to all students. Resident students needing emergency mental health services during the evening or weekends are directed to contact their residence hall director or the Campus Police at 317.955.6789. Non-resident students should call the MHA Indianapolis Crisis Line number at 317.251.7575, 911 or 317-924-2750 to speak to the CCS counselor on call.

Dining with friends is an integral part of your college experience. Dining locations on campus include: the Dining Commons (located in Clare Hall), Subway (located in the Paul J. Norman Center), Papa Johns, Grille Works and Starbucks (located in Alumni Hall) and P.O.D M arket (located in the Evans Center). The All Access Meal Plan for residential students is purchased when students sign their housing contracts. The M andatory Commuter Student Meal Plan ( $\$ 200$ Flex Dollars) will automatically be assigned to all commuter students. Whether you eat every meal on campus or just grab a bite now and then, you'll love the variety, convenience and flexibility of your meal plan.

Our approach to housing allows students to begin college in traditional double occupancy housing and gradually move to more independent living each year. Students who have attained their $21^{\text {st }}$ birthday on or before August 31 may request to live off campus by completing the appropriate form online through our Simple Campus Housing website. Students who are married, have dependents and/or are veterans who have served at least two years active duty in the armed forces may also apply to live off campus. Seminarians should also complete the off campus application.

Room and board contracts traditionally provide residents double room accommodations and meals, exclusive of vacation periods. A limited number of singles are available for students. For additional information on food services, please see the Dining Services section or visit www.marian.campusdish.com.

Residence hall rooms include two single beds, desks with chairs, and dressers. Students must supply their own bedding, toiletry items, shower supplies, microwave, refrigerator, electronics, etc. A list of what items to bring/not bring can be found at www.marian.edu/housing. A lobby or floor phone is provided in each residence hall. Wired and wireless internet access is available in all residence hall rooms. All rooms are equipped for access to basic cable television channels. Vending machines and free laundry are also available in each residence hall.

The M arian University Student Health Center, provides the clinical opportunities for students to achieve their level of optimal wellness. The Catholic Franciscan heritage coupled with current medical information guide the implementation of clinical services. These services address a wide range of needs in the form of providing treatment for acute illness, well visits, immunizations, physical exams and promotional health education programs. The Student Health Center provides limited over-the-counter medications and prescriptions when indicated.

All students must complete a Student Health Record form and Student Immunization Record form (forms can be found on the M arian University Health and Wellness web site). The student's signature, (or parent's signature for a student younger than 18), is required for authorization to administer treatment.

The International Student Specialist is available to assist International students in becoming familiar with services, academic support and programs at the university and in the community. This office also assists in all matters regarding passports, visas, employment issues, academics, and other concerns of the international student.

Consistent with students' needs and interests, the director of intramurals coordinates a comprehensive program of sports and recreational activities. For the active participant, activities are offered in competitive team sports such as flag football, basketball, volleyball, ultimate frisbee and kickball. Please visit www.imleagues.com to sign up to participate. All intramural information will be posted on the website.

In the P.E. Center, we provide two racquetball courts, a dance studio, and an area where weights, treadmills, elliptical(s) and bikes are provided for working out. We do have a recreational gym called Clare Gym that can be used when varsity teams are not practicing. You must have your student ID with you to use the facilities.

The Language Center, located in Clare Hall 020, provides electronic and media support for the study of languages. Student stations are equipped with technology to facilitate the study of French, German, and Spanish. Computer stations offer possibilities for practice and skill-building in vocabulary, language structure, reading, composition, and review of historical and cultural information. Access to the Internet broadens the scope of resources and information available to the student. The center serves as a classroom as well as an electronic library for individual study.

See the University section for the description of the library and its services.

New student orientation, advising, and registration take place in January and throughout the spring and summer for first-time freshmen and transfer students. All new students are required to attend one Student Orientation, Advising, and Registration (SOAR) day prior to the first day of classes. SOAR is an orientation for new students and

The Writing Center offers a range of writing and literacy related services for M arian University students, faculty, staff, alumni, and Indianapolis residents. The Writing Center is located in the lower level of Clare Hall (CH021) and also operates satellite locations within the

Scientific Knowledge: to understand and apply the basic concepts of science and mathematics and to explain their relationship to contemporary life and work.

Objectives:

1. to demonstrate knowledge of the scientific method and to apply it to problem-solving and research inquiry
2. to demonstrate knowledge of the fundamental laws of nature underlying the universe
3. to demonstrate an understanding of the factors and choices involved in responsible stewardship of the environment

Behavioral and Social Knowledge: to understand the relationships between beliefs and actions of individuals and groups in social, political, and economic contexts.

Objectives:

1. to demonstrate an understanding of the interactions among individual, group, political, and economic factors in contemporary societies
2. to demonstrate an understanding of how people are affected by the world -as it is and as they experience it-in social, political, and economic contexts
3. to demonstrate an understanding of the ways individuals and groups produce change in personal, social, political, and economic environments

Humanistic and Artistic Knowledge: to understand and appreciate the cultural life of world communities, past and present.

Objectives:

1. to demonstrate knowledge of philosophical wisdom regarding what human beings are and who one can be as a person
2. to expand cultural perspectives by establishing a foundational knowledge of world civilizations in their historical contexts
3. to demonstrate an ability to analyze and interpret the diverse heritage of the past in terms of its own ideas and values
4. to establish a commitment to the life-long process of understanding and participating in contemporary local and global cultures

M arian-Specific Core: to demonstrate a basic understanding of and participation in theological and philosophical reflection on questions of ultimate meaning and value, within the context of a Catholic and Franciscan university.

Objectives:

1. to demonstrate knowledge of theological wisdom regarding what human beings are, who one can be as a person, and who God is and the ethical and moral implications thereof
2. to demonstrate an understanding of the historical and contemporary impact of religion
3. to demonstrate an engagement in the ongoing synthesis of faith and reason

Outcomes for the General Education Capstone Experience-The Senior Seminar. A student completing the general education capstone experience will demonstrate:

1. the ability to integrate multiple perspectives regarding a single theme of social/cultural importance
2. the ability to contribute effectively to a serious academic conversation about a single theme of social/cultural importance
3. an appreciation for the importance of life-long learning
4. an appreciation for the importance of serious intellectual and interdisciplinary reflection to citizenship in a democratic society
A. -area of primary concentration (18-30 credits)
B.

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.
(6 credits)
PHL 130 Human Nature and Person
THL 105 Introduction to Theology
2.
(4 credits)
ENV 172
Intro to Environmental Science
3.
(3 credits)
One course from the following:
PSY 101 General Psychology
PSY 220 Human Growth \& Development
SOC 101 Introduction to Sociology
4.

HIS 102 History of the M odern World
5.
(3 credits)
ENG 101 English Composition

Marian University students who maintain continuous enrollment each fall and spring semester use the catalog in effect at the point they first enroll at the university as a degree-seeking student.

Former M arian University students readmitted to complete a degree use the catalog in effect at the point of readmission.

Second degree students who earned their first degree at M arian University use the catalog in effect at the point when they first enroll in courses for the second degree.

The same catalog is used for meeting both major and general education requirements. Sometimes a program change is approved for both new and current students, particularly when it is required for professional certification.

Special approval of the registrar would be required to vary from the above guidelines. For example, graduation applicants who were close to meeting all requirements 15 or more years ago, but were not able to persist at that time, may seek approval to complete the few requirements remaining at that time. Students are responsible for making the choice and completing the appropriate requirements, although advisors can facilitate the process. Beyond this example, the registrar would be expected to approve, by exception, a catalog no older than five years from the anticipated graduation date, and not to mix parts of requirements from more than one catalog.

Candidates for the bachelor degree must complete a minimum of 128 credits and earn a 2.00 minimum overall GPA, as well as maintain the required minimum GPA in their major. The major includes all graded courses required by the major and any additional courses with the department prefix. Of the 128 credits, a minimum of 64 credits must be from courses numbered 200 and above, i.e., courses beyond the introductory level. Candidates for the associate degree must complete 64 credits and earn a 2.00 minimum overall GPA.

All graduating students, whether participating in the graduation ceremony or not, must complete a Graduation Application. This form, available online, initiates the graduation audit and the process of preparing diplomas. Upon completion of all degree requirements, and following the student's graduation date, diplomas may be picked up or will be mailed to the permanent address of record within ten weeks of the ceremony. August and December graduates are invited to participate in the graduation ceremony the following M ay.

Participation in the graduation ceremony requires satisfactory completion of all graduation requirements.

A double major is awarded to students who simultaneously complete the requirements for two bachelor of science or two bachelor of arts degree programs. There must be an essential difference between the two majors. Students who plan to double major must have their programs approved by both major departments. Students declaring a double major must satisfy the department requirement and general education requirements for each major as stated in the catalog.

A student may be awarded two degrees by simultaneously completing two bachelor degree programs, one each from the arts, sciences, or nursing. Students cannot simultaneously earn an associate and a bachelor degree. A student who plans to pursue a double degree must receive approval from the two major departments and there must be an essential difference between the two majors. A student who declares a double degree must satisfy the requirements for each program as stated in the catalog. The student will receive two diplomas upon graduation.

Language achievement tests include the AP tests available at the high school level and CLEP tests at the university level. Credit may be awarded on the basis of achievement.

A student whose first language is other than English, and who completed high school study in the first language, may apply English courses toward the language requirement at Marian University. These are ENG 101, ENG 112, COM 101, HUM 210.

This option, approved on a case-by-case basis, is provided for those students unable to meet the foreign language general education requirement for a degree at

- summa cum laude - if at least 3.80 GPA average is earned

ETII4(9 17 gO -6E19tafic)
instructor before filing the withdrawal request w

Students who voluntarily withdraw from the university while on probation, as well as those who are dismissed, must have special permission to re-enroll, after a case has been made that the student is more likely to succeed.

With the permission of the academic advisor, students may repeat courses for which they have received credit. The last grade and credit replace the previous ones in computing the grade point average. A student who fails a repeated course for which they had received credit, forfeits the original grade and credit earned. All courses attempted are listed on the students' records. Courses may only be taken for credit once unless otherwise stated in the course description.

Students admitted or readmitted on probation are expected to meet the special terms indicated in their admission letter. They will be evaluated for continuation at the university at the end of their first term.

The 1tS24 588.4 Berst terves the right to dismiss any student who does not meet the guidelines stated above.
determines that the grade was unfairly assigned, this decision is conveyed to the instructor, the chairperson,
4. Students may not receive credit for a lower level CLEP examination if they have completed higher level courses in the same discipline.
5. CLEP credits are not allowed to be earned during the last thirty credit hours of bachelor degree work or the last fifteen credit hours of associate degree work. A student who receives CLEP credits during this time are still required to fulfill their last thirty/fifteen credits at M arian University, thus placing their total earned degree credits at over the minimum required for the degree.
6. A maximum of 30 CLEP credits may be applied toward a bachelor degree. A maximum of 15 CLEP credits may be applied toward an associate's degree.
7. For further information about the CLEP Program in general, consult the CLEP website at www.collegeboard.org.

M arian University offers various cross-discipline academic programs which provide a value-added experience for our students. These programs have specific requirements and are housed within the various schools of Marian University.
dinnts a a[(d)-4(e) 1540.152 .704 Tm[( )]TJ/F2 9549 TJ1 $00 \mathrm{~g} \mathrm{expdet(e)4yndran(ls)7(y)-4(wa2)-3(gr50} \mathrm{e.29} \mathrm{683.6tat)-4biona[(d)(e)4(t} \mathrm{)}$ Participation in these programs is not restricted to specific academic majors. If you have questions not answered in the text, contact information is provided at the end of each program description.

Once admitted to the Bishop Simon Bruté College Seminary, all seminarians live together as a community in the seminary located on Cold Spring Road, one mile south of M arian University. This community participates in ongoing formation, daily celebration of the Eucharist, and praying the Liturgy of the Hours together each day. Some of the seminary formation activities include opportunities to participate in Eucharistic adoration three times each week, weekly formation conferences, ministry opportunities, individual spiritual direction, days of recollection, and an annual retreat. A wide range of other activities are offered to enhance the human, spiritual, and cultural formation journey of these men as they discern their vocations.

Students in the Bishop Simon Bruté College Seminary are an important part of the M arian University community. M ost seminarians take part in intramural sports or various other clubs and organizations on campus, and all are encouraged to be involved in campus life. Students attend class with other M arian University students and eat their meals in the campus dining hall. While seminarians are expected to make their commitment to formation activities and academic coursework their top priorities, there is generally ample time to take part in the many exciting activities offered on campus.

Requirements
To be admitted to the Bishop Simon Bruté College Seminary, the following criteria must be met:
1.

HIS H02 Honors History of the M odern World (spring)
PHL H30 Honors Human Nature and Person (spring)
Sophomore
Honors humanities course: 3 credit hours:
Honors HUM 210
Junior
Honors themed year, 2 seminars, 1 study abroad: 9 credit hours:
HON 380 Special Topic seminar I (fall)
HON 380 Special Topic seminar II (spring)
HON 380 Study Abroad, fulfills general education cross-cultural requirement (summer, 3 weeks)
Senior
Honors capstone research project: 3 credit hours:
HON 399 Honors Research (fall or spring)
Seniors present research at the Honors Undergraduate Research Symposium.

For more information regarding specific courses and requirements to complete the peace and justice studies minor, contact the program director, Deeb Kitchen at dpkitchen@ marian.edu or 317.955.6027 or Vickie Carson, Centers assistant at 317.955.6132 or vcarson@ marian.edu.

Strong communication skills, research and critical thinking skills, and interpersonal skills are all essential to doing well in the legal profession. Law schools heavily rely on student performance on the LSAT among their other admission criteria. Guidance for LSAT preparation is available through Marian University's Exchange which also hosts annual events to provide students who are interested in law the opportunity to meet current legal professionals. The Exchange is also a place where students interested in legal internships can be connected to local opportunities for such experiences. For more information regarding career paths into the legal profession and advising regarding appropriate course work, contact William M irola, Ph.D., Dean, College of Arts and Sciences, at 317.955.6033 or mirola@ marian.edu.

Certain post-bachelor professional schools-dentistry, medicine, optometry, occupational and physical therapy, pharmacy, veterinary, etc.-require the student to complete prerequisites before being considered for admission. Students may select any academic major and must fulfill the prerequisites of the professional school to which they intend to apply. For more information, contact Dr. Kimberly Vogt at 317.955 .6435 or by e-mail at kvogt@ marian.edu as early as possible.

Nearly eight centuries ago in the Italian town of Assisi, 80 miles north of Rome, a young man named Francis prayed in the crumbling little church of San Damiano. As Francis knelt before the crucifix, he heard Christ speak: "Francis,


The College of Arts and Sciences advances the mission of $M$ arian University by providing and excellent education that profoundly transforms lives, society, and the world. As the core of the university curriculum, these departments proved rich opportunities to develop multidimensional critical thinking, life-long learning, and gain thel $\square$

BIO 226 or 334, BIO 352, and at least 8 additional credits

This minor is interdisciplinary, drawing from courses across the curriculum. Students explore theories of peace and justice, examine and analyze the economic, social, and political causes of injustice, and consider ways to create peace through structural justice. In addition students learn how academic institutions and research methods can be used in the service of peace and justice in our communities and globally.
on the peace and justice studies program, Deeb Kitchen, by e-mail at dpkitchen@marian.edu or by phone at 317.955.6027.

18 credit hours including POL 155, SOC 145; 3 credits of SOC 360 or an approved community engaged learning experience; 3 credits from COM 352, CRJ 270, 371, GST 200, 210, 301, POL $353,357,359$, SOC $265,270,305,320,325$, or $375 ; 3$ credits from ENV 170, GLS/SOC 377 or PBH 201; 3 credits from COM 201, 221, 333, PHL 215, 240, THL 321, or 322.
on the philosophy program, contact Andy Hohman, S.T.L., by e-mail at ahohman@ marian.edu or liberalarts@ marian.edu, or by phone at 317.955.6113.

36 credits including PHL 130,150,215, 240, 320, 330, and
490.
with a concentration in philosophy or pre-theology, see Theology (THL) section.
18 credits, including PHL 130.
18 credits, including PHL 215, PHL 498, and THL 216 or 218, and the balance of additional credits chosen from the following set: BIO 321; PHL 115, PHL 315, PHL 240 or POL 230; PHL 325; BUS 401; NUR 310; POL 155 or SOC 145; THL 316, and 322.
on the physics program contact Carl Lecher, Ph.D. at 317.955.6005 or by e-mail at clecher@marian.edu.

At least 20 credits in physics, including 212 and at least one course numbered 300 or higher.
on the political science program, contact Pierre Atlas, Ph.D., by e-mail at patlas@marian.edu or liberalarts@ marian.edu, or by phone at 317.955.6336.

33 credits including POL 102, 205, 301, 490; all three subfield core courses 210, 220, and 230; and any four additional political science courses, excluding 460. Political science majors must receive a g
on the public health major, contact Amber Nelson, by e-mail at anelson@marian.edu or liberalarts@marian.edu, or by phone at 317.955.6228.

33 credits including the following required core classes: PBH 201,PBH/ BIO 301, PBH/SOC 460, PBH 490, SOC 205 or PSY 205 or BIO 205, SOC/GLS 377, and an additional 15 elective credits from the three following categories: one course from SOC 305, 320, 325; one course from PSY 250, SOC 301, SWK 350; and an additional 9 elective credits from BIO 225, COM 190, 365, CRJ 270, 330, ENG 323, ESS 236, 336, GLS/ PSY 367, PHL 325, POL 320, PSY 230, 330, SOC 255, 266, SWK 270, 310, THL 316. Public health majors must receive a grade of ' C ' or higher in all core required classes.

48 credits including the following required core PBH classes: PBH 201, PBH/BIO 301, PBH/SOC 460, PBH 490, SOC 205 or PSY 205 or BIO 205, SOC/GLS 377. In addition to the core: 3 elective credits from: SOC 305, 320, and 325; 9 elective credits from: COM 190, 365, CRJ 270, 330, ENG 323, GLS/PSY 367, PHL 325, POL 320, PSY 230, 330, SOC 255, 266, SWK 270, 310, THL 316; plus 18 elective credits from: BIO 151,202, 203, 214, 216, 225, 226, 265, 320, 321,340, 345, 355, CHE 100, 270, 315, ENV 170, 171, ESS 236, 336, SOC 255, and an additional 12 elective credits in the math and sciences at 200 level or above. Public health majors must receive a grade of ' C ' or higher in all core required classes.

18 credit hours ( 6 courses) including PBH 01,PBH/BIO 301, SOC/GLS 377, plus an additional 9 credits from BIO 225, COM 190, 365, CRJ 270, 330, ENG 323, ESS 236, 336, GLS/PSY 367, PBH 460, PHL 325, POL 320, PSY 230,330, SOC 255, 266, SWK 270, 310, THL 316.
on the sociology program, contact Bessie Rigakos, Ph.D., by e-mail at brigakos@marian.edu or liberalarts@marian.edu, or by phone at 317.955.6143.

33 credits, excluding SOC 100 and including 101, 205, 301, 450, 451, and 490. A minimum grade of " $C$ " is required for all sociology courses required for the major.

18 credits, excluding SOC 100 and including 101.
: 24 credits including THL 105 and PHL 130 taken at Marian University; two courses chosen from THL 103, 216 or 218 or 208, 232, 236, 322, 338, 381; two courses chosen from PHL 205, 215, 240, 350, 381; and two Catholic studies courses seated in other disciplines.

The minor can only be earned by following a program of study specifically approved by the Theology/Philosophy Department. Depending upon one's declared major, the minor will follow one of several tracks. 19 credits, including; THL 100; NUR 335 or EDU 400; THL 105 or THL 105S; THL 170 or 361 or 371 or 474 or (with approval of chair of SDS academic advisor) one from ARH 335, COM 333, ENG 320, HIS 348, NSG 427, PSY 355, SOC 360, or SPA 325; THL 270; one from THL 205, 208, 308, 106; one from THL 226, 228 or NSG 417 / 419 or student teaching in a Catholic school; one from THL236, 316, 321, 322, 327, or student teaching in a Catholic school.

20 credits.
32 credits including THL 105, 170, 205, 208, 216 or 218, 228, 236, 361, 474,490 , and continuous mentoring and internship participation. Note: Ordinarily, persons wishing to enter the certificate program already possess a bachelor degree.

In collaboration with the Archdiocese of Indianapolis, M arian University offers

43 credits including the 13 credit common core. Additional requirements include: ART 201, 206, 221, 490, 491, ART 105 or 300, three additional studio art courses, and six hours of 300 -level ARH courses.
Students enter the departm-5(e)4(tm-5(e)4(y18s v1,)is)7(s)5(e a)-5(d(e)4( nin)-6(clu)4( ts 5(d)-4s v1,)is)m se(tm-5(e( Tm5(d)-4(it )-3(c
3. Completion of all phase assessments that include an assessment of basic skills. This can be accomplished in multiple ways: passing scores on the on the state identified Pre-Professional test or one of the State identified alternatives.
4. Students majoring in education pursuing licensure for All Grade Teaching (grades P-12): should be enrolled concurrently in a content area major in one of the following: art; music; physical education; health; and world languages. Specific content and education courses are approved by the Indiana Office of Educator Licensing and Development of the Indiana Department of Education. The Office of Education Licensure and Development has approved ALL grades ( $\mathrm{P}-12$ ) licensure for the content areas: Health and Physical Education; Art; Music; Spanish; French; and English as a New Language.

1. Students must achieve a minimum grade of " $C$ " in every course required for the major. A minimum grade of "B-" is required in ENG 101 and ENG 115 and a minimum grade of "C" is required in COM 101.
2. Courses from one of the following tracks:
a. Non-licensure, secondary track: EDU 120, 230, 255, 318, 351, 446, 453, 454, 474, 491 and PSY 365.
b. Non-licensure, elementary track: EDU 120, 174, 175, 230, 314, 315, 325, 346, 347, 444, 446, 474, 491, MAT 115 and 116, and PSY 220.
3. Students must meet the department 2.50 GPA requirement.
4. Completion of phase I assessments that include an assessment of basic skills. This can be accomplished in multiple ways: passing scores on the on the state identified Pre-Professional test or one of the State identified alternatives.
5. Internship EDU 474 does NOT fulfill teacher licensure requirements.
6. This degree option is only available with approval from the Dean of the Educators College and only on a case by case basis.

Students committed to faith-based teaching have the opportunity to nurture their own faith as they develop into

1. Students must meet the 2.50 GPA requirements in all areas of licensure and earn a minimum grade of " C " in all courses in the major and for licensing. Students must earn a minimum grade of "B-" in ENG 101 and 115, and a minimum grade of C in COM 101.
2. Students must take EDU $120,175,230,314,325,346,347,444,446,473,490,491$; SPD 130, 154, 233,368 , 369, 439; HIS 216; M AT 115 and 116; PSY 220, and SCI 301.
3. Successful completion of all phase assessments.

Students successfully completing the major and the phase assessments are recommended for the Indiana primary and intermediate teaching licenses, covering grades K-6 and the M ild Intervention license, for grades P-6.

1. Students must meet the 2.50 GPA requirements in all areas of licensure and earn a minimum grade of " C " in all courses in the major and for licensing. Students must also earn a minimum grade of "B-" in ENG 101 and 115, and a minimum grade of " C " in COM 101.
2. 40 hours in education: EDU $120,230,255,318,346,446,453,454,473,490$, and 491.
3. 15 hours in special education: SPD 130, 233, 368, 369, and 439.
4. One of the following areas:
a. Mathematics. 18 credits in M athematics: M AT 230, 231, 310, and choose 2 courses from MAT 322, 323 and 330 . Students will earn a minor in Mathematics
b. English. 18 credits in English: ENG 206, 215, 223, 250, 304, 347. Students will earn a minor in English.
5. After passing all required state tests, graduates will be licensed to teach Special Education: Mild Intervention grades $5-12$. If the state required content test is passed, that content area could be added to the teaching license.

The major also provides opportunities for study in various minor areas. The advisor will work closely with students to select coursework that best matches the academic and professional goals of the student. Major entrance requirements are similar in nature to other education degrees. However, state required licensure testing (i.e. Praxis, CASA, etc.) is not required for this major, as this degree does not lead to a teaching license.

1. Students must achieve a minimum grade of " $C$ " in every course required for the major. A minimum grade of "B-" is required in ENG 101 and ENG 115 and a minimum grade of "C" is required in COM 101.
2. Student must take 42-43 credits including: EDU 120; EDU 174 or 314 or 454 or SPD 154; EDU 175; EDU 230 or PSY 325 or PSY 350 or PSY 365; EDU 315 or ESS 453; EDU 318 or 346 or 351; EDU 474, 490, 491; COM 221 or 331 or 380/480; 3 credits of ENG 206 or ENG 239 or ENG 303; SOC 270.

Open to Applied Educational Studies majors only. 18 hours in education. Required courses are SPD 130, 154, 233, 368, 369, and 439.

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 ByrumSchool'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, business analytics, 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 three, nine-credit experiential courses, BUS 109, 209 and 309, plus an additional 12 credits from BUS 200 - Careers in Business: Research and Internships, BUS 360/365 - Internship, BUS 400 - Careers in Business: Job Search and Professional Development, BUS 401 - Business Ethics and an elective business experience.

Students majoring in a Byrum School of Business Program must achieve a minimum cumulative GPA of 2.33 ( $\mathrm{C}+$ ) in BUS 109 and BUS 209. Any student who does not achieve a cumulative GPA of $2.33(\mathrm{C}+)$ in BUS 109 and BUS 209 is dismissed from Byrum School of Business. Students may submit a written appeal for reinstatement to the Dean of the Byrum School of Business.

The Byrum School offers its students the option of supplementing their major with a concentration in business in sports, entrepreneurship, human resource management, insurance, integrated marketing communications and management information syst TJETc4(in)-6(f)4(o4(o)-2(rm)3u)-4(rs)5(e)-5(f5(fr4(in)-34(in Tm4(ion)-6(s334(t[ion)-6( 0176 (f)4(o)-2(r)

Available to students with a major outside the Byrum School. 18 credits consisting of BUS 109 and BUS 209.

Registered nurses seeking a Bachelor of Science degree in nursing will enroll in Marian's Adult Program(MAP). See page 64.

Additional designated courses are required by nursing as part of the general education requirements. Whether transferred in or completed at M arian University, all BSN and RN-BSN students are required to successfully complete BUS 205; COM 101; ECN 200; ENG 101, 239, 213 or cross cultural course; PHL 130; PSY 230; SOC 101; THL 105, 216. RN-BSN students with an associate degree in nursing from another institution will be awarded 53 credits toward their BSN degree at M arian University. These 53 credits will account for associate level nursing requirements and 9 hours of electives in liberal arts.

M arian University at Nashville, Tennessee is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Designated University Employees:
Dr. Dorothy Gomez
Dean, School of Nursing
M arian University
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317.955.6168
dgomez@marian.edu
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317.955.6016
bharting@marian.edu
Ruth Rodgers
Vice President for Student Affairs \& Dean of Students
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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 $t(d)-716(t)-4(0)-b 71 \operatorname{Tm}[(s) 5(h)-4(0)-2(u)-4(l d)-3(c h)-6(6 t i t)-3(u)-4(t$

60 credits including ESS $120,270,340,351,352$, 360, 375, 390, 435, 490; BIO 225; BIO 226 or BIO 334; CHE 151; BIO 205, PSY 205 or ESS 420; with the remaining courses from a list of courses in BIO, CHE, ESS, MAT, PHY, and PSY. Possible courses include: BIO 151, 203, 204; BIO/CHE 310, 311, 312; CHE 152, 305, 306; ESS 245, 350, 380, 434, 445, 470, 475, 498; M AT 145, 215; PHY 110, 111; PSY 220, 330, 350. Students must maintain a cumulative GPA of 2.0 in all ESS classes.

18 credits including ESS 120 and 15 credits selected from ESS 236, 245, 250, $265,270,336,340,350,351,352,355,360,375,390,435,445,470$ or 475 . Students must receive a minimum grade of "C" in all courses taken as part of the minor.

60 credits including: BIO 226;
ESS 120, 236, 270, 336, 350, 352, 390, 445, 490; PBH 201; PSY 315; CHE 100 or CHE 151 and 152; 15-19 credits selected from BIO, CHE, ESS, PBH, and PSY. Students must receive a minimum grade of "C" in all courses required for the major.

60 credits including: ESS 120, 390, 434, 375 or 475, 490, and 498. Additional requirements are CHE 151, 152 and 305; BIO 226 or BIO 334; BIO/CHE 310 or BIO/CHE 311 and 312; BIO 205 or PSY 205, preparation to sit for at least one nationally recognized certification, and the presentation of the research project. To reach a total of 60 credit hours, the remaining courses are

Prerequisite or corequisite: 310. A study of the principles, theory, and practice of auditing. Study includes professional ethics, auditing standards, environment, concepts, tools, techniques, the audit engagement, and reporting responsibilities. An integrated comprehensive audit practice case is utilized. (2FE)

Prerequisites: 321 , full-time enrollment, and instructor permission. An overall analysis and review of the American


Prerequisite: SOC 101 or 175; HIS 102, or permission. This course is an introduction to the history and methodology of archeology. Archeology plays an important role in both anthropology and art history. The course examines the structure and formations of the archaeological record and how this is used to reconstruct the nature of ancient societies. The techniques of archaeology are also considered, including field excavation, archaeological site survey and the laboratory analysis of artifacts. (2FO)

Prerequisite: 240, GST 200 and 210, or permission. Imagery reflects - and creates - our assumptions about masculinity, manliness, and gender identity. This course introduces the gender studies minor to visual representation and its critical link to these assumptions. We will learn to see, analyze, and add to our understanding of masculinity by connecting it to the production of meaning in art and visual culture. Cross-listed as GST 306. (S2020, S2024)

Medical humanities courses raise questions of how human beings deal with health, medical intervention, illness and death. This course utilizes the perspectives of the humanities to provide students with a broader understanding of the many facets of health and disease, mourning and dying. Specifically, by way of the arts, both past and present, this course will explore the connections and ethical questions around healing, mourning and dying and how these facets of our humanity are negotiated by way of the creative experience. The course is designed for all undergraduate students, especially majors in the liberal arts and sciences who are interested in the collaboration between the humanities and health care and who are interested in exploring the transformative power of the creative process as it relates to their own physical and mental health as well as to the health of others. (2SO)

Prerequisite: 240 or HIS 102 or permission. A study of the history and art of the Greeks and Romans through their lives, deaths and their cultural constructs including, but not limited to religion (myth), ritual, politics, the city, athletics, gender relations, and warfare. (F2018, F2022)

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. This course can be taken in partial fulfillment of the Catholic Studies major. (F2019, F2023)

Prerequisite: 240 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. (F2020, F2024)

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, F2025)

Prerequisite: 240 or HIS 102 or permission. A study of the art of the Baroque, Rococo, and Neo-Classical periods and how they reflect the changing cultural, political, and religious climate of Europe and the early United States. (ADD)

Prerequisite: 255. This hands-on class encompasses analog as well as digital capture. Students will create their images with 35 M M , medium format cameras, 'toy cameras,' as well as digital cameras. Black and white 35mmand medium format film stock, as well as Infrared, will be used. The Polaroid transfer process will be a part of this class. We will be using 'new' methods to print our photographs on unusual surfaces with 'liquid light' and other tools. Using the tools of Adobe Photoshop and other digital software, some students may choose to concentrate on digital output, using new papers, materials and software, to create their vision, while others may focus on analog/wet processes. Six hours of contact time per week.

Prerequisite: Successful completion of junior year portfolio review. Professional practice and portfolio preparation for studio art and graphic design students. Students are mentored toward entry into professional practice or admittance to graduate school through hands-on experiences and preparation of the following products: studio projects proposal writing; artist/designer and exhibition statements; resume and application letter writing; and final senior portfolio development. Emphasis is placed on articulating a personal mission and vision for a sustained vocation in the visual arts. Four contact hours per week. (FAL)

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 )

As an introduction to the study of biological sciences, this course includes an investigation of the basic principles of the study of life including the scientific process, macromolecules, cell structure and function, genetics, evolution, and ecology. Not recommended for students intending to major in biology. Three lecture hours and three lab hours per week. This course satisfies general education curriculum standards for the development of scientific knowledge. (SEM)

Prerequisite: Instructor permission. Special topics in biology as deemed necessary by needs of students. The course may include extensive field trips, lab opportunities, or special classes on important topics in biology. May be enrolled for one to four credits. (ADD)

A venue for the presentation of current biological, medical, and environmental career options. The emphasis is on facilitating career pursuits and exposing students to a myriad of post-graduate opportunities early in their career paths. Career planning, preparation and evaluation of appropriate documentation (e.g., resume, c.v., cover letter, thank you letter, etc.), interviewing techniques, and the presentation of one's self in a professional and qualified manner are discussed. (SEM )

See PBH 301. (SPR)

See CHE 310. (FAL)

See CHE 311. (FAL)

See CHE 312. (SPR

Prerequisite: 202, 203, 204, 205. A study of the relationships between organisms and their environment at the organismal, population, community, and ecosystem levels. Three lecture hours and three lab hours per week. (ADD)

Prerequisite: 202. This course will examine the causes and consequences of species extinction, and will evaluate strategies to ameliorate species loss, restore habitat, and preserve natural areas and resources. The primary focus of the course will be on the biological mechanisms involved, although material from the fields of ethics, economics, and the social and political sciences will be touched on at times. Three lecture hours per w

Prerequisite: 202, 203, 204, and 205 or instructor permission. A beginning off-campus field experience in biology. Students will travel to a location and learn the biology of that location in-depth. Students will enroll in from 1-3 credits based on the length of this field experience. (ADD)

Prerequisite: 361. A continuation of 361, but in another location. Students will enroll in from 1-3 credits based on the length of this field experience. (ADD)

Prerequisite: 202 or instructor permission. D0w0 01 476D ,82 Tm0 grD ,8p2.07 63: 3

Prerequisite: BIO 204, 205, and CHE 306. This course is designed to provide a platform to interpret, critically analyze, and execute expanded cell and molecular biology techniques. This course will explore the theoretical origins and biological principles that underlie common methodologies in research and expose students to practical learning opportunities in cell culture, western blotting, ELISA, and gene and protein cloning, expression, and analysis. In addition, students will develop basic rese

Co-requisite: BUS 345. This course is built on the evaluation and analysis of a variety of case studies, which expose the different strategies most effective in meeting and event planning, from beginning stages to the end of event evaluation. Through this analysis and exposure, students will recognize problems, solutions and best practices throughout the process of planning a meeting or an event. Students will identify problems and propose solutions in the case studies to anticipate necessary preventative measures to ensure a successful meeting or event. Students will be exposed to the consequences of a poorly planned meeting or event through case study analysis, as well as risk management and liability issues that may arise in the planning process of meeting and events, recognizing and understanding preventative and responsive measures to minimize damaged events and relationships. This course is offered only in the MAP program.

Prerequisites: 209, 290 and School of Business permission prior to the start of classes. 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 $\mathrm{S} / \mathrm{U}$. (SEM)

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. (FAL)

Prerequisite: 209 or 250. This course places emphasis on applications, concepts, management and theory of pay practices, benefit programs, and human capital cost-effectiveness. The course concludes with an introduction to human resource auditing. (SPR)

Prerequisite: BUS 209. 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 rewards (compensation and benefits); regulatory compliance, industrial relations and risk management (safety). (FAL)

Pre-requisite: BUS 345 and 359. In this course, students will focus on learning and perfecting the skills associated with negotiation, contracting and safety assurance for a successful meeting/event occasion through the understanding of relationship building and relationship management concepts in the industry. Special attention will be given to branding, the building of brand connections and networking. The course will include a variety of panelists and guest speakers on contract negotiation, safety guidelines and the power of relationships. This course is offered only in the M AP program.

Prerequisite: School of Business permission prior to the start of classes each semester and junior or senior class standing. This internship experience is designed to give on-the-job educational experiences with not-for-profit organizations to qualified students majoring in the business department. Students work in supervised positions related to their specific areas of study. Positions are expected to be at least at the managerial trainee level.
the corporate level. Students prepare written case analyses involving business strategy and make oral presentations of their competitive activities within the simulation. (SEM)

Prerequisite: Permission and junior or senior business administration major. Guided readings and research. (ADD)

An introduction to the principles of general chemistry, organic chemistry, and biochemistry. This course is designed for students in the health science areas. Four lecture hours per week. (SEM)

Prerequisite: High school chemistry or instructor permission. Also, high school algebra or MAT 105. A broad-based introduction to the essential topics of general chemistry, organic chemistry, and biochemistry. This course is designed primarily for students seeking a B.A. in Biology, and does not count towards degree credit for a B.S. in biology or for any chemistry degree. Three lecture hours and three lab hours per week. (ADD)

Prerequisite: 110 or instructor permission. A continuation of CHE 110. This course is designed primarily for students seeking a B.A. in Biology, and does not count towards degree credit for a B.S. in biology or for any chemistry degree. Three lecture hours and three lab hours per week. (ADD)

Prerequisite: One year of high school chemistry, or introductory-level college chemistry, or instructor permission. Also, high school pre-
mechanics beyond general chemistry is required. Subject to pro

This course will include a broad spectrum of clinically relevant topics, such as Basic Lab Techniques, Education, M anagement, Clinical Correlations, and Research. (ADD)

A continuation of CLS 409. (ADD)

Covers the principles and procedures of analyses in Immunology and Serology. Emphasis is place on teaching the theory and methods used for detecting antigens, antibodies, and other serum substances related to infectious diseases. Normal and altered immune responses to diseases and other clinical conditions are included. Includes supervised clinical experience in the techniques required in these areas. (ADD)
presenters, and goal-setting for the immediate and distant future. Enhancement courses, such as COL 101, may be repeated for credit, with a maximum of 12 credits earned toward a bachelor degree or six credits toward an associate degree. (SEM)

This course incorporates the content of COL 101, Career Exploration, with the learning and practice of several academic success skills. It is required for students who have successfully appealed for readmission to M arian University, and strongly recommended for students on academic probation. This is an enhancement course, but may not be repeated for credit. (SEM)

Prerequisite: Instructor permission required. 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. M inimum 60 hours of work experience required per credit. Internship credits do not count toward credits required in a specific major. Graded S/U. (SEM)

Rhetoric is the art of persuasion and public speaking is the paradigmatic rhetorical act. Practicing the fundamentals of speech construction and delivery, students will cultivate rhetorical awareness - the critical sensibilities required to read a particular situation and craft a strategic response. This course equips students with effective communication skills for academic achievement, professional success, and civic engagement. This course satisfies general education curriculum standardis m This coursdis $s s$, and civ4to r,3(f)75n(\$GECadJ2 9.96its

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

Prerequisite: Junior standing. This course explores the seemingly chaotic cultural production, performance, and fragmentation of identities associated with race, gender, and disability. 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 the rhetorical construction of marginalized identities. (2SO)

Prerequisite: Junior standing. $M$ yth and metaphor structure human thought, organize life in community, weave their way through the production and consumption of popular culture, and animate political discourse in the public sphere. Through theoretical readings and the analysis of texts, this course explores the role of myth and metaphor across discourses that range from ancient philosophy to children's literature to political campaigns. (2SO)

Prerequisite: Junior class standing. An approved internship or work experience related to a particular area in communication. The field experience is contracted between the student and the cooperating agency with the approval of the department liaison. The contract includes goals, procedure, requirements for credit, supervision and evaluation criteria. A maximum of six credits may be earned, of which three credits may apply toward the major. Graded S/U. (SEM )

This course is designed to introduce students to the theories, concepts, and applications of strategic communication. Students will an, (e)4(n)-4(ts)3( )-14(w)4(ill a)-5(n31 pe)5( stu)-4G[(112)] TJETBT1 $006(u)-4(n)-4(i c a t i o)-4(n)-4()-.3(S t$

Prerequisite: SOC 101 or permission. This course is designed to explore crime, its context, and especially its causes. A foundation will be provided concerning the basic concepts of crime, law, and criminology. Sociological theories of crime causation will be explored. Crime typologies will be examined. Attention will also be directed at the intersection of crime, race, gender, and class. (2FE)

Prerequisite: 270 or permission. This course focuses on drug use and abuse as a social reality within contemporary society. It will include a historical analysis of the social construction of drug use, drug users, abuse, and addiction. We will be investigating the complex relationships between individual and group behavior, and social structure. (2SO)

Prerequisite: 270 or permission. Examination of the history of family violence, theories of family violence, and different forms of family violence. Prevention strategies and interventions-the response of social ser5(f)z07 $59.96540 f$ social ser5(f

Prerequisites: 170 or instructor permission. This is the second programming course using $\mathrm{C}+\mathrm{+} . \mathrm{M}$ aterial to be covered includes: pointers and dynamic memory allocation, operations on files, strings, and arrays, introduction to software design, defining classes and objects, inheritance, polymorphism, recursion, lists, stackly/GS8 gs3LS8 gsghBT18Eg n6 d3hayi(F

Prerequisites: 201 and 202, or permission. M ajor economic issues of the day are studied and discussed, and the economic impact of divergent solutions are analyzed. (2SE)

Prerequisites: 200, 201, 202, or permission. This course applies the principles of economics to evaluate professional and amateur sports, including topics like league structure, team decision-making, labor-relations, incentive structures, free agency, salary caps, and stadium financing and the role of public policy. Economic factors affect the behavior of participants in sport markets - owners, managers, players, and the media - just as they affect the behavior of individuals in other markets. Basic economic principles and formal economic models help make sense of many issues in the world of sports. In addition, the sports world is full of evidence, which helps illustrate
textbooks, suitable elementary literature, use of classroom instruments, and evaluation techniques. On- site experiences with P-6 students is required. (SPR)

Corequisite: 347. This course examines multicultural education curriculum and pedagogy. Students learn to plan and teach multicultural social studies units and lessons by integrating best practices with Indiana and national social studies standards. (SPR)

Application of music methods to the teaching process of choral and instrumental ensembles with students in grades 7-12. Emphasis on effective teaching strategies including rehearsal planning, techniques, and management, (ctih)-6(in)-3(g)] TJETBT1 d rlerltuea-4(ts)3(,ib(lu)-li-14(i3(s)5( co(in)-3(g d)-)3(,id1(cu)-3(lem)6(e)4(n)-4(t,)ctiv)uBT1 0id1(cu)-4ach)-6(ir

This course integrates reading and oral and written communication theory and teaching strategies in grades P-12. It provides opportunities for students to construct and demonstrate literacy understanding through application and artistic exploration of the arts. This course combines reading/literacy strategy, implementation, classroom management application, as well as integration of the arts. The course includes the study of skills and strategies,
and discrimination, geography, global education, educating for the future, values education, education for underrepresented populations, and long range planning. Some assignments involve working with school personnel in a practicum setting. (FAL)

Prerequisite: Successful completion of Phase I. This course includes organization and management of group and individual activities for effective learning in classrooms; maintaining a pleasant, healthy, and functional environment; under-13(.Id(in)-3(g in)4( h)-7(e)4(alt)-3(h)-4(y)-4(a(h)-4(y)-4(a(h)-4(y)-4(a(h)-4(y)-4(a(h)-4t7(e)4BT14(a(h)-4())(e)4BT14(

Full-time student teaching for secondary candidates adding an exceptional needs minor at the high school level. Student teaching fee required. Graded S/U. (SEM )

Corequisite: 491. This clinical internship, also referred to as student teaching, is a semester experience of preservice clinical practice in P-12 schools for candidates preparing to teach in secondary or all-grade licensure settings. Areas of the pre-service experience include all areas of classroom instruction, assessment, management and other classroom related skills under the supervision of a clinical intern supervisor and the direction of a University supervisor. Internship fee required. Graded S/U. (SEM )

Corequisite: 491. This clinical internship is a semester experience of pre-service clinical practice that includes educational practices related to professions including those in non-school settings under the supervision of a clinical intern supervisor and the direction of a University supervisor. This Internship does NOT fulfill teacher licensure requirements. Internship fee required. Graded S/U. (SEM)

Clinical Residency I is a semester long, 18 week experience of clinical practice in P-12 schools for candidates preparing to teach in all-grade licensure settings. Areas of the clinical experience include instructional planning, classroom instruction, assessment, management and other classroom related skills under the supervision of a clinical internship mentor teacher and the direction of a University Supervisor. (FAL)

The Clinical Residency II is a semester long, 18-week experience of clinical practice in P - 12 schools for candidates preparing to teach in all-grade licensure settings. Areas of the clinical experience include instructional planning, classroom instruction, assessment, management and other classroom related skills under the supervision of a clinical internship mentor teacher and the direction of a University Supervisor. Special topics include differentiation, professional learning networks and the integration of technology in classroom instruction. (SPR)

Prerequisite: Successful completion of Phase I. Students complete a formal inquiry project with presentation to peers to fulfill the comprehensive requirement for graduation in elementary education. Students conduct their projects in elementary classrooms. The course integrates the general education theme and readings. Attendance at convocations is required. This course is taken the semester prior to student teaching. (SEM )

Corequisite: 473 or 474 . The Clinical Internship Seminar is a required component of the Professional Internship Semester experience and is taken concurrent with the clinical internship experience. It is designed to provide an opportunity to synthesize the internship experience and move the Intern towards the world of education at a professional level. This seminar provides the opportunity to link the theory and pedagogical course work to the work in the professional setting. The intern will provide updates and sections of the candidate work sample portfolio throughout the seminar for review and assessment. This seminar offers an opportunity for the Intern to process the experiences of the educational environment and the preparation of the required candidate work

Introduction to college-level writing and preparation for ENG 112. Students develop and practice contentdevelopment, revising, and editing strategies through multiple drafting assignm2

Prerequisite: 112. Basic principles and practice in imaginative writing; development of criteria for judging artistic compositions. (FAL)

Prerequisite: ENG 112. This course is an entrance into the broader discourse of evidence-based writing center and peer learning theories and practices. Successful completion of this course will enable peer tutors of writing to engage in collaborative learning through a range of deliberate negotiations across critical, creative and cultural perspectives. Required for all M arian University Writing Center peer tutors, but it is also open to students regardless of employment status with the M arian University Writing Center. (SEM )

Prerequisite: ENG 112. This course introduces students to the philosophical and practical aspects of writing workshops in secondary classrooms. This course provides an understanding of the benefits of a workshop-based approach, as well as the tools to design successful workshops. Required for English majors in the teaching track and also open to those seeking licensure in any secondary field involving writing, such as history. (FAL)

Prerequisite: ENG 112. This course explores the ecologies of writing and how these practices are used to shape understandings of community issues. This service engagement course engages with public literacy practices to explore their role in advocating community perspectives, documenting lived experience, and producing social texts. Students will research contemporary and local uses of public writing, engage in written literacy practices that shape public discourse, and explore public applicat

Prerequisite: 112. 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.

Prerequisite: 112. 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 twentieth-century cultural and political developments.

Prerequisite: 112. Study of principal myths and legends of the ancient world, with consideration of the nature of myth, relation of myth to religion and ritual, and the presence of mythic structures in contemporary culture. (2SE)

Prerequisite: 112. A critical study of literature written by Catholic writers, engaging issues of Catholic theology, and/or depicting Catholic characters and culture. The course provides an informed inquiry into the intellectual, social, and aesthetic complexities of the Catholic faith as represented in literature. The specific topic of the course changes with each offering, e.g., Catholicism in the United States, spiritual autobiography, etc. (2SO)

Prerequisite: ENG 112. Students regularly participate in editing workshops in order to build a repertoire of strategies for evaluating sentence-level choices in wording, punctuation, and grammar. Course content includes overview of developmental, line, and copy editing sequence and processes in print and digital publishing and emphasizes ethical decision-making. (2SE)

Prerequisite: 112. Literature and Medicine is a critical and reflective examination of representations of illness, healthcare, and the human body in literature across cultures and historical periods. The course is driven by the recognition that illness and medical care are experienced, related, and addressed as narratives. The course seeks to build narrative competence, as provided through literary critical theory, as a means of developing an ethical and empathic view of the human experience of illness and healthcare. (FAL)

ENG 320
Prerequisite: 112

Prerequisite: 370 or permission. This course offers advanced creative writing students extended instruction in creative writing and weekly peer and instructor critiques of works-in-progress. The course culminates in the submission of a complete creative writing portfolio for M FA writing programs or other professional pursuits. (ADD)

Prerequisite: Senior standing, 250. Departmental seminar for majors in English. Students will extend their understanding of issues critical to English studies by preparing critical and creative work for the senior portfolio. Incorporates the general education senior topic and text. (FAL)

Prerequisites: Junior or senior English major and permission. Guided readings and research. (ADD)

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine

Techniques, theories, and principles of coaching track and field events; fundamentals for each event, rules, organizational and training methods, and athlete health and safety. (2SE)

Techniques, theories, and principles of coaching volleyball; offensive and defensive strategies, rules, organization, fundamentals, training methods and athlete health and safety. (2FE)

Techniques, theories, and principles of coaching soccer; offensive and defensive strategies, rules, organization, fundamentals, training methods, and athlete health and safety. (2SO)

Prerequisite: ESS 120. Recommended: ESS 351 and ESS 352. In this course, students will be exposed to all the important aspects of personal training. In addition to the classroom activities, students will be required to participate in a four-week practicum where they will actually gain practical experience in coaching and personal training. (SPR)

Prerequisite: ESS 120, and ESS 265 or BIO 225 (preferred). A study of the functions of muscles in various movements, locations, and types. The study of articulations and their anatomical limitations. The student studies a kinesiological analysis of several activities. Cross-listed BIO 351. (FAL)

Prerequisite: ESS 120, and BIO 150, BIO 226 , or BIO 334. The student studies the description, analysis, and comprehensive change that the systems of the body undergo while at rest and at exercise. Body changes that occur in body systems from rest to exercise, both permanent and temporary, are studied. Cross-listed as BIO 352. (SPR)

Introductory study of the French language with emphasis on building an adequate vocabulary and sense of structure to carry out routine tasks and engage in simple conversation. The course is designed to help the student ask and answer questions about familiar topics and handle basic social situations, write simple sentences, and learn about aspects of everyday culture in the French-speaking world. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (FAL)

Prerequisite: 101, or placement. Continued practice in and expansion of skills in listening comprehension, speaking, reading and writing. The course is designed to help the student satisfy minimum courtesy, introduction and identification requirements, maintain simple face-to-face conversations on familiar topics, understand the main ideas in simple connected texts, and learn how cultural differences affect one's experiences of the world. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (SPR)

Prerequisite: 201 or permission. Study of a selected topic in French current affairs, business, cultural expression or literary works involving a particular topic, theme, or genre. The selected topics or themes are publicized in the semester class schedule. Advanced communication skills developed through a study abroad experience also apply as a special topic. For credits earned through a study abroad experience, selected topics are approved by the advisor in French and the Director of Study Abroad at the time of application. Topics vary from one semester to the next to allow students to take the course more than once. (ADD)

Prerequisite: 102, or placement. Continued development of proficiency in communication skills. The course is designed to help the student participate in simple conversations on topics such as personal history and leisuretime activities, read consistently with increased understanding simple connected texts, write short narratives about familiar topics, and demonstrate an understanding of cultural differences and/or similarities in a world view. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (FAL)

Prerequisite: 200, or placement. Continues the review of basic structural elements of the French language and provides a context for students to develop consistency in understanding and correct usage. The course is designed to help the student initiate, sustain, and close a general conversation, read consistently with full understanding simple connected texts and get some main ideas from texts featuring description and narration, write about personal experience, and appreciate culture-based values in the francophone world. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (SPR)

Prerequisite: 201, or equivalent knowledge of French. Development of skills required to read for information and to analyze written materials of average difficulty. Readings comprise prose fiction, news writing, articles of cultural or historical interest, and simple technical material written for the general reader. Video newscasts are reviewed periodically. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (ADD)

Prerequisite: 201 or equivalent knowledge of French. Development of speaking and interpretive skills required to participate in sustained or brief, impromptu conve
dialogs or readings (presentational). Attention is given to pronunciation, intonation, and development of

Prerequisite: 220 or permission. Study of the development of dramatic writing in France with an analysis of works representative of major dramatists and of literary periods. (ADD)

Prerequisite: Junior standing. An approved internship or work experience using the student's proficiency in the French language. A maximum of three credits may apply toward the major. Graded $\mathrm{S} / \mathrm{U}$. (SEM)

Prerequisite: 220 or permission. Study of the beginnings of literary expression in France from the epics and dramatic representations of the Middle Ages, through the Renaissance and classical period featuring Rabelais, Ronsard, M olière, and Racine, and through the Age of Enlightenment featuring Voltaire, Diderot, M ontesquieu, and Rousseau. (ADD)

Prerequisite: 220 or permission. Study of the important movements and writers in France during the nineteenth and twentieth centuries. Special attention is given to the romantic, symbolist, and surrealist poets, the novelists Balzac, Stendhal, Flaubert, and Zola, and twentieth-century writers Proust, Gide, Sartre, Anouilh, and Ionesco. (ADD)

Prerequisite: Junior or senior French major and permission. Guided readings and research. (ADD)

This seminar is a theme-

Prerequisite: 102 or placement. Continued development of proficiency in communication skills. The course is designed to help the student participate in simple conversations on topics such as personal history and leisuretime activities, read consistently with increased understanding simple connected texts, write short narratives about familiar topics, use correct word order, and demonstrate an understanding of cultural differences and/or similarities in a worldview. This course satisfies general education curriculum standards for the development of

Prereits

Prerequisites: 200,210. This course is a critical study of literature concerned with the construction of gender, sex, and sexuality as functions of identity and authority that interact with such other constructions as race, ethnicity, nationality, and class. Course content and pedagogy are informed by feminist critical theory. (2SO)

Prerequisites: 200, 210. To do theology from a feminist perspective is to be open to the ongoing, ever deepening

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 indude how "modernity" developed in the West, the impact of the West's encounter with other peoples and cultures, and the development of modern Western political ideas. (FAL)

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)

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)

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)

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 World War as the "birth of the modern age." (2SE)

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 M anchester. (2FE)

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; Muslim, Magyar, and Viking "invasions" of Europe; the feudal world; governance, commercial exchange and intellectual developments of European countries and empires. (ADD)

Prerequisites: 102, 217. This course offers a survey of African American history, thought and cultural expression in the United States from the colonial period to the present. It will examine the African origins of black Americans, the slave trade and experience, Reconstruction, the Civil Rights M ovement, Black Power and contemporary freedom struggles, highlighting the diverse movements for liberation and equal rights. It will explore signifii(e)4(3( for )-5(I)-10r13(e)4

Catholic community developed stress the influences from a Protestant and/or secular culture. The course aims to impart a fuller understanding of what forms the identity of U.S. Catholics and how Catholics came to their present

Prerequisites: Senior history major and permission. Senior history majors discuss and analyze required general education book and works of major western historians in this capstone course. Attendance at convocations

This course is designed to incorporate physical activities and games into the elementary physical education classroom. Emphasis will be on activities of play, games, lifetime fitness, playground/gymnasium procedures and lesson planning. This course requires the student to be in an elementary classroom a minimum of 32 hours per semester. (2SO)

Experiences in teaching, coaching, training, intramurals, recreation leadership, or sport information. The student has the opportunity to do fieldwork in one of these areas. This course may be repeated for an accumulated total of 12 credits. Does not count toward the credits required in the major. Graded S/U. (SEM)

This course is designed to provide basic knowledge pertaining to students with disabilities in the physical education classroom. Additionally, federal and state laws pertaining to the education of individuals with disabilities are addressed. Practical, on-site work at a local school is included. (ADD)

See ESS 370. (SPR)

Methods of and problems in organizing and administering a physical education and health program. Criteria for designing curricula for all levels of instruction considering environmental and social forces that affect, challenge, and meet the needs of the student; equipment, protection, health and safety program, and standards of ethics. (FAL)

See ESS 420. (SPR)

This course is an applied approach to exercise science for the physical education teacher. It is designed to enable the 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)

A capstone course for seniors. Students read and report on writings in HPE 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)

Prerequisite: ENG 112. A consideration of the particular kind of knowledge which the literature, art and music of Western civilization have to 6(d)-4( 05)9d3C BT0 04( a)-5(s)5(tu)-6(d)y6(d)-4( o)-5(f)2( a)-52(is)5(E)'5(f)4x-4(p)-4(e)-7onsions of hum

Prerequisite: 101. Latin 102 continues from Latin 101 to present the language through a continuing narrative. The 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 satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (ADD)

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)

Prerequisite: 200 or placement. Latin 201 is the second course in the intermediate sequence of Latin. It emphasizes strategies to improve reading comprehension, drawing on Greek, Roman, and medieval myths and legends for its content. (SPR)

This course is designed to introduce the student to the profession, as well as the expectations of a paralegal and legal assistant in multiple environments and career choices in the field. Students will be exposed to the following areas of specialization: real estate; wills and probate; health law; criminal, family, insurance defense, property, commercial and contracts. Guest speakers (attorneys and paralegals), as well as panel discussions, will present throughout the term in the various areas; these panelists will continue to be an interactive component of the program, including future courses and internship opportunities. This course is offered only in the MAP program.
arguments, proposals and briefs. The student will be competent in predictive writing and persuasive writing and aware of the importance of editing and the revision process. This course will focus on reading for comprehension in the legal setting; reinforcement of strong legal research skills; clear, concise and persuasive legal writing skills; and communication and presentation abilities. This course is offered only in the M AP program.

Prerequisite: 216 with a grade of " $\mathrm{C}+$ " or higher. This course is designed to introduce the student to ethics in the legal field. This course promotes professional behavior and communication, ethical decision making, and strong analytical and interpretation skills. This course covers civil and criminal procedure, courtroom etiquette and individual 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 M AP program.

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 program.
expectations in the growing and ever-changing market, as well as introduce students to local organizations that provide assistance in the credentialing process.
are utilized to demonstrate content. A weekly lab allows for additional work with manipulatives, student application of learned concepts, and a practicum experience in an elementary school for a minimum of 8 hours. The students teach a minimum of one lesson in their practicum setting. Three hours of lecture and two hours of lab per week. This course satisfies general education curriculum standards for foundational intellectual skills in quantitative reasoning. (FAL)

Prerequisite: 115. This is the second of a two-semester sequence of courses designed to strengthen, broaden, and enrich the student's background in the areas associated with elementary school mathematics. Attention is given to various problem-solving techniques. In addition to the text,

Prerequisite: MAT 231 and CST 171 or instructor permission. An introduction to numerical algorithms essential in scientific computation. Elementary discussion of error, interpolation, quadrature, solution of non-linear equations, and systems of linear equations. Programming concepts needed for implementing numerical algorithms. Selected algorithms are implemented on a computer or programmable calculator. (2SE)

Prerequisites: MA1 03031. 30his is a preparatory course for Society of Actuaries Exam FM (Financial M athematics) or Casualty Actuarial Society Exam 2. Emphasis is placed on Interest 30heory. (2B)

Prerequisites: 201 and BUS 209, or BUS 250, or permission. An introduction to the design and use of decision support systems. Emphasis is placed on forecasting, operational analysis, and database management. Both theory and applications are stressed. (SEM)

Prerequisite: 201 and BUS 209, or BUS 250, or permission. The field of systems analysis is explored through lectures and applications in analysis and design activities. Students are required to analyze an existing business and


A study in a concentrated area of music literature such as jazz, composition, or a topic related to performance skills. The topic is selected by the music faculty according to the needs and interests of the students. (ADD)

This course is designed to give performance opportunities in scene development. M usical theatre, operetta, and light opera scenes are staged and presented in review format. If possible, small cast music theatre works are performed in their entirety. This applied class has different content each semester and can be taken more than once. (ADD)

Prerequisite: 330. A practical application of basic conducting techniques along with the study and implementation of advanced techniques. (FAL)

In this capstone course, students pursue advanced studies which utilize and reinforce knowledge and abilities gained. The topics vary according to the course of study of the student (vocal or instrumental music performance, vocal or instrumental music education). As a final integration of general education goals with the major, a common college theme is incorporated into the seminar. Attendance at convocations required. (FAL)

Prerequisites: Junior or senior music major and permission. Guided readings and research. (ADD)

This course introduces concepts of nursing and their relationship to professional nursing practice. (SEM )

Prerequisites: Instructor permission. Special topics as deemed necessary. (ADD)

Prerequisite: Admission to the BSN Program. This course introduces students to the knowledge, skills and attitudes needed to care for individuals across the lifespan. Students will demonstrate holistic nursing assessment, therapeutic communication skills and interprofessional collaboration in patient-

Prerequisites: NSG 241, 251 \& PSY 220. This course uses the nursing process as a framework and prepares students with the knowledge, skills and attitudes to provide evidence-based, family-centered nursing care for childbearing women. (SEM)

Prerequisites: NSG 241, 251 \& PSY 220. This course uses the nursing process as a framework and prepares students with the knowledge, skills and attitudes to provide evidence-based, family-centered nursing care for children. (SEM)

Prerequisites: NSG 201, NSG 211, NSG 221, NSG 241, \& NSG 251. This course provides the knowledge, skills and attitudes to provide health promotion and nursing management of select disease processes for individuals through evidence-based, patient-centered care. Students utilize the nursing process to manage acute and chronic physical and psychosocial conditions in adults across a variety of healthcare settings. (SEM )

Prerequisites: NSG 241, 251 \& PSY 230. This course uses the nursing process as a framework and prepares students with the knowledge, skills and attitudes to provide evidence-

Prerequisite: Final Semester Standing. This course guides student preparation for professional practice and the national licensure exam through the use of classroom activities and electronic resources. (SEM)

Prerequisites: NUB 400, BUS 205 or PSY 205, senior nursing major and instructor permission. This course provides an opportunity for senior nursing students with special interest in research to be under the guidance of faculty while conducting nursing research. The students will apply research methodology, gather and analyze data, and report their findings with an APA-style manuscript. (ADD)

This course will cover fundamental concepts and strategies in the health and human services industry. Students will examine their local communities as well as themselves and learn how self-awareness aids in the development of relationships with individuals, community and society. Students will learn and demonstrate the importance of observation, listening skills, reading and analysis, problem solving, note taking and interviewing skills. Ethical situations and awareness will also be a focus of the course, as well as a historical overview of the career field and an exposure to job opportunities in various environments and specializations. There will be several topics of focus that students will be examining throughout the course. These include but are not limited to; homelessness, poverty, malnutrition, child care, child development, foster care, vaccinations, health screenings, mental health, AIDS/ HIV. This course is only offered in the MAP program.

Prerequisites: Instructor permission. Special topics as deemed necessary. (ADD)

Prerequisite: SOC 101 or permission. This course examines the social context of health, illness, and healthcare with particular attention to understanding health and illness of populations. This course introduces both sociological and public health approaches to population health, disease causation and prevention-emphasizing health issues that affect society as a whole as well as vulnerable populations. (SPR)
allow students to utilize the skills and techniques that have been taught throughout the degree program. The capstone project will allow students to share their knowledge of agencies, assigned communities and the culturally diverse client populations that have been examined during their field experience and throughout the degree program. This course is only offered in the MAP program.

Prerequisite: 130 or permission of instructor. This enhancement course offers students the opportunity to apply ethical theories and principles to case studies from business, law, medicine, and politics. The course focuses on building a coherent ethical argument and articulating and defending a position in a friendly, competitive, and dialogic setting. Students who wish to represent the Philosophy Department in the annual Central States Regional Ethics Bowl are required to take this course, although participation in the course does not automatically qualify a student to be a member of the team. Students are encouraged to enroll in the course more than once and may repeat the course for credit for as many as six credit hours. (SEM)

This course addresses what it is to be human and what it means to be a human person. Particular emphasis is given

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. This course satisfies the writing intensive requirement in the student's major. (SPR)
fluids. This course is calculus-based. Three lecture hours and three lab hours per week. This course satisfies general education curriculum standards for the development of scientific knowledge. (SPR)

Prerequisites: 111 or 202 and instructor permission. Guided readings and research. .2edits
secularization, and to replace it with the contrary conception, desecularization. There is no question that religion plays an important role in modern politics. With this in mind, our course will address the following questions: What is secularization? What role does secularization play in the emergence of the modern world? Has our world undergone "desecularization?" what do these processes mean for politics? What are the fundamental characteristics of "the religious?" What is "the political?" How do these two categorical concepts differ, or do they? What is the place of religion in international politics? What is the place of religion in American political life? (ADD)

Introduction to the structures and processes of state and urban governments with particular reference to current problems. (2SO)
cultures, nationalism and state-

Prerequisite: Instructor permission may be required. A special topic in psychology is explored. An APA-style laboratory or library research paper is required for 380 and 480 . This course may be repeated for credit because its subject matter varies, for example, stereotyping and prejudice, school counseling, and psychology of human sexuality. (ADD)

Prerequisite: One year of high school algebra is recommended. Basic concepts, uses, and methods of statistical computation, including descriptive statistics, correlation, probability, estimation, sampling, design, hypothesis testing, t -tests, ANOVAs, and chi-square are presented. This is a computational and interpretational statistics course designed to prepare students for upper division/graduate courses in research, data evaluation, and

Prerequisite: 101 or 220. An examination and analysis of important areas of research in motivation including physiological drives related to eating and sexual behaviors, the impact of stress and emotion on behavior, and the role of learned and social motivational states. Classical and modern theories of motivation are discussed. (ADD)

Prerequisite: 101 or 220 and 250. This course is a study of theoretical and empirical foundations of individual social behaviors, including social cognition and perception, attitude formation and change, prosocial behavior, prejudice, aggression, interpersonal attraction, group influences, and applied legal issues. Research proposals, analytical papers, and written analyses of journal articles supplement text material. (SPR)

Prerequisite: 101 or 220 . This course is an overview of the rapidly developing field of health psychology, which applies empirically-based psychological principles to healthcare, in medical, exercise, work, and hospital settings. Consideration is given to individuals as well as institutions seeking to promote stress management, healthy lifestyle choices, and wellness. Readings and class activities engage students and supplement course material. Topics include healthcare ethics, cultural factors, coping, injury and treatment, pain management, and preventive interventions. (2FO)

Prerequisites: Junior psychology major, a 2.0 cumulative GPA, instructor permission, and a grade of " C " or above in all completed required major courses. Students are placed in a 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)

Prerequisite: 101 or 220. This course is a study of developmental issues and experiences of adolescence viewed from major theoretical perspectives. Adolescent development is studied as a dynamic interaction of physical, cognitive, and social/contextual factors. Topics include puberty, cognition, identity, sexuality, family and peers, values and beliefs, and problems of youth. Analytical homework assignments and an integrative project are required. (SPR)

See GLS 367. (FAL)

Prerequisites: 230 and 335. An introduction for the advanced undergraduate psychology student to the field of clinical psychology and the application of scientifically based paradigms to clinical practice. The course focuses on use of scientifically validated techniques for developing clinical case conceptualizations. Topics include history of the field, theoretical foundations of research and practice, assessment, and intervention strategies for individual, family, forensic, marital, and group treatment. (2SE)

Prerequisite: Senior psychology major. In this capstone course, students demonstrate the ability to use psychological concepts and skills in the examination of a college-
experiences, and field work are included to acquaint the students with methods and techniques of science and health instruction.
education theme are required. Student research papers from SOC 301 are developed for public presentation or publication. Students also begin preparation for graduate school or careers. (FAL)

Prerequisites: Junior or senior standing and permission. Guided readings and research. May enroll for one to three credits. (ADD)

Introductory study of the Spanish language with emphasis on building adequate vocabulary and sense of structure to carry out routine tasks and engage in simple conversation. The course is designed to help the student ask and answer questions about familiar topics and handle basic social situations, write simple sentences, learn about aspects of everyday culture in Spain and Latin America. This course partially satisfies the general education requirement in the effective communication category. Class is conducted in Spanish. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (SEM)

Prerequisite: 101 or placement. Continuation of vocabulary building, grammar usage, and practice in the skills of listening comprehension, speaking, reading, and writing. The course is designed to help the student engage in simple conversations on familiar topics, understand the main ideas on a familiar topic in both written and spoken Spanish, and learn how cultural differences affect one's experience of the world. This course partially satisfies the general education requirement in the effective communication category. Class is conducted in Spanish. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (SEM)

Prerequisites: 220 or permission. Study of a selected topic in Spanish or Spanish-American literature, current affairs, business or professional communication, or the media. Specific topics and the designated course credit are published in the semester class schedule. Advanced communication skills developed through a semester abroad experience also apply as a special topic. For credits earned through a study abroad experience, selected topics are approved by the advisor in Spanish and the Director of Study Abroad at the time of application. Topics vary from one semester to the next to allow students to take the course more than once. Class is conducted in Spanish. (ADD)

Prerequisite: 102 or placement. Continued development of proficiency in communication skills. The course is designed to help the student participate in simple conversations on topics such as personal history and leisuretime activities, read consistently with increased understanding simple connected texts, write short narratives about familiar topics, and demonstrate an understanding of cultural differences and similarities in a world view. Class is conducted in Spanish. (FAL)

Prerequisite: 200 or placement. Continues the review of basic structural elements of the Spanish language and provides a context for students to develop consistency in understanding and correct usage as they advance to connected discourse in Spanish. The course is designed to help the student initiate, sustain, and close a general conversation, read consistently with full understanding simple connected texts, and get some main ideas from texts featuring description and narration, write about personal experience, and appreciate culture-based values in the Spanish-speaking world. Class is conducted in Spanish. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (SPR)

Prerequisites: 201 or placement. This course is designed for mental health providers and social workers attempting to break through language and cultural barriers between themselves and their Spanish-speaking clients. This course includes case simulations representing a range of stressful situations that a social worker, psychologist, psychiatric nurse, psychiatrist, or ministry leader might encounter among recently arrived immigrants from Spanish-speaking countries. (ADD)

Prerequisite: 201. Development of skills required to read for information, to comprehend major ideas, and to analyze different literary forms of average difficulty. Readings are selected from works of Spanish and SpanishAmerican authors from the twelfth to the twenty-first centuries and grouped according to genre. Class is conducted in Spanish. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (FAL)

Prerequisite: 201. Development of speaking and listening skills, which enable students to use Spanish correctly and idiomatically in conversation and narration. Students learn and use functional expressions appropriate to typical Hispanic situations, prepare and deliver dialogues and brief oral reports, and engage in impromptu conversations on topics of current public and personal interest. Listening skills include interaction with film, video and audio recordings, as well as with speakers of native ability. Class is conducted in Spanish. This course satisfies general education curriculum standards for the development of humanistic and artistic knowledge. (2SE)

Prerequisite: 201. Review of the essentials of Spanish grammar with application to composition. The course is designed to help students write social and business correspondence, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Required course for teacher certification. Class is conducted in Spanish. (2SO)

Prerequisite: 220 or 310 or permission. A survey study of the history, topography, art, literature, music, and social aspects of Spain. Students explore contemporary issues through film, periodicals, and interviews. Class is conducted in Spanish. (S2017, S2021)

Prerequisite: 201. This course is an overview of Latino culture specifically through the lens of Catholic identity so that students are equipped with the linguistic and analytical skills to encourage an inclusive Catholic community in accordance to the Franciscan values. Through an overview of the historical, political, social and especially artistic markers that have shaped the Latino Catholic Church, this course aims to introduce students to the issues and encourage students to reflect on possible solutions. All students who want to work in the Church in any capacity are encouraged to take this course. English is the language of instruction. Students taking the course as SPA 325 will read and write in Spanish. Cross-listed with LAC 325. (2FO)

Prerequisite: 201 or Placement. This course will introduce students to the Hispanic business world, the larger political and socio-economic context within which it is rooted and provide students with an overview of Hispanic countries as global market players. Students will learn about financial, economic, political, social, environmental and cultural issues that influence business practices in Latin America and in Spain. Additionally, students will
connect with the Hispanic business community in Indianapolis and assess the importance of Spanish to local business practices. Cross-listed as BUS 334. Class is conducted in Spanish. (2SO)

Prerequisite: 330.This course is the second semester of the sequence in Business Communication in Global Contexts. It will provide in-depth knowledge to the Hispanic business world. Students will use business-specific Spanish language in professional contexts and develop a deeper understanding of corporate culture and norms. Students will also produce relevant business documents such as resumes, cover letters and other professional correspondence. Additionally, students will connect with the Hispanic business community in the United States and assess the importance of Spanish to national and global business practices. Class is conducted in Spanish. (2SE)

Prerequisite: SPA 220 or SPA 310 or permission. This course is a study of the diverse Latino population of the United States. Literature, film, music, and interdisciplinary scholarship serve as the basis for our study of the social, economic, and political situations of this growing population. This course continues development of the students' Spanish language skills through readings and discussion in Spanish. For students registered under LAC 335, readings and discussions are in English. Cross-listed as LAC 335. (4SE)

Prerequisite: 220. A study of the principal movements of Spanish literature from the medieval period through the 18th century. Selections from typical works of each literary movement are examined in detail and in the context of the historical and cultural life of the period. Class is conducted in Spanish. (S2015, S2019)

Prerequisite: 220. Basic literary survey from the early nineteenth-century through the twenty-first century. Reading for understanding, including skills of summarization, explication, comparison, and analysis. Class is conducted in Spanish. (S2017, S2021)

Prerequisite: 220 or equivalent knowledge of Spanish. This course will examine the cultural artifacts (film, art, media, music, and literary texts) of contemporary Spain as a way of understanding different aspects of Spanish society. This course is designed to familiarize students with the major issues as well as support students in building language proficiency. Class is conducted in Spanish. (S2015, S2019)

Prerequisite: 220 or 310 or permission. A study of the history, topography, art, philosophy, literature, and sociological aspects of Hispanoamerica. Students explore culture through film, recordings, journals, and personal interviews. (2FE)

Prerequisite: 220 or 310 or permission. This course provides a multi-dimensional perspective of the diversity of cultural expressions from Latin America through the analysis of films, media, art (music, painting, dance, performance) and literary works. This course continues to develop students' language skills in Spanish and is therefore conducted in Spanish. (S2018, S2022)

Prerequisite: 230 or 310 or permission.

Prerequisite: 220. A study of characteristic literary works from the Pre-Columbian period to romanticism, realism and naturalism in the nineteenth-century. The survey includes special emphasis on representative Spanish

Students utilize knowledge of the 13 areas of exceptionalities to effectively educate all students in their future classroom through differentiation, curriculum design, and evidence based practices. This exploration includes historical foundations, current law, developmental theories, evidence based practices, research, and teaching methodology designed to promote individualized student growth in an inclusive general education classroom. A unique blend of coursework and fieldwork ties theory to practice. (SEM)

Prerequisite or co-requisite: SPD130, SPD154. This course examines the causes and types of learning problems found in children with Exceptional Needs. Students learn how the teacher can assess children with learning problems. Formal psychological evaluation tools are examined and the value of the information to the classroom teacher is discussed. (SPR)

Prerequisites: SPD 130, SPD 154, co-registration or permission of professor. This course will assist candidates in developing and adapting the curriculum in order to meet the needs of children with exceptional needs. Specific instructional methods, teaching strategies, assistive technology and material adaptation will be considered.

Prerequisite: SOC 265 or permission of instructor. A presentation of basic knowledge, skills, and theory used for entry-level professional practice, such as biopsychosocial assessment techniques, interviewing skills, crisis intervention, and referral procedures. The course objectives also will teach students how to help clients negotiate systems effectively, and to use appropriate resources, services, and opportunities. (FAL)

Prerequisites: POL/PSY/SOC 205 and SOC 265. This course presents a broad range of research and assessment tools that social workers can use to improve the effectiveness and efficiency of their practice. Tests and diagnostic tools used in psychological and social work career fields are studied in depth. The course includes methodological considerations relating to operationalizing concepts, research design (experimental, survey, and field), sampling instrumentation, methods of data collection and analysis, and report preparation and dissemination. The use of accurate methods to assess clients and program outcomes is emphasized. Applied group projects are required. (2SE)

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 well as unintentional meanings. The course may be repeated for credit since subject matter varies each semester. Enrollment in this course requires attending performances. Cross-listed as ENG 245. (FAL)

Prerequisites: Departmental permission and sophomore or higher class standing. Students work in supervised industry positions related to theatre arts. Practica are expected to be entry-level positions giving students an introduction to any number of fields within the theatre arts (carpentry, costuming, painting, electrical, etc.). Placements may or may not be paid positions. Students are evaluated both by their workplace supervisor and by means of a paper submitted as an end-of-course project to the monitoring faculty. A minimum of 60 hours of actual work experience is required to earn one credit. Graded $\mathrm{S} / \mathrm{U}$. (SEM )

Prerequisite: THE 120 or permission of the instructor. Building on the concepts and techniques learned in Acting I

An opportunity for students to become acquainted with, claim, or reclaim Catholic identity through a discussion of basic Catholic beliefs and practices. (FAL)

An exploration of the creed, its development, history, contemporary understanding, and personal appropriation. (2FE)

Study of the meaning and nature of theology, theological issues of God, human persons, Jesus the Christ, the Holy Spirit, the Church, and an introduction to Scriptures, liturgy, sacraments, and Christian morality. This course partially satisfies M arian-specific general education curriculum standards for faith, ethics, and foundations of thought. (SEM)

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President & CEO
Citizens Energy Group
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Sisters of St. Francis, Oldenburg
Sisters of St. Francis, Oldenburg
Congregational Minister
Sisters of St. Francis, Oldenburg
Jerry Jones
President and Chief Executive Officer, Retired
Cannon IV, Inc.
Chairman of the Board
Klipsch Group, Inc.
Sisters of St. Francis, Oldenburg
Indiana Governor's Commission on Latino/Hispanic
Affairs
President and COO
Business Development Corporation
Treasurer
M arian, Inc.
M anaging Partner and CEO
Bingham Greenebaum Doll LLP
Sisters of St. Francis, Oldenburg

Sisters of St. Francis, Oldenburg

Chief Executive Officer
St. Vincent Health

Robert G Decraene
Bain J. Farris
John H. Grogan
Eugene Henn

Dispatcher
(2000)

Director of Academic Support Services
B.A., Purdue University, 1978
M.S., Butler University, 1986
M.S., Butler University, 1996
(2017)

Director of Academic Engagement
B.A., Calvin College, 2005
M.P.A., Western M ichigan University, 2012
(2017)

Director of $21^{\text {st }}$ Century Scholars
B.S., M illikin University, 2015
M.S.Ed., Indiana University, 2017
(2017)

Orientation Coordinator
B.S., Purdue University, 2016

M .A., Ball State University, 2017
(2012)

Director of Center for Academic Success and
Engagement and Coordinator of First Year
Experience
B.A., Wright State, 2009

M .S., University of Dayton, 2012
(2014)

Director of Academic Advising
B.A., Eastern Illinois University, 1997
M.B.A., William Woods University, 2002
(2017)

Staff Psychologist
B.A., Illinois State University, 2007

M .A., Illinois State University, 2009
Ph.D., Western M ichigan University, 2014
(2016)

Director of Graduate M edical Education Advising and Applications
A.A., Kilgore College, 1998
B.A., Texas State University, 2002
(2013)

Assistant Dean of Student Affairs
B.S., Franklin College, 2005
M.S., Indiana State University, 2007
(2008)

Data Specialist
A.B.A., M arian University, 2015

Career Development Specialist (2015)
B.S., Northern Kentucky University, 2013

M .Ed., Indiana University, 2017
(2009)

Director of Career Development
B.S., M arian University, 2005

M .Ed., Indiana University, 2015
(2014)

Program Coordinator
B.A., M arian University, 2012

M .S., University of Indianapolis, 2015
(2014)

Executive Director
B.A., Augustana College, 1984
J.D., George W ashington University National Law

Center, 1988
(2016)

Accounts Payable Specialist
(2009)

Senior Vice President for Personnel, Finance,
Facilities and Technology
YSE. Gindee Me 1 1vgore
(2013)

Health Sciences Librarian
B.S., Ball State University, 1998
M.L.S., Indiana University, 2004
(2012)
(2013)

Director of Alumni and Parent Engagement
B.A., M arian College, 1986
(2015)

Coordinator of Student Activities
B.S., Texas Woman's University, 2015
M.S.Ed., Indiana University, 2017
(2012)

Director of Application Architecture - DBA
M arine Corps Computer Science School, Quantico, VA
(2016)

It Helpdesk Technician
(2017)

Network Administrator
A.S. Computer Science Ivy Tech
B.S. Computer Information Technology Purdue University
(2015)

Database Administrator
B.S. Illinois College, 2003
(2016)

It Helpdesk Specialist
(2007)

M anager of Information Technology Operations Aba, M arian University, 2015
(2015)

M anager of Infrastructure Services
A.A.S., Ivy Tech, 2008
(2016)

Systems Engineer
A.S., Itt Technical Institute, 2013
(2016)

It Help Desk Specialist

2018-19
(2000)

Director, The Richard G. Lugar Franciscan Center for Global Studies
Professor of Political Science
B.A., University of Toronto, 1984
M.A., University of Arizona, 1993

Ph.D., Rutgers University, 2000
(2008)

Lecturer of Philosophy
B.A., Indiana State University, 1977
M.A., Indiana State University, 1980
(2018)

Assistant Professor of Communication
B.A., M arian University, 2013
M.A., Ohio University, 2015
(2016)

Assistant Professor of Spanish
B.A., The Catholic University of America, 2008
M.Ed., Holy Family University, 2010

Ph.D., The Johns Hopkins University, 2015
(1999)

Professor of Biology
B.A., Greenville College, 1994

Ph.D., Washington State University, 1999
(2018)

Assistant Professor of Computer Science
B.S., M illsaps College, 2007
M.S., University of Louisiana at Lafayette, 2010

Ph.D., University of Louisiana at Lafayette, 2013
(2002)

Assistant Professor of Chemistry
B.S., Pennsylvania State University, 1973

Ph.D., University of Cincinnati, 1983
(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
(1991)

Chairperson, Department of Psychological Science and Counseling
Professor of Psychology
B.S., North Dakota State University, 1981
M.A., University of Colorado-Boulder, 1984

Ph.D., University of Colorado-Boulder, 1986
(2012)

Associate Professor of Theology
B.A., Florida International University, 1987
M. A., University of Miami, 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
(2002)

Administrative Assistant, College of Arts and Sciences
(2014)

Assistant Professor of Physics
B.S., Butler University, 2006
B.S.E.E., Purdue University, 2006
M.S., Purdue University, 2008

Ph.D., Purdue University, 2013
(2009)

Associate Professor of Spanish
B.A., Universidade M ògi das Cruzes - Brazil, 1988
M.A., Purdue University, 2001

Ph.D. Purdue University, 2009
(2016)

Assistant Professor of Art History
B.A., Indiana University, 2003
M.A., Syracuse University in Florence, 2006
(1999)

Chairperson, Department of English
Director of the Honors Academy
Professor of English
B.S., Asbury College, 1979

M .A., University of Kentucky, 1982
Ph.D., Indiana University, 1994
(1995)

Professor of English
B.A., Indiana University, 1974

M .A., Indiana University, 1981
Ph.D., Indiana University, 1988
(1992)

Assistant Professor of Theology
B.A., M arquette University, 1980

M .A., M arquette University, 1982
(2010)

Professor of Theology
B.A., Bethel College, 1982

M .Div., Trinity Evangelical Divinity School, 1985
M .A., Trinity Evangelical Divinity School, 1985
Ph.D., The University of Chicago, 1990
(1991)

Associate Professor of English
B.A., Southern M ethodist University, 1972
M.A., University of Wisconsin, 1974

Ph.D., University of Texas, 1989
(2010)

Chairperson, Department of History and Social Science
Assistant Professor of Sociology
B.B., University of Windsor, Canada, 1999
M.A., Wayne State University, 2004

Ph.D., Wayne State University, 2010
(2007)

Associate Professor of Psychology
Director, General Education Program
B.A., M arian College, 2000

M .A., University of Connecticut, 2004
Ph.D., University of Connecticut, 2010
(2015)

Chairperson, Department of Visual and Creative Arts
Associate Professor of Fine Arts
A.A., Ivy Tech State College, 1984
B.A., Indiana University, 1981
M.F.A., University of Illinois, 1983
(2016)

Associate Professor of Theology
Director of Graduate Studies in Theology
B.A., University of St. Ambrose, 1977

M .P.S., Loyola University Institute of Pastoral
Studies, 1986
STL, The Catholic University of America, 2000
D.M in., University of St. Thomas, 2002

STD, The Catholic University of America, 2009
(2013)

Chairperson, Department of Theology and

## Philosophy

Assistant Professor of Theology
A.B., Brown University, 2003
M.T.S., Harvard Divinity School, 2005

Ph.D., Boston College, 2012
(2008)

Associate Professor of Philosophy
B.A., Kenyon College, 1978

M .A., The Catholic University of America, 1984
Ph.D., Vanderbilt University, 1994
(1998)

Assistant Professor of Theatre
Technical Director for Theatre Activities
B.A., South Dakota State University, 1995

M .F.A., University of Wisconsin, 1998
(2017)

Lecturer of Communication \& Assistant Director of Forensics
B.A., Carson-Newman University, 2011

M .A., University of West Florida, 2013
(2012)

Assistant Professor of Theatre
Director of M arian University Theatre
B.A., M arian University, 1999
(2007)

Assistant Professor of English
B.A., Wheaton College, 1988
M.S., Northwestern University, 1990
(2014)

Assistant Professor of Fine Arts
B.F.A., Indiana State University, 2003
M.F.A., Indiana State University, 2009
(2016)

Director of nursing Student Success
B.S., Eckerd College, 1999
M.Ed, University of South Florida, 2004
(2002)

Dean
Associate Professor of Nursing
Worcester City Hospital School of Nursing Diploma,
1979
B.S.N, University of M iami, 1988
M.S.N., University of Miami, 1990

Ph.D., Loyola University Chicago, 2013
(2008)

Administrative Assistant
A.S., University of Indianapolis, 1988
(1996)

Director Workforce Development
Assistant Professor of Nursing
Coordinator Faith Community Nursing Program
Wishard Memorial Hospital School of Nursing
Diploma, 1973
B.S.N. Indiana University, 1978
M.S.N., Hunter College, 1994

DNP, Indiana University, 2016
(2011)

Assistant Professor of Nursing
B.S.N., Indiana University-Purdue University, 1971
M.S.N., Indiana University-Purdue University, 2004
F.N.P., 2004
(1999)

Coordinator of Special Projects
B.S.N., Indiana University, 1983
M.B.A., Butler University, 1993
(2003)

Administrative Assistant to the Dean
(2016)

Assistant Professor of Graduate Programs
B.S., En77s 4So-2(h)-4(Np)-7(o)-2r(th)-7(e)4(In)-5( M)-2(chig(a)-14(n)-4(Un)-4(iv)7(e)4(r)-11(s)5(ity)]TJETBT1 001232.17161 .06 Tm[

Assistant Professor of Nursing
B.S.N., Indiana University, 1986
M.S.N., University of Indianapolis, 2006
(2016)

Assistant Director, Nurse Anesthesia Program
Assistant Professor
B.S.N., Radford University, 1987
M.S.N.A., Virginia Commonwealth University, 2004
(2013)

Assistant Professor of Undergraduate and Graduate Programs
B.S.N., Loyola University, 1968
M.S.N., Indiana University, 1976

Ed.D., Indiana University, 1997
(2017)

Online Program Administrator
A.S., University of Phoenix, 2010
B.S., University of Phoenix, 2012
(2017)

Assistant Professor of Nursing
B.S.N., Purdue University, 2006
M.S.N., University of Indianapolis, 2011
(2018)

Assistant Professor of Nursing
B.S.N., Indiana University, 2006
M.S.N., Indiana University, 2103
(2000)

Assistant Professor of Nursing
B.S.N., M arquette University, 1977
M.S., Georgetown University, 1984
A
ACADEMIC DISM ISSAL ..... 40
Academic Forgiveness ..... 42
Academic Integrity. ..... 37
Academic Progress ..... 40
Academ ic and Student Services ..... 16
Academic Support Services ..... 18
Accelerated degree (MAP) ..... 80
ACCOUNTING ..... 72
AcCREDITATION ..... 4
Adm ISSION PROCEDURES AND POLICIES ..... 9
Advanced Placement ..... 44
ADVANCED STUDY, HIGH SCHOOL SENIORS. ..... 11
AdVIIING, ACADEMIC. ..... 17
Appeal Process-ACADEM IC status and grades. 41
APPLIED EDUCATIONALSTUDIES. ..... 70
ART. ..... 64
Assessment ..... 35
Associate degree requirem ents,M AP ..... 31
ATHLETICS ..... 23
ATtendance Policy ..... 43
Auditing courses

EXECUTIVE OFFICERS

RELIGIOUS EDUCATION........................ 63
Repeat Courses............................................ 41
Residence Halls........................................... 21
Residency R

