

MARIAN UNIVERSITY
Graduate Course Catalog • 2017-2018
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VISION STATEMENT

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

MISSION STATEMENT

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

OUR FRANCISCAN VALUES

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

For more information, contact:

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Marian University does not discriminate on the basis of age, race, color, sex, gender, sexual orientation, religion or creed, national or ethnic origin, or disability in its programs, activities, hiring, or the admission of students.

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University Calendar 2017-2018

FIRST SEMESTER • FALL 2017

Medical term begins	Jul. 1
Registration	Aug. 17
Residence halls open for upperclassmen.....	Aug. 20
Classes begin at 8 a.m.	Aug. 21
Last day to add a course or change from/to audit	Aug. 25
Labor Day: university closed	Sept. 4
Close pass/fail option.....	Sept. 22
Spring and Summer 2016 incompletes due	Sept. 29
Mid-term date	Oct. 13
Mid-term recess: no classes	Oct. 16-17
Last day to withdraw from a class	Oct. 27
Registration for spring semester.....	Oct.30-Nov. 10
Holy day: Feast of All Saints	Nov. 1
Thanksgiving recess: no Wednesday classes	Nov. 22
Thanksgiving recess: university closed	Nov. 23-24
Senior comprehensive exam results due (Dec. 2016 grads)	Nov. 27
May 2017 graduation candidates: last day to file application ..	Dec. 1
Marian University patronal feast: Immaculate Conception	Dec. 8
Reading day: no classes	Dec. 8
Final examinations	Dec. 11-15
Fall graduation date (no ceremony)	Dec. 31
Medical term ends	Dec. 31

SECOND SEMESTER • SPRING 2018

Medical term begins	Jan. 1
Registration	Jan. 4
Residence halls open	Jan. 7
Classes begin at 8 a.m.	Jan. 8
Last day to add a course or change from/to audit	Jan. 12
Martin Luther King, Jr. Day: university closed	Jan. 15
Close pass/fail option.....	Feb. 9
Fall 2016 incompletes due	Feb. 16
Mid-term date	Mar. 2
Mid-term recess	Mar. 5-9
Last day to withdraw from a class	Mar. 23
Registration for fall semester	Mar 19-27
Holy Thursday: no evening classes (4:00 p.m. and later).....	Mar. 29
Good Friday: university closed	Mar. 30
Senior comprehensive exam results due	Apr. 16
Academic honors day: no classes	Apr. 27
Final examinations	Apr. 30-May 4
Graduation day	May 6
Medical school graduation	May 6
Medical term ends	Jun. 30

THIRD SEMESTER • SUMMER 2017

Summer semester begin	May 7
Memorial Day observed: university closed	May 28
Independence Day observed: university closed	July 4
Summer semester ends	Aug. 18
Summer graduation date (no ceremony)	Aug. 19

The University

Vision Statement

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

Mission Statement

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

Values

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.

Description and Goals of Marian University

Marian 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, Marian University confers a master of arts in teaching, a master of education in Special Education, a master of education in educational leadership, the Building Level Administrator licensure program, and a doctoral degree in osteopathic medicine. Marian 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.

Marian University also commits itself with integrity and creativity to the ongoing process of renewal as it pursues its institutional goals:

- to provide quality academic programs, support services, and enrichment activities to ensure intellectual, emotional, social, physical, and spiritual development and responsible career preparation, within an environment that promotes respect for knowledge and the intellectual life, and a habit of critical thinking in pursuit of what is true, good, holy, and beautiful;
- to promote the continuing search for a mutually enriching synthesis of faith and reason; and to be engaged in a fruitful dialogue between the gospel and culture in order to discern and evaluate both the progress and decline of society;
- to support academic freedom with responsibility in order to foster a dynamic community of learners;
- to provide for effective development of faculty and staff, by encouraging academic and professional excellence and by acknowledging creative achievements;
- to provide students and personnel financial and physical resources sufficient to achieve, based on a strategic planning process, the institution's goals; to create a caring and challenging learning environment in which students, faculty, and staff prepare to be responsible agents of a more humane society, with special concerns for those who are socially, politically, and economically marginalized.

Accreditation

Marian University is accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools; the National Council for Accreditation of Teacher Education, and the Commission on Collegiate Nursing Education. Specific academic programs are approved by the Indiana Professional Standards Board, the Indiana State Board of Nurses' Registration and Nursing Education, and the International Assembly for Collegiate Business Education, and Indiana Department of Education.

History

Marian University, dedicated to Mary the Blessed Mother of God, evolved out of the teaching mission of the Sisters of Saint Francis, Oldenburg in Oldenburg, Indiana. Founded in 1851 by Father Francis Joseph Rudolf and Mother Theresa Hackelmeier, a Franciscan sister from Vienna, Austria, the congregation sought to meet the educational needs of the German-Catholic residents of southern Indiana. Soon, the new congregation started teacher-training classes to prepare its members for teaching in its schools.

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

When the college for Catholic women opened in the fall of 1937, a staff of 16 welcomed 24 full-time women students and a larger number of part-time students; with the addition of evening and Saturday classes, enrollment quickly increased to 100. In June of 1938, the first commencement was held; four Bachelor of Arts degrees were conferred. For the initial 10-year period, the entire college—classrooms, library, dormitory space, cafeteria, science laboratory, and faculty residences—was housed in existing buildings of the Allison Estate. In 1948, the college embarked on an expansion program, which added Clare Hall and the gymnasium, now known as the intramural gymnasium. Marian Hall, the present administration building, was completed in 1954. In that year, Marian College became the first Catholic coeducational college in Indiana. Monsignor Francis J. Reine was then named president, succeeding Sister Mary Kevin Kavanagh. Two years later the college was accredited by the North Central Association.

The gradual increase in student numbers demanded a larger campus. In 1963, the Frank Wheeler estate, then owned by William Stokely, was purchased. The mansion became the William Stokely Jr. Music Hall. The former estate of Carl Fisher separated the north and south campuses. Until 1967 it served as a private preparatory school for boys. The property was purchased in 1967, giving the college 114 adjoining acres. Over time, residence halls and classroom buildings were added to the campus, and features such as the statue of Saint Francis (1941), Franciscan Heritage Fountain and DeHaan Family Forum (1998), and the Allen Whitehill Clowes Amphitheater (1999) were added. Renovations to existing buildings have been ongoing and include the auditorium in Marian Hall (2004), Physical Education Center (2007), the St. Francis Hall garage, which became the Marian College Cycling Center (2007), the new residence hall, University Hall (2008), the new Campus Operations Building (2008) and the new Marian University multi-purpose field (2008-2009).

Until 1968 Marian 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 Marian College from 1989-99, and Dr. Robert M. Abene, the seventh president of Marian 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. In Education, Marian University partnered with The New Teacher Project in 2007 and Teach For America in 2008 to bring hundreds of new teachers each year to teach in Indianapolis area schools while enrolled in the Master of Arts in Teaching program. In 2011, Marian implemented the Building Level Administrator licensing program as part of its new Academy for Teaching and Learning Leadership. In 2014, the National Council of Teacher Education reaccredited the Department of Education and the Marian Leadership Academy with the ranking of highest distinction.

On July 1, 2009, Marian College became Marian 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; career ladder programs in nursing; the Master of Arts in Teaching program; intensive summer science workshops and camps for middle and high school teachers and students; Family Mathematics and Family Science nights; and a partnership with the Nina Mason Pulliam EcoLab.

The Marian University College of Osteopathic Medicine (MU-COM) welcomed its first class of 162 medical students in August 2013. MU-COM combines the strengths of the osteopathic philosophy and Marian University's rich Catholic history, making it one of only five Catholic medical schools, and the only Catholic osteopathic medical school in Indiana.

Mentoring

The Marian University environment encourages mentoring relationships. As with many colleges and universities, natural mentoring relationships develop between students and faculty or staff such as those of academic advisor and advisee, club advisor and club officer, residence hall directors and on-campus students, coaches and team members, etc. Opportunities for Marian University students to volunteer as mentors include both on and off campus programs. For example, students may volunteer to welcome and orient new students in the first weeks of the academic year, to relate to new students residing on campus throughout the year, or to provide extra support to off-campus students, especially those who are "non-traditional" students, age 24 years or older. Off-campus opportunities include outreach to younger students in elementary, junior high, or high schools.

Family Educational Rights and Privacy Act of 1974

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

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

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

The student may request that directory information not be released. This must be made in writing to the Office of the Registrar within 15 days of the beginning of each term. Failure to notify the Office of the Registrar may mean university publications, such as team rosters, promotional brochures, or the student directory, may include some directory information. More information can be found online at www.marian.edu/current-students/registrar/ferpa.

Campus

The Marian University campus, located six miles from the center of Indianapolis, extends over 114 wooded acres, and includes the estates of three of the four developers of the Indianapolis Motor Speedway: James A. Allison, Carl G. Fisher, and Frank H. Wheeler. The university is within easy access of state and interstate highway systems which pass through Indianapolis.

A 55-acre wetland and forest area that was part of the original Jens Jensen landscape plan for the Allison estate has been established as an outdoor environmental science laboratory, known as the Marian University EcoLab, which is used by central Indiana educational groups as an educational resource and learning center.

Major campus buildings include:

- **Allison Mansion** – The former home of James Allison was known as the "House of Wonders" when it was completed in 1914. The Sisters of Saint Francis purchased it in 1936 and relocated Marian College from Oldenburg to the property in 1937. It was originally the main building on campus and housed the library, administrative offices, classrooms, and sleeping quarters for the Sisters. Biology and chemistry offices and student dormitory were located in the former greenhouses. Listed in the National Register of Historic Places, today the offices of the university's president are located here.
- **Alumni Hall** – This building opened in fall 2014 to serve as the new student center for the campus. The university bookstore and a food court with a Starbucks, Papa Johns, and a grill, serves the students, faculty and staff. There are outdoor and indoor seating options and gathering spaces, including nooks designed for small group collaboration. The building was designed to also serve as a banquet hall with seating for up to 300 guests.
- **Caretaker's Cottage** – This building served as the caretaker's cottage for the Wheeler-Stokely estate; it houses the Art Department.
- **Clare Hall** – Clare Hall was named for Mother Clarissa Dillhoff, the first president of Marian College. Clare Hall was completed in 1949 and used as the primary residence hall. The lower level of Clare Hall houses the Writing Center; and language lab. The first floor of this building houses the campus cafeteria, the Counseling and Consultation Services Office, the Center for Academic Success and Engagement, Student Health Services, two classrooms, and a student lounge. Upper floors serve as a residence for students.
- **Doyle Hall** – Doyle Hall opened in 1964 as a men's residence hall. It was dedicated and named for Monsignor John J. Doyle on May 17, 1967. Today it is a coed residence hall that is home to 220 students, including most incoming freshmen.
- **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 prox card (making

standard 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.

- **Marian 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 Marian University cycling team. It also serves as a health and fitness resource for the larger campus and Indianapolis community.
- **Marian Hall** – Dedicated in 1954 by Archbishop Paul Schulte of Indianapolis, Marian Hall, like the university, was named for and dedicated to Mary, the Mother 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 Marian University provides. Marian Hall houses the Bishop Chartrand Memorial Chapel and Marian 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.
- **Michael A. Evans Center for Health Sciences** - The Michael A. Evans Center for Health Sciences is home to the Marian University College of Osteopathic Medicine (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. Modern patient simulation centers, which duplicate hospital and clinic treatment areas for teaching and assessment of student skills and competencies for both medical and nursing students, are also located here.
- **Mother Theresa Hackelmeier Memorial Library** – Named for the founding member of the Oldenburg Franciscan congregation and dedicated in 1970, this contemporary structure can house 200,000 volumes. Students have access to individual and group study spaces as well as several collaborative research pods combining computing technology and research tools. The library offers students and faculty traditional library collections, electronic resources, and a wireless network in a friendly student-centered environment. The library Learning Commons includes the largest open computing lab on campus, SmartSuite seminar rooms, a student lounge, student presentation rehearsal room, and a 220-seat auditorium. The Exchange, located on the first floor, connects students with key stakeholders in the community and assists them in identifying and honing their skills and talents.
- **The Overlook at Riverdale** – The Overlook at Riverdale is the home of our graduate apartments, which opened in the fall of 2015.
- **Physical Education Center** – In 1983, the university opened the Physical Education Center, a building attached to Clare Hall at the west end. It houses the varsity gym, an intramural gym (the former Clare Hall gymnasium), a weight room, physical assessment lab, and classrooms as well as offices for athletics administration. To accommodate the growing need for better equipment and more space, ground was broken in June 2006 for expansion and renovation of the Physical Education Center. There is now a fitness center, expanded locker rooms, and weight room, and all are open to all students, faculty, staff, and alumni.
- **Ruth Lilly Student Center** – Ruth Lilly Student Center, formerly known as Alverna Hall, was used first as a garage and three-apartment servants' quarters on the Allison estate. After it was purchased by the Sisters, it served as a women's residence hall, student cafeteria, kindergarten, priests' residence, and, since 1991, the student center. Today, the center's first floor is home to the campus safety and police services, a large community room, and a Subway restaurant.
- **Sisters of Saint Francis Oldenburg Hall** – Built in 1967 as a residence for the members of the Sisters of Saint Francis, Oldenburg who worked at Marian College. The Sisters lived there until additional room was needed to accommodate the school's growing enrollment. After serving as a residence hall for many years, it now houses the Clark H. Byrum School of Business, theology and philosophy department offices, the offices of the Educator's College, Office of Mission Effectiveness, Rebuild My Church, San Damiano Scholars, Campus Ministry, the offices of the Department for University Marketing, offices of the Athletics Department, and the St. Francis Chapel. Originally named St. Francis Hall, the name of the building was changed to Sisters of Saint Francis of Oldenburg Hall in 2014.

- **Summers Mansion** – Added to the university in 2017, this mansion serves as the home for the University Advancement offices as well as outreach segments of the Educators College, including the Ruth Lilly Health Education Center and Nina Mason Pulliam Eco Lab.
- **Steffen Music Center** – The music center was originally built in 1968 as a home for the incoming president, Dominic Guzzetta. In 1990, the Department of Music relocated from the Wheeler-Stokely Mansion to this building after the university renovated the house and added classroom and rehearsal space. Special features were added during the renovation, making the acoustics tremendous in the teaching studios, practice rooms, and rehearsal room. A renovation and expansion project began in 2009 with a gift from the estate of the late Andrew Steffen. To honor the university’s Catholic foundation, the building façade features the first 10 notes of the fight song, We Rise and Cheer for You Dear Marian, marked in pneumatic notation, a style most commonly associated with Gregorian chants and Catholic liturgical music. Additions included multiple Wenger practice rooms; a large rehearsal hall; large instrument, percussion, and uniform storage rooms; and instrument repair station.
- **University Hall** – University Hall opened in the fall of 2008 as a residence hall. Designed in consultation with Marian University students, the hall has suite-style rooms. Kitchenettes are available on every floor as well as large common areas for student gathering. The entire hall has a wireless network and internet access as well as shared student computers. A coed residence, the hall is home to 190 upper class students.
- **Wheeler-Stokely Mansion** – The Wheeler-Stokely Mansion was built for Frank Wheeler in 1911 as the main house on his estate, which he named Hawkeye. The most distinctive feature associated with the building is the 324-foot long colonnade known as the “dog walk” that extends across campus to the west. Monty Williams, purchased the estate in 1921 following Wheeler’s death. He filled in Wheeler’s lake and built a swimming pool. Williams occupied the house until 1937 when William B. Stokely purchased the property. He sold it to Marian College in 1963; the college subsequently removed the servant’s house, garage, and water tower to make room for a much-needed student residence, Doyle Hall. Marian University first used the mansion to house the music department. The office of admission occupies the mansion. The outdoor swimming pool, used for many years by students, alumni, and friends, was filled-in in 2003. The estate was listed on the National Register of Historic Places in 2004.

Finances

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 Marian University students to help offset expenses.

Tuition and Fees

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

Tuition and Fee Payment Policy

Tuition and fees for each semester are due and payable by the published tuition due date for all students who are not formally enrolled in a monthly payment plan with Tuition Management Systems, Inc. Students who neither pay their bill nor make a TMS payment plan contract by the due date will 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.

Outstanding account balances for students who have ceased enrollment at Marian University may be forwarded to an outside billing service for installment billing or a collection agency for collection action. At the time the account is sent for installment billing or collection, the account may be assessed interest. All collection costs associated with the collection of an outstanding balance, which may include collection costs, interest, and attorney fees are the responsibility of the student. Marian University or its agent may report unpaid balances to national credit bureaus.

All students who make application to Marian University and who register for classes agree to this policy by signing and submitting their paper application or online application for admission.

Installment Payment Plan

Marian University offers a monthly payment option which allows all or part of educational expenses to be spread over each semester without interest charges. The plan is administered by Tuition Management Systems, Inc. and is available to all students. Information may be obtained by contacting Tuition Management Systems, Inc. at 888.713.7240 or www.afford.com/marian. The plan administrator charges a semester fee for use of the plan.

Reduction of Charges Due to Withdrawal from University

A student who officially withdraws from school is entitled to full or partial reduction of charges for tuition, fees, housing, and meal charges. Tuition, other related fees, and housing and meal charges will be reduced in the following manner in the event the student withdraws from Marian University after confirming registration:

Standard (semester-long) courses

- Up to end of first week 100 percent
- Up to end of second week 90 percent
- Up to end of third week 60 percent
- Up to end of fourth week 25 percent
- Thereafter No refund

Courses lasting five weeks or more

(up to, but not including, semester-long courses)

- Up to end of first week 100 percent
- Up to end of second week 50 percent
- Thereafter No refund

Courses lasting four or fewer weeks

- Prior to start of class 100 percent
- After class begins No refund

Return of federal aid funds will follow federal law and regulations. See the Office of Financial Aid for specifics.

Refund of Overpayment

Refunding of student account overpayment, whether or not the student receives federal Title IV aid, will be made in compliance with federal guidelines for federal student loans.

Financial Aid

Marian University wants to work with you and your family to assist in financing your Marian University education. The financial aid office will help you consider the financial options that Marian University offers, so that you and your family can plan the best ways to manage your educational investment over the coming years. The professionals at Marian University's Office of Financial Aid are pleased to provide information and answer questions about the financial aid application process. Contact the Office of Financial Aid by phone at 800.834.5494 or 317.955.6040, or by email at finaid@marian.edu, or visit the web site at www.marian.edu/financialaid.

How to Apply for Financial Aid

Students interested in applying for financial aid at Marian University must complete the following steps:

1. New students must apply and be accepted for admission to the university. In order to be considered for financial aid, students must be regularly admitted and enrolled in a degree-granting program at least half-time (six credit hours) for federal and full-time (twelve credit hours) for state aid. Only students who are United States citizens, nationals, or permanent residents are eligible for federal and state aid through Marian University's Office of Financial Aid.
2. File your Free Application for Federal Student Aid (FAFSA) online at <https://fafsa.ed.gov/>. List Marian University, Title IV School Code 001821, on your FAFSA application.
3. If you have already filed the FAFSA, yet did not list Marian University or as a recipient of your FAFSA information, please return to <https://fafsa.ed.gov/> and add the Title IV School Code 001821.

This information will be used to determine eligibility for all federal and state aid. The FAFSA application must be received before April 15 to ensure consideration for the Indiana State Grant programs. Students applying for Marian University aid only are not required to file the FAFSA. However, they are still strongly encouraged to file, if only to determine student loan eligibility. The university will notify you if the federal government, through the verification process, requires you to send current federal tax forms (or additional documents) to the Office of Financial Aid.

Financial aid at Marian University is tentatively awarded as soon as possible after the student has been admitted and the FAFSA results have been received by the Office of Financial Aid. Students who file for financial aid by April 15 are given first priority. After that date, awards are made as funds become available.

To receive federal aid, a student must not be in default on a Federal Direct Loan, National Defense/Direct Student Loan, Income Contingent Loan, Consolidated Loan, Perkins Loan, Federal Stafford, SLS, or PLUS loan. In addition, a student must not owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant at any institution. Students certify that they have not and will not possess, use, or distribute illegal drugs during the current financial aid award year.

A student's financial aid award will be based upon the number of credit hours for which they are registered. After classes begin, enrollment status will be verified with the Office of the Registrar. Adjustments will be made to any student's financial aid if their status changes from full-time (12 credit hours or more) to less than full-time. If the adjustment drops a student below half-time attendance (six hours), the student will be ineligible to receive federal loans. Students must make separate application for the Federal Direct Stafford and PLUS loan programs.

Federal Loans

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

Federal Direct Stafford 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

The Federal PLUS Loan 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.

Private Alternative Loans: 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

Academic and Student Services

Academic Advising

Academic advising is available through the program director of each individual program. Students should meet with their program director to discuss academic progress and course registration.

Housing and Residence Life

Living on campus is a great way for students to truly experience the joys of “university life.” On campus housing for students is managed by the Office of Housing and Residence Life. Questions can be directed to housing@marian.edu or 317-955-6318

The Overlook at Riverdale –graduate apartments opened August 2015. Available in one, two and three bedroom suites, Overlook affords graduate and second degree students all the modern amenities of graduate university life.

Dining Services

We are proud to offer one of the best university dining programs in the area. Dining locations on campus include: Barbara B. Cooling Dining Room (located in Clare Hall), Subway (located in the Ruth Lilly Student Center), Papa Johns, Grille Works, Starbucks (located in Alumni hall) and P.O.D Market (located in the Evans Center). An All Access Meal Plan is available as well as Commuter student meal plans. Knight Bucks (dining dollars) and meal plan upgrades for commuter students can be purchased at the Dining Services office (Clare Hall 121). Whether you eat every meal on campus or just grab a bite now and then, you’ll love the value, variety, convenience and flexibility of your meal plan.

Academic Support Services

Individual consultation and group workshops are available to assist students who desire additional academic support. Students may seek academic support services for a variety of reasons, including poor academic performance, difficulties with time management and organization, help with study and test-taking strategies, test anxiety, etc. All academic support services are free of charge to current Marian University students.

Students with Disabilities:

In response to requests by qualified students with disabilities, Academic Support Services, in the CASE department, arranges for reasonable and appropriate accommodations in accordance with federal legislation (Rehabilitation Act of 1973; Americans with Disabilities Act of 1990) and university policy. Auxiliary educational aids may include note-takers, scribes, readers, enlarged text, extended time for exams, and administration of exams in a reduced distraction setting. Prior to the provision of accommodations, current documentation of disability, condition, or impairment must be provided to the director of academic support services for review. Documentation consists of a diagnostic evaluation, completed within the last three years, that includes test results and recommendations, by an appropriately qualified, licensed professional.

Campus Ministry

The mission of Campus Ministry is to walk humbly with others, as Jesus Christ is God walking with us, to respond to the Spirit, following the example of Mary, and to cultivate a community in which all may discover the fullness of life.

Committed to serving all in their spiritual journey, Campus Ministry creates an environment for students to find faith filled answers to the big questions of life: “Who am I? What are my most deeply felt values? Do I have a mission or purpose in life? Why am I in college? What kind of person do I want to become? What sort of world do I want to create?” Led by a passionate staff and student leader, Campus Ministry offers programs in the areas of

- Outreach (serving the needs of the local community and promoting social justice);

- Spiritual Formation (prayer and worship, the celebration of the Mass, and opportunities to learn about issues of faith);

- Fellowship, (building Christian community through various retreats and the residential Peer Ministry program).

Computing Facilities

The university provides computing access in different areas of the campus depending on the needs of the students. The hours available for computing access will vary by area. Wireless access to the local area network and the Internet is available in all residential units, the library, the student center, and all academic areas.

All computers in the open computing and discipline-specific labs include word processing, spreadsheet, presentation, e-mail, and Internet-access applications. Discipline-specific labs will have added software applications; for example, graphic design and tutorial software. Student lab assistants from the Department of Instructional Technology are available on the first floor of the library to answer questions, assist with problems, and provide informal and scheduled formal basic training on how to use the available software. Discipline-specific computing labs include biology, chemistry, education, languages, nursing, performing arts, and visual

arts. Some labs also have student assistants available to answer questions regarding academic software applications installed in the lab.

One computer classroom, Library 008 located in the library's lower level, is available for open computing. This classroom supports both formal class use as well as open computing access by students, faculty, and staff during non-class times. A published schedule of class times and open computing times are posted in the hall immediately outside of the lab.

Other open computing locations are also available in the library and in the Ruth Lilly Student Center. Library 008 and library open computers are only available during library hours.

Students can access their e-mail through the web at <https://webmail.marian.edu>. Access to their CAMS portal is available at <https://camsap.marian.edu/estudent>. Both CAMS and e-mail accounts are available to all Marian University students. New students are issued their new accounts as they enroll. If you have forgotten your account information or your account is not working, please request assistance by visiting the Marian University Helpdesk located on the third floor of Marian Hall.

Counseling Services

Counseling and Consultation Services supports both the academic and personal growth of Marian University graduate students. Individual counseling is available to assist students who are experiencing problems that interfere with the realization of their academic, interpersonal, spiritual, and vocational goals. Group counseling is available depending on student need and interest. Students may seek counseling for a variety of reasons, some of which may include problems with adjustment to graduate school, family conflicts, relationship difficulties, depression, anxiety, eating disorders, and substance abuse. In addition, students with disabilities or chronic medical conditions may find counseling services helpful in developing effective coping strategies for adjustment and adaptation to 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.

The Exchange

(Career Development and Experiential Learning)

The Exchange staff works with currently enrolled students and alumni to explore career options and develop key skills critical to their long-term success. The Exchange connects students to the larger community early and often -- students learn through multiple "real world" experiences in the form of informational interviews, job shadowing, internships, mentored research, and service learning tied to their coursework.

The Exchange coordinates application for on-campus and off-campus employment, including federal work study positions, through KnightWork, which can be accessed by students and alumni at www.marian.edu/exchange. Exchange staff members assist with resume and cover letter development and interview skills, as well as guidance on graduate school admission and competitive graduate scholarships and fellowships. The Exchange also hosts many career preparation events throughout the school year: career fairs, networking opportunities, employer visits, an etiquette dinner, and tailored workshops.

Student Organizations and Activities

Student Government Association (SGA) provides an opportunity for the expression of student views and interest; all currently enrolled students are members. The governing board, elected representatives of the student body, is designed to assist in providing for students' social, cultural, and physical well-being and to help promote better educational standards.

SGA provides an opportunity for students to participate in the governance of the university. It also affords a means whereby students may gain experience and training through participation in community leadership, for student cooperation and communication with the faculty and administration, and for demonstrating that students may effectively and responsibly govern themselves.

Opportunities for student involvement are available through departmental, social interest, professional, athletic, and nationally affiliated clubs and organizations. For a complete list of campus groups, please contact Student Success and Engagement. The Director of Student Activities and Orientation coordinates and promotes a variety of educational, volunteer, recreational, social, cultural, and entertainment programs and services.

Numerous opportunities are available to develop leadership skills, interact with students, faculty and staff, and to share in personally enriching experiences through participation in student government, clubs and organizations.

Campus Safety and Police Services

Campus safety is a community endeavor. Each member of the Marian University community is invited and expected to use basic precautions related to personal safety as they would in any city. Marian University Police Officers are available 24 hours a day 365 days a year. They are sworn peace officers in the state of Indiana and as such perform all related duties. In addition to general police duties, campus officers provide the following on campus: escort services, jump starts, and assistance if keys are locked in vehicles. They also provide educational workshops. Contact the Office of Campus Safety and Police Services at 955.6789 for additional information, or to request a workshop. Campus Safety and Police Services are located on the first floor of the Ruth Lilly Student Center.

Health Services

The Health Center is located in Clare Hall. Appointments are encouraged and walk-ins are seen as the schedule permits. Health management for Marian University students includes assessment, treatment, education and referral to appropriate medical personnel.

International Student Advising

The International Student Support Specialist provides programs, services, and orientation to support international students in becoming familiar with the university and community. The specialist assists in matters regarding how students can maintain their immigration status, including passports, visas, employment issues, academics, and other concerns of the international student.

Assessment of Student Learning Outcomes

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

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

Academic Integrity

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

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

The university has a positive obligation to protect this commitment by stating its code of academic integrity clearly and by taking decisive and responsible action when the code is violated. All Marian University students are responsible for knowing and avoiding academically dishonest behaviors. The code, the procedures and sanction (up to permanent dismissal from the university) for violation, are specified in the Code of Student Rights and Responsibilities.

Grading and Performance Standards

Grading System

The quality of each student's work as determined by class achievement, tests, and examinations, is reflected in terms of letter grades. Points are given for each semester hour of credit in the course in which the grade is earned.

- A** 4.00 points: highest level of achievement, implying originality and initiative
- A-** 3.67 points
- B+** 3.33 points
- B** 3.00 points: achievement above average
- B-** 2.67 points
- C+** 2.33 points
- C** 2.00 points: average achievement
- F** 0.00 points: failure to successfully complete the course

S/U Satisfactory/Unsatisfactory grades are used to evaluate experience-related courses such as practica, co-ops, and internships when these experiences. An "S" grade does not increase the number of divisor credits or grade points earned, but it does increase the number of credits earned. A "U" grade does not increase the number of divisor credits, credits earned, or grade points earned. See Academic Progress, Probation, and Dismissal.

P/FL Pass or fail evaluation may be chosen for selected courses other than those fulfilling program requirements. No more than two P/FL courses may be taken in any one semester, with a maximum of four P/FL courses counting toward graduation. A "P" grade does not increase the number of divisor credits or grade points earned, but it increases the number of credits earned. A "FL" grade does not increase the number of divisor credits, credits earned, or grade points earned.

The pass/fail option is usually chosen by the student at the time of formal registration. However, a change from "grade" to "pass/fail" may be made within the first five weeks of a semester (by the second scheduled meeting day of a course in the summer semester unless published otherwise) provided the paperwork for this option is submitted to and recorded in the Office of the Registrar.

I Incomplete is given when it is determined that, in unusual circumstances, the student should have the opportunity to finish incomplete work. To be eligible to arrange an incomplete, the student must have completed substantial portions of the course and be in good academic standing in the course (2.00 GPA or above). In consultation with the faculty member, the student initiates the request; final approval of awarding an incomplete grade is determined by the Assistant Provost. An incomplete form must be submitted within one week after the last day of the semester, or the grade assigned will be changed to an "F". All incompletes must be removed by the end of one full calendar year or the incomplete becomes an "F."

IX Incomplete extension is available to graduate students progressing towards completion of a thesis or dissertation. It can only be given after one full calendar has passed from the date the original "I" grade has awarded and the program director approves an extension on the original "I" grade. To be eligible to for an incomplete extension, the student must work directly the faculty member and program director to determine if an extension is appropriate, be in good academic standing in the course (2.00 GPA or above), and has been actively working towards completing course requirements in the last 12 months. Final approval of an incomplete extension is determined by the Program Director. Incomplete extensions will become an "F" if coursework has not been completed within five years, which is the length of time given to complete a graduate degree.

IP In progress grade for courses which span two or more semesters.

AU Audited courses carry no credit and no grade. Laboratory, studio, and/or practicum courses are excluded from audit.

W A grade of "W" is recorded when a student withdraws from a course during the second through the 10th week of classes for regular semester-long classes or by the end of the second week of classes for courses lasting at least five weeks but less than a full semester. The semester withdrawal is official only if the student completes the proper form and obtains authorization from the program director and the course instructor before filing the withdrawal request with the Office of the Registrar. A student who stops attending classes without processing this formal notice incurs an automatic "F" in the class. "W" grades are not given for courses lasting fewer than five weeks without complete withdrawal from the university.

Students withdrawing from all university classes must complete the withdrawal process prior to the scheduled final exam in order to receive a "W" in the classes. Students must process the necessary paperwork to document this withdrawal starting with the Office of the Registrar. Students withdrawing from the university are also removed from all future classes enrolled in

through advanced registration. To re-enter school, students who have withdrawn must process a readmission application with the Office of Graduate Admission.

Grade Reports

At the end of each term, final grade reports are available online on each student's CAMS portal. Mid-term grades are not collected for graduate level courses.

Transcripts

Official transcripts of credits earned at Marian University are available at the Office of the Registrar. Students can locate fee information and order transcripts online at www.marian.edu/current-students/registrar/transcripts.

Academic Success and Progress

To graduate, the university requires a cumulative grade point average of 3.00 or higher. The degree program, for the purpose of calculating the cumulative 3.00 graduation requirement, is defined as all courses required by the program (in and out of the department) plus any required or elective courses with the department prefix.

Students are not considered in good academic standing if their cumulative grade point average falls below 3.00 and/or earns a 2.00 in a course. If a student earns a grade less than 2.00 in a course, they are dismissed from the program due to poor academic performance.

Students will be placed on academic probation if their *cumulative* GPA falls below 3.00 or if they earn a 2.00 in any courses.

After the next five semester credits enrolled:

- If the required 3.00 cumulative grade point average is not achieved, the student will be dismissed from the program.
- If a student does not earn a 3.00 in all courses during the next five semester credits enrolled, the student may be dismissed or required to retake the course a second time.

Students who fail to earn a 3.00 the second time they take a course may be dismissed from the program based on the lack of academic progress.

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 program director, students may repeat courses for which they have received credit. The last grade and credit replace the previous ones in computing 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 minimum university standards are stated above. Certain programs may require a higher grade point average requirement and may not allow for students to repeat courses. See program descriptions or the program director for additional details.

The university reserves the right to dismiss any student who does not meet the guidelines stated above.

Appeal Process—Academic Status

When students are notified of dismissal due to poor scholarship, they may appeal their academic status. The appeal procedures are spelled out in the letter of dismissal and must be followed without exception. Such waivers are not easily obtained. Evidence of the student's commitment to academic progress is a major, but not the only, consideration in deciding whether or not to waive dismissal.

Appeal Process—Course Grade

The student can expect and should request from the instructor information about class standing during the course of the semester. Questions about procedure, requirements, and the grading system can thereby be resolved between student and professor.

However, if at the end of a term, a student has cause to question the computation or "fairness" of a final grade, an appeal process is available to review the case.

1. The student must consult with the individual instructor concerning the grade. The meeting is to be documented by means of a memorandum of record containing the meeting date, a summary of the results of the meeting, and the signatures of student and instructor.

If there is no resolution at this level, then move to step two.

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

Registration Policies and Graduation Requirements

Registration and Class Changes

Students are encouraged to advance register for classes. Class choices made during registration are guaranteed up until the time payment arrangements must be made unless the class is canceled due to limited enrollment or for other causes. Students will be notified if the class is canceled. If students fail to make payment arrangements at the assigned time, the class spot will revert to a student who has completed payment arrangements.

Students may be required to meet with their program director prior to registration. Students must register online through the CAMS student portal. The portal will be open and available through 11:59pm the day immediately prior to the start of the semester.

Except for courses lasting four or fewer weeks, a course may be dropped with no record during the first week of classes. From the second week through the end of the tenth class week for semester-long courses, and during the second class week of classes lasting five or more weeks but less than a full semester, a course may be dropped with a grade of "W" provided the student processes the official change of registration form. (See Grading System for details.) A fee is charged, per form submitted, for changes made after the first week of classes.

Course Load

The minimal load for a full-time graduate student is 9 credits per semester. Students wishing to take more than 13 credit hours must get approval from their Program Director.

Class Attendance

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

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

Transfer Credit Regulations

Marian University accepts credit from many regionally accredited colleges and universities. The decision to accept transfer credit for a graduate program is made by the Program Director/Coordinator of the graduate program. If the Director approves transfer credit for the program, courses with a minimum grade of "B" are accepted. Grades of "P" and "S" or the equivalent, are not acceptable. A maximum of nine credit hours are allowed in transfer for graduate programs. Credits, but not the grade points associated with them, are added to the Marian University permanent record. An official evaluation is not made until official records are received and the applicant is admitted.

Continuing students who wish to transfer credits from other institutions must receive prior written approval from the Program Director/Coordinator of the graduate program. The written approval must be submitted to the Office of the Registrar so that appropriate credit can be granted upon receipt of an official transcript from the other institution.

Determining the Catalog in Effect for You

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

Sometimes a program change is approved for both new and current students, particularly when it is required for professional certification.

Students are expected to finish degree requirements within five years upon matriculation, but not beyond eight years. Special approval of the program director would be required to vary from the above guidelines. For example, graduation applicants who were close to meeting all requirements five 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 program directors can facilitate the process. Beyond this example, the program director 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.

Credits Required for Graduation

Candidates for the master's degree must complete the minimum credits required and listed for their program of study and maintain the required minimum GPA for their program. See specific program requirements for more information.

Graduation Application and Ceremony

All graduating students, whether participating in the graduation ceremony or not, must complete 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 May. Participation in the graduation ceremony requires satisfactory completion of all graduation requirements.

Double Degree

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

Residency Requirements

In the master programs all degree requirements must be earned at Marian University. Special waiver requests concerning this policy must be submitted in writing and approved by the Program Director. Waiver request forms are available in the Office of the Registrar.

Second Master Degrees

Students who have earned a master degree from Marian University or another regionally accredited college or university may, with the approval of the registrar, continue their education as a special non-degree student or as a second degree student.

A second master degree may be granted to a student if all specific requirements of the new degree and program are met, and there is an essential difference between the two programs. A maximum of nine credit hours may be applied from a previous master degree towards another master degree with approval from the program director.

Graduate Programs, Courses, and Faculty

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

Numbers 500 and above designate graduate level courses.

Not all courses listed in this catalog are offered each semester. The rotation code of each course is indicated at the end of the course description. The codes are as follows:

SEM – every semester

FAL – every fall

SPR – every spring

SUM – summer

2FO – every fall of the odd year

2FE – every fall of the even year

2SO – every spring of the odd year

2SE – every spring of the even year

ADD – at the discretion of the department

Prior to the beginning of registration a schedule of classes is distributed and used as the immediate guide for planning the student's schedule. The university reserves the right to add to or delete from the semester's schedule as registrations warrant. Fulfillment of prerequisites does not guarantee admission to any program. See the school listings for program admission requirements.

Doctor of Osteopathic Medicine Program

The Marian University College of Osteopathic Medicine is a Catholic medical institution built on the inspired vision and values of our Franciscan heritage, and dedicated to preparing osteopathic physicians who are committed to the complete healing of individuals' bodies, minds, and spirits. This institution is committed to serving the people of Indiana and to developing osteopathic physicians through research, service, and teaching.

College of Osteopathic Medicine Catalog:

<http://www.marian.edu/osteopathic-medical-school/current-students>

Master of Arts in Teaching Program

The Master of Arts in Teaching (M.A.T.) graduate program is fully accredited by the Indiana Department of Education Office of Educator Effectiveness and Licensing and has been approved by the Higher Learning Commission. The educator preparation program is also nationally accredited by the Council for Accreditation of Educator Preparation (CAEP). Individuals who are interested in applying to this graduate program should contact The Educators College Director of Graduate Studies or the Director of Admissions and Recruitment for Graduate and Online Programs for information.

The program is a Transition to Teaching program that provides post-baccalaureate individuals with a pathway to become licensed elementary teachers in Indiana. Completion of the program leads to licensure for primary and intermediate grades in elementary schools, secondary licensure for grades 5 through 12, or P-12 licensure.

Participants are organized in cohorts that complete extensive internship experiences with mentors in schools. M.A.T. cohorts complete the program in one or two years, depending on program and credit hour enrollment. Enrollment in M.A.T. courses is limited to cohort members only.

The M.A.T. program incorporates Marian University's Franciscan Catholic sponsorship values of dignity of the individual, reconciliation, responsible stewardship, and peace and justice as the moral imperatives for teaching and learning.

The M.A.T. programs include a concentration on teaching English learners in the mainstream classroom to ensure that graduates have critical knowledge and skills necessary to meet the needs of all learners, including children whose native language is not English. Students in the M.A.T. program prepare to be mainstream classroom teachers and they may also choose to be specialists in teaching English as a Second Language. The program includes a strong emphasis on cultural and linguistic diversity in today's classrooms. Enrolled students may select the transition-to-teaching option after consultation with the program director.

Admission

Admission to the M.A.T. program is selective.

Program Assessment

Students in the M.A.T. program must successfully complete three assessments to fulfill program requirements. For retention in the M.A.T. program, graduate students must earn and maintain a 3.00 cumulative GPA and must earn grades of C or higher in each course. Students who earn grades below B- will be placed on academic probation. Students must also meet other performance expectations as cited in the Graduate Studies Handbook available in the office of the Associate Provost of Academic Affairs.

Admission to M.A.T. Program/

Phase 1 Assessment

1. Selection criteria include previous academic record and degree, successful completion of Core Academic Applied Skills (CASA) tests or CASA alternative, criminal history check, work history, experiences working with children and adults, reflections on life and learning experiences, and statement of professional goals. Previous graduate and undergraduate transcripts are reviewed to evaluate academic preparation in a secondary content area or in English, Mathematics, Science, Social Studies for applicants who are pursuing elementary licensure.
2. Highly qualified candidates may be asked to participate in a personal or group interview with the M.A.T. admissions committee.
3. All application materials are evaluated and highly qualified candidates are invited to join the program.

Formative Evaluation/Phase 2 Assessment

1. Students document their knowledge, skills, and dispositions through a portfolio that reflects key course assignments and teaching experiences.
2. Students must successfully complete coursework and internships.
3. Students continue to refine the Documentation of Teaching portfolio.

Program Completion/Phase 3 Assessment

1. Documentation of Teaching portfolio is completed.
2. Students must successfully complete coursework and Block 3 internship.
3. Students must successfully complete content area and pedagogy licensure tests.
4. Students must participate in the research seminar.

Major for Master of Arts in Teaching Degree (M.A.T.) in Teacher Education: 36 credits including a core of 505, 514, 515, 516, 520, 590, 591, 7 credits of 560 and 12 additional hours as specified from one of the following tracks:

- a. The elementary education track requires EDU 523, 525, 526, 529, 530, and 531.
- b. The exceptional needs track requires EDU 519, 533, 538, and 549.
- c. The secondary education track requires EDU 519, 523, 525, 530, 531 and one of 521, 522, or 527.
- d. The early childhood education track requires EDU 510, 513, 523, 525, 526, 529, 534.

EDU 505 **3 credits**

Child Development and Observation

Prerequisite: Permission of appropriate program director. This course involves foundational coursework and observation in a school setting. This course examines children's and adolescent's physical, cognitive, language and literacy, social, emotional, and moral development. Self-concept, identity and motivation, and exceptionality areas also addressed. Themes of diversity and working with parents are also woven throughout this course. The observation portion of the course emphasizes ways of observing, recording, and analyzing children's behavior and development in relation to planning and implementing developmentally appropriate curriculum. (SPR)

EDU510 **2 credits**

Child Development
Prerequisite: Permission of the appropriate program director. This course examines children's physical, cognitive, language and literacy, social, emotional, and moral development from birth through age eight. Children's self-concept, identity and motivation, and exceptionality are also addressed. Working with parents and issues of diversity are also woven into the course. (ADD)

EDU 513 **3 credits**

Study of Young Child through Observing and Recording
Prerequisite: Permission of the appropriate program director. This course emphasizes ways of observing, recording, and analyzing children's behavior and development in relation to planning and implementing developmentally appropriate curriculum in classrooms. (ADD)

EDU 514 **2 credits**

Second Language Learning
Prerequisite: Permission of appropriate program director. This course introduces the process and stages of second language acquisition, student capabilities at each stage, and the role of culture and acculturation in language acquisition. Teaching strategies and lesson and assessment modification are emphasized. (SEM)

EDU 515 **2 credits**

Principles and Problems of EC and MC Education
Prerequisite: Permission of appropriate program director. This foundation course includes the following themes: politics of education, critical historical events, modern philosophical influences, schools as organizations, standards for teaching, educational equity, school reform, early and middle childhood and adolescent approaches to curriculum and instruction, and classroom management. (FAL)

EDU 516 **2 credits**

Family and Teacher in Diverse/Inclusive Settings
Prerequisite: Permission of appropriate program director. This course examines critical research, collaborative community partnerships, conflict management, child guidance, and home/school partnerships. (SUM)

EDU 518 **3 credits**

English Learners and Diversity in Inclusive Classrooms
Prerequisite: Permission of appropriate program director. This course introduces the process and stages of second language acquisition, and student capabilities at each stage. The roles of culture and acculturation in language acquisition and classroom performance through outside experiences are a catalyst to the broader diversity in the schools discussion. Teaching strategies, lesson and assessment modification are emphasized. Cross-listed as EDU 318. (SUM)

- EDU 519** **3 credits**
Best Practices in Teaching and Learning
 Prerequisite: Permission of appropriate program director. This is a foundational course which strengthens the candidate's background in curriculum and instruction. Curriculum development, using state and national standards, teaching strategies, student engagement, materials and resources, and assessing students are topics that will be covered. Candidates will keep a reflective journal to link teaching strategies with internship practices. (SUM)
- EDU 520** **3 credits**
Best Practices in Language Arts and Expressive Arts
 Prerequisite: Permission of appropriate program director. This course integrates methods of teaching in content areas. Curriculum development, teaching strategies, materials and resources, and evaluating students are included. Students apply theories as they work with children in school settings. (SEM)
- EDU 521** **3 credits**
Best Practices in Language Arts and Social Studies
 Prerequisite: Permission of appropriate program director. This course integrates methods of teaching in content areas. Topics include classroom diagnosis and techniques for assisting with reading problems, use of diagnostic instruments and methods and materials for remediation, use of reading in teaching social studies concepts, emphasizing the moral development of children and multicultural level appropriate literature. (FAL)
- EDU 522** **3 credits**
Best Practices in Science and Mathematics
 Prerequisite: Permission of appropriate program director. This course strengthens the candidate's background in curriculum and instruction related to elementary and middle childhood and adolescent levels of mathematics and science, using manipulative, discovery learning, and problem solving. One Family Mathematics Night or Family Science Night is required. (FAL)
- EDU 523** **1 credit**
Exceptional Needs I
 Prerequisite: Permission of appropriate program director. This course is designed for M.A.T. interns only and provides an overview of the range of abilities found in children who are educated in general education classrooms. Appropriate observation skills and strategies for adapting the curriculum are addressed. Information relating to the legal requirements regarding children with disabilities is included. Observation of meetings is required. (SEM)
- EDU 524** **1 credit**
Technology
 Prerequisite: Permission of appropriate program director. This course is an introduction to the use of technology in elementary and middle childhood and adolescent classrooms. Students learn appropriate technology integration techniques. Lab activities include computer system operation, software evaluation, and use of teacher utilities. (ADD)
- EDU 525** **1 credit**
Children with Exceptional Needs II
 This course is designed to provide a continuation of the content in EDU 523. More in-depth information will be included relating to specific disabilities and how to appropriately include these children within elementary classrooms. Collaboration strategies will be considered. Observation of meetings is required. (SEM)
- EDU 526** **3 credits**
Best Practices in Elementary Math & Science
 This course is designed to strengthen, broaden, integrate, and enrich teaching and learning in of math and science in early childhood and elementary. The purpose of this course is to explore, create and utilize a variety of developmentally appropriate instructional strategies to enhance computational and science inquiry focusing in problem solving, experimental, and discovery learning.
- EDU 527** **3 credits**
Best Practices in Teaching a Foreign Language
 Prerequisite: permission of appropriate program director. This course strengthens the candidate's background in curriculum and instruction related to teaching a foreign language K-12. This course will focus on creative techniques to address and teach the national and state foreign language standards related to communication, cultures, comparisons, connections, and communities. In

addition candidates will learn what constitutes effective foreign language instruction through teaching experiences. Candidates will learn what constitutes an exemplary foreign language teacher and program. (FAL)

EDU 528 **3 credits**

Best Practices in Teaching English Learners

This course focuses on best practices in teaching English to K-12 English Language Learners. It provides a foundation for teaching English Learners (EL) by focusing on developing equitable programming and curriculum that is aligned to state EL standards and Common Core standards. Emphasis will be placed on the role of the EL teacher in the school community and how to become an instructional leader in EL best practices.

EDU 529 **3 credits**

Best Practices in Elementary Language Arts and Social Studies

This course integrates methods of teaching in Language Arts and Social Studies. Topics include classroom diagnosis and techniques for assisting with reading problems, use of diagnostic instruments and methods and materials for remediation, use of reading in teaching social studies concepts, emphasizing the moral development of children and multicultural level appropriate literature in early childhood and elementary classrooms.

EDU 530 **2 credits**

Assessment of Learning I

Prerequisite: Must be enrolled in the M.A.T. program. This course includes an overview of assessment practices in schools, focusing on traditional testing, standardized testing and alternative forms of assessment and evaluation. Modifications for special populations are also addressed. (SPR)

EDU 531 **2 credits**

Assessment of Learning II

Prerequisite: Must be enrolled in the M.A.T. program. This course addresses using test results and class assessments to guide instruction in the K-12 classroom. Growth model statistics and the process of gathering and interpreting test data are addressed in this course. (SPR)

EDU 532 **3 credits**

The Inclusive Classroom

This post-baccalaureate course covers material at the K-12 level and is designed for students who are not obtaining the exceptional needs minor. The course provides an overview of the range of abilities found in children who are educated in general education classrooms. Appropriate observation skills and strategies for adapting the curriculum will be addressed. Information relating to the legal requirements regarding children with disabilities is included. Observation in actual classrooms is required. The collaborative role of the general education teacher will be considered. In-depth reading and writing and experience in school settings are expected. (ADD)

EDU 533 **3 credits**

Assessment of Children with Exceptional Needs

This post-baccalaureate 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. In-depth reading and writing and experience in school settings are expected. (SPR)

EDU 534 **3 credits**

Assessment in Early Childhood Classroom

Prerequisite: Permission of appropriate program director. This course will provide an overview of assessment practices in the P-3 classrooms, focusing on traditional testing, formative and summative assessment and modifications for special populations. Students will develop an understanding of using test results and creating developmentally appropriate assessments to guide instruction in the P-3 classrooms. The growth model and the process of gathering, monitoring, and interpreting test data are addressed in this course. (SEM)

- EDU 535** **3 credits**
Introduction to Children with Exceptional Needs
This post-baccalaureate course is an introduction to the variety of exceptional conditions found in children. Definitions, identification, prevalence, characteristics, and educational needs of the various types of exceptional children will be presented. Information on the roles of the local school agency, the state, and the federal government as they pertain to the education of exceptional children will also be covered. In-depth reading and writing and experience in school settings are expected. (SUM)
- EDU 536** **3 credits**
Assessment of English Learners
Participants will learn how to design and select assessments that are appropriate for K-12 English Learners, how to administer assessments with fidelity and interpret assessment results. Students will develop a richer understanding of how assessments can drive classroom instruction, as well as an understanding of the importance of a culturally and linguistically responsive approach to Response to Intervention (RTI). Finally, students will learn how to distinguish between second language acquisition trends in learning and the need for special education services.
- EDU 538** **3 credits**
Exceptional Needs: Curriculum and Methods
This post-baccalaureate course will assist candidates in developing and adapting the curriculum to meet the needs of children with exceptional needs. Specific instructional strategies and materials will be reviewed. In-depth reading and writing and experience in school settings are expected. (FAL)
- EDU 540** **3 credits**
Mentoring the Beginning Teacher
Prerequisite: Bachelor degree or permission. This course is offered to seasoned teachers committed to the growth and development of beginning teachers, as well as to their own personal growth and development. It is designed to meet the INDOE/DPS mentoring requirements and successfully completing the course leads to state certification as a mentor. Topics considered in this course include: adult learning theory and principles, standards-based teaching practices, portfolio production and review, the INDOE/DPS Beginning Teacher Assessment Program, characteristics of “teacher as reflective practitioner,” and others directly related to mentoring beginning teachers. Credits for this course may be applied toward license renewal through professional growth plans. (ADD)
- EDU 543** **3 credits**
Techniques for Reading and Literacy Instruction
Prerequisite: Permission of appropriate program director. This course focuses on scientific-based reading research and methods for teaching reading. The course addresses differentiated, direct instruction, and multi-sensory reading strategies to support literacy, comprehension and vocabulary development. (SEM)
- EDU 549** **3 credits**
Exceptional Needs: Collaborative Consultation
See SPD 549. (SPR)
- EDU 560** **1-3 credits**
Internship
Prerequisite: Permission of appropriate program director. Each education program requires internship hours to earn licensure. Candidates should consult their handbooks for each program’s required hours. A maximum of nine credits may be earned. Graded S/U. (SEM)
- EDU 568** **3 credits**
Practicum: Exceptional Needs
This post-baccalaureate practicum will combine a weekly group meeting with a 40-hour field experience. Students will observe, interact, and instruct children with exceptional needs. The student will be responsible for individual and group lessons and for relating classroom knowledge with actual practice. Candidates will transfer information from an evaluation report to an individualized education plan (IEP). In-depth reading and writing and experience in school settings are expected. Graded S/U. (ADD)
- EDU 580** **1-3 credits**
Special Topics
Prerequisite: permission. Topics Vary. (ADD)

EDU 590 **2 credits**

Classroom Research I

Prerequisite: Permission of appropriate program director. This first part of a two-course sequence teaches the fundamentals of classroom-based research. (FAL)

EDU 591 **3 credits**

Classroom Research II

Prerequisite: Permission of appropriate program director. This second part of a two-course sequence teaches the fundamentals of classroom-based research, culminating with a project paper and presentation required to complete the program. (SPR)

EDU 592 **3 credits**

Action Research in Education

Prerequisite: Permission of appropriate program director. This course provides instruction in the design and implementation of action research in educational settings to positively impact teaching and learning. This course teaches the fundamentals of action research, culminating with a capstone project/paper required to complete the program. (SEM)

EDU 599 **1-3 credits**

Independent Study

Permission required. (ADD)

For more information on the Master of Arts in Teaching: Teacher Education program, contact Dr. Cheryl A. Hertzler by email at chertzler@marian.edu or by telephone at 317-955-6087. For information about applying to the program, you may also contact Mr. Kyle Hattenburg, Director of Admissions and Recruitment for Graduate and Online Programs, at khattenburg@marian.edu or at 317-955-6763. Information is available online at www.marian.edu/educators-college.

Master of Arts in Education: Special Education Program

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University. Applications can be found on the Marian University website at: <http://www.marian.edu/academics/office-of-graduate-studies/admissions>.

All applicants are required to have and submit:

- Official university undergraduate and graduate transcripts from all colleges and universities attended.
- Full criminal background check.
- Licensure requirements.
- Resume
- Two letters of recommendation.
- Essay
- Application fee.

Major for Master of Arts in Education Degree (M.A.Ed.) in Special Education: 36 credits including SPD 533, 538, 540, 549, 552; 553 or 554; four courses chosen from SPD 555, 557, 560, 571, or 573; and one course chosen from SPD 585 or 590. Students may be required to complete EDU 505 and 535 as prerequisites to the program.

SPD 533 **3 credits**

Assessment of Children with Exceptional Needs

An in-depth study of theoretical principals of measurement, assessment and evaluation necessary for appropriate identification and determination of individual needs of students eligible for services. Required participation in interdisciplinary, psycho-educational assessment of exceptional children. Analysis and interpretation of assessment data; formulation of educational programming for exceptional children.

SPD 538 **3 credits**

Exceptional Needs: Methods and Program Management

This course examines the instructional and organizational skills and methodology necessary for effective programming for students who receive special education services. Topics of primary emphasis include developing effective programming for inclusion, data driven analysis, remediation and skill development.

SPD 540**3 credits****Legal Aspects & Current Issues in Special Education**

This survey course reviews litigated and legislated standards, providing analytic perspective for special education and related services for persons with disabilities. Students explore current issues in the provision and delivery of services for persons with disabilities, including inclusion, transitions, implementation of IEPs, the response to intervention (RTI), and regulations for eligibility.

SPD 549**3 credits****Exceptional Needs: Collaborative Consultation**

This course focuses on collaboration themes common to various educational settings: delivery of special educational programming, interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Students examine techniques that promote effective communication between teachers, school administrators and related professionals, families of students and students with exceptional needs.

SPD 552**3 credits****Literacy Assessment & Instruction for Special Needs Learners**

This course offers an examination for graduate study of instructional literacy strategies, literacy resources, and assessment approaches in K-12 reading education. Students examine and apply how to teach and improve the reading performance of students (K-12) utilizing scientifically based reading and literacy research; linguistic, cultural and social, and psychological theories and factors related to reading acquisition and achievement; and how and when various theories are applied to instructional literacy and reading practices.

SPD 553**3 credits****Teaching Reading Pre K-Elementary**

This foundation and application course provides a focused basis of instructional literacy strategies, literacy resources, and assessment approaches in pre- K-6 reading education designed to teach reading to young students with exceptional needs. Participants will learn to apply strategies designed to improve the reading performance of elementary/middle school students with mild to moderate disabilities.

SPD 554**3 credits****Methods for Transition and Career Assessment**

This course examines the assessment and instructional methodology needed to implement and evaluate, career transition vocational programs and post- secondary education opportunities that promote successful post-school adjustments for students with mild to moderate disabilities.

SPD 555**3 credits****Language Methods in Special Education**

This course reviews theoretical foundations connecting knowledge to appropriate, effective research based methodology and teaching strategies that can be used by teachers with students who have difficulty with receptive, expressive and written language. Instructional methods include both curriculum modifications and teacher-devised tasks.

SPD 557**3 credits****Mathematics Methods in Special Education**

This course offers an examination of the mathematical foundations, Numeration, Algebra, Geometry, Measurement, Data Analysis and Probability, Mental Computation and Estimation, Foundations for Problem Solving and Applied Problem solving. Participants will review current effective research based instructional strategies for the sequential and hierarchical nature of the discipline.

SPD 560**3 credits****Internship in Special Education**

This course, scheduled midway through the program, provides supervised experiences in the education of children and youth in grades Kindergarten through twelve who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in course work in the areas of assessment, instruction, classroom management, and individual behavior intervention. Graded S/U.

SPD 571 **3 credits**

Instruction with Assistive Technology

This course reviews access to General Education Curriculum with Technology Accommodations (Lab Class). Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with exceptional needs within the general education environment. Participants examine universal design for learning approaches and technologies to improve student inclusive participation in educational programs.

SPD 573 **3 credits**

Applied Behavior Programming in Special Education

This course reviews the theoretical foundations for developing research based interventions and management strategies to deal with inappropriate classroom behaviors, as well as strategies for individualized education program (IEP) development and implementation of effective behavior plans.

SPD 580 **1-3 credits**

Special Topics in Special Education

Topics vary. Permission required. (ADD)

SPD 585 **3 credits**

Capstone in Special Education

Prerequisite: SPD 549 in collaboration with stake holders. The candidate will research, design and implement programming that dramatically changes outcomes for students with exceptional needs.

SPD 590 **3 credits**

Research in Special Education

Prerequisite: SPD 540. Instruction in the development, conduct, and reporting of research in a selected area: Design and appraisal of current practices and methodology, pedagogy and other areas of applied sciences and special education.

SPD 599 **1-3 credits**

Independent Study

Permission required. (ADD)

For more information on the Master of Arts in Education: Special Education program, contact Cindy Farren, by e-mail at cfarren@marian.edu; by phone at 317.955.6796; or online at <http://www.marian.edu/academics/academy-for-teaching-and-learning-leadership/programs/master-of-arts-in-education-special-education>.

Master of Arts in Educational Leadership and Building Level Administrator Certification

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University. Applications can be found on the Marian University website at: <http://www.marian.edu/academics/office-of-graduate-studies/admissions>. Applicants are required to complete the online supplemental application as well.

A bachelor's degree, requiring four years of full-time study or equivalent, from a college or university holding full regional or national accreditation, is required for admission. The minimum acceptable overall undergraduate grade point average (GPA) is 3.00 or higher (on a 4.00 scale) in all undergraduate course work. If applicants have previous graduate course work, applicants must have a minimum GPA of 3.00 in all graduate course work taken prior to application. Exceptions are made when prior course work is judged to have been especially rigorous, and when other application credentials are very strong. Official university undergraduate and graduate transcripts from all colleges and universities attended must be submitted with the student's application.

Three letters of recommendation must address academic and scholarly performance, social and interpersonal skills, emotional maturity, and character. The applicant's personal statement must specify academic and career goals compatible with the training goals of the program to which application has been made. Applicants must submit a resume with his/her application. Applicants should list degrees earned, scholarly achievements, and relevant past work experience.

Applicants must submit evidence of a full criminal background check that has been completed within the past three years. If such documentation is not recent or not available, the applicant shall have a criminal background check completed. The applicant shall assume the cost associated with the background check.

For those applying for the Catholic school concentration, the Principal Perceiver inventory must also be completed.

Completion of an interview with the Associate Director/Director of the program is required. The program admissions committee will decide if an offer of admission should be extended to the applicant.

Major for Master of Arts Degree (M.A.) in Educational Leadership: 37-39 credits including a core of TLL 610, 616, 618, 626, 635, 636, 643, 652, 675; a minimum of 2 credits of 696; 4 credits from 660 and 661 or 6 credits from 692; and 9 additional hours from one of the following tracks:

- a. The general track requires TLL 628, 629, 633, 651, and 685.
- b. The catholic track requires TLL 628, 631, 633, 658, and 690.

Once a student has started their thesis, they must maintain continuous enrollment in 696 until they complete the thesis requirement. Students completing the Mentored Residency program have the option to complete 6 additional hours of TLL 694.

TLL 610

2 credits

Systems Thinking

This course will teach leadership candidates to think critically and strategically when working with school systems. Leadership Candidates will

- think critically,
- expose and challenge underlying, taken for granted assumptions,
- identify marginal and excluded stakeholders,
- integrate ethics, crisis management, issues management, operations, and strategic planning, and
- tackle complex problems.

This course focuses on solving the right problem the right way and instituting operational systems that support student achievement. Leadership Candidates will work with case studies in order to formulate problems from multiple perspectives and will learn how to manage messes. (FAL)

TLL 616

2 credits

Adaptive Leadership

What is Leadership? What is the role and responsibility of a professional leader? What is my personal philosophy of leadership and what role does that play in my potential to be effective as a leader? Leaders are responsible for results. In an organizational setting, the leader is responsible for others – building collective capacity to achieve results that matter. This course explores, in depth, the

powerful nexus between authentic servant leadership and outstanding organizational performance. As Candidates engage in their continued leadership journey, this course will help develop understandings and competencies core to the role and responsibility of a professional leader, including competencies critical to engaging people in a powerful shared vision, and establishing a trust based, high performing culture grounded in disciplines of thought and execution. (FAL)

TLL 618 **2 credits**

Transformational Leadership

Prerequisite 616. What does it mean to be a “Transformational Leader”? What are the implications with respect to how I understand myself and others; and how I interact with others, particularly under stress? Leaders are responsible for results. The Industrial Age “patriarchal” model of leadership is insufficient, if not counterproductive, in navigating a volatile, uncertain, complex, ambiguous world. Key core components of leadership practice, effective communication and strong relationships, can deteriorate under stress. This course explores the nature of transformational leadership and how transformational leaders significantly outperform their patriarchal counterparts when faced with the most difficult challenges. Each Candidate will engage in her/his own transformational leadership journey, with an emphasis on gaining a deep understanding of self and others. In turn, those understandings serve as a platform for developing powerful communication and relationship building skills. (SPR)

TLL 620 **2 credits**

Literacy Development

Leader candidates will learn how to identify best practices in Literacy and STEM content areas. (ADD)

TLL 626 **3 credits**

STEM and Digital Literacy Learning & Design

Students will study theories of learning and models of curriculum design for a 21st Century education. Using the What Works Clearinghouse and Promising Practices Network, as well as other evidence-based resources, candidates will examine curriculum models that have demonstrated success rates with students, particularly in the areas of STEM and digital literacy. (SUM)

TLL 628 **1 credit**

School Law and Management I

During this course, students will learn foundational elements of school law, particularly as they pertain to special education. In addition, candidates will focus on leadership and management issues related to governance, marketing, and project management. During this course candidates will be required to participate in field experiences at each developmental level. (FAL)

TLL 629 **1 credit**

School Law and Management II

During this course, students will learn essential elements of school law, particularly as they pertain to student/parent/personnel rights and obligations, contracts, and collective bargaining. Students will also learn about best practices in scheduling, compensation systems, and budgeting/forecasting. During this course candidates will be required to participate in field experiences at each developmental level. (SPR)

TLL 631 **1 credit**

Law and Management of Private Schools II

While many aspects of management in private schools are not unlike those in the public sector, there are some that are distinctive. In this course, emphasis will be given to private school law, always considering what is “the law” vs. what is right/just by Christian values and how to weigh those aspects for the greater good. These foundational elements will be tied to the purpose of creating a school culture of high achievement for all. Students will also learn about best practices in scheduling, compensation systems, and budgeting/forecasting. (ADD)

TLL 632 **2 credits**

Statistical Analysis

This course will teach leadership candidates the procedures for conducting research in order to gather effective statistical data. Candidates will be immersed in the language of statistics and learn how to become good consumers of research with the capacity to evaluate the quality of research on school and teacher interventions. (ADD)

TLL 633 **1 credit**

School Law and Management III

During this course, students will focus on leadership and management topics, including facilities, safety, and fundraising. They will

also discuss aligning projected staffing, budget, etc., with actual needs as more realistic information becomes available. During this course candidates will be required to participate in field experiences at each developmental level. (SUM)

TLL 635 **1 credit**

Research Methods I

This class will introduce students to some of the data they will encounter in their role as school leaders and to the thought processes and tools necessary to make sense of that data. They will be introduced to descriptive and inferential statistics such as measures of central tendency, ANOVA, t-tests, correlation, and Chi Square using actual school data. This course introduces students to basic analysis in Excel, and lays the foundation for Research Methods II, where this knowledge will be applied to research. (SPR)

TLL 636 **2 credits**

Research Methods II

This course is designed to make students critical consumers of research with an introduction to research methods through the eyes of a school leader. Students will read, evaluate, and recreate research to provide insight into the various facets of the process. Students will consider programmatic findings, determine the validity of the conclusions drawn, identify missing data, and select and run tools for analyzing data for decision making. This course will examine quantitative and qualitative methods, preparing students to create research questions, review literature related to topics of interest, design a research study, choose instruments to measure data, collect and analyze data, and draw conclusions from the data. This class will introduce students who are on the Master's track to actual theses and provide them with a framework for creating their own. (SUM)

TLL 640 **3 credits**

Research Methods

This course is designed to provide leadership students with an introductory knowledge and examples of research methodologies utilized in Educational Studies and the Behavioral Sciences. Basic research concepts, including quantitative and qualitative research, ethics, sampling, objectivity, reliability, validity, and standardization are discussed. Research methods such as questionnaires, descriptive, correlational, experimental, and quasi-experimental studies will also be covered, including an introduction to statistical tests and data analysis. This course focuses on preparing the students to undertake the research project that will serve as their thesis. (FAL)

TLL 643 **3 credits**

Program Development and Evaluation

During this course, students will be given the fundamental tools, processes and habits of mind that result in successful program evaluation. Students will be introduced to models of evaluation and gain experience in working with stakeholders, developing and implementing evaluation instruments, analyzing data, and compiling an evaluation and strategic action report on actual programs in operation within the community and/or university. (SPR)

TLL 651 **3 credits**

Culture of High Performing Schools

In this course leadership candidates will learn the 5 indicators of effective schools, describe what constitutes a highly effective school culture, and learn the leadership strategies needed to create a school culture that dramatically improves the lives of the students therein. (FAL)

TLL 652 **3 credits**

Teaching, Learning, and Talent Development

Leadership candidates will practice evaluating teachers and model how to conduct critical conversations with teachers regarding their observed effectiveness. Leadership Candidates will learn how to set measurable goals and work with teachers to establish yearly improvement goals. Leadership candidates will learn how to identify, recruit, hire, develop, and retain talented teachers. (SPR)

TLL 655 **3 credits**

Statistical and Research Literacy I

This course is designed to provide the student with an introductory knowledge and experience with the use of the statistical methods and research practices utilized in Educational Studies and the Behavioral Sciences. Basic research concepts, uses, and methods of statistical computation, including inferential statistics and experimental research are discussed. Topics include hypothesis testing, z-test, t-test, independent and dependent samples, effect size, ANOVA, and Chi Square. This is a conceptual and interpretational research design and statistics course designed to prepare students for further graduate courses in research, data

evaluation, and analytical reasoning as well as prepare the learner to be a critical consumer of primary research. SPSS computer software is included to facilitate learning. (ADD)

TLL 656 **3 credits**

Statistical and Research Literacy II

This course is a continuation of TLL 655. (ADD)

TLL 658 **3 credits**

Call and Culture of Catholic Schools

The vocation to minister in a Catholic school is a call to create a culture of living and learning in the school community that is steeped in Gospel values. In this course, students will examine the Vatican and U.S. Bishops' documents that describe this vocation. In addition, they will study the research on highly effective school cultures, and in particular, the research on those aspects of culture that are attributed to making Catholic schools so effective.

Candidates will use a Culture Audit Protocol to assess the culture of their local Catholic school and will create an action plan to prioritize the changes needed to move the school to becoming an effective results-driven entity. Candidates will learn how to prioritize their action plan in order to maximize student achievement gains. (ADD)

TLL 660 **2 credits**

Internship I

The clinical internships are designed to provide leadership candidates with real world experiences in the setting in which they intend to apply the knowledge, skills, and dispositions learned during their first year of coursework. Leadership candidates will accomplish this by shadowing administrators (i.e. principal or assistant principal) to become familiar with the daily duties and responsibilities of school leaders. Leadership candidates are supported for one or two semester semesters by an experienced, transformative leader. (FAL)

TLL 661 **2 credits**

Internship II

The clinical internships are designed to provide leadership candidates with real world experiences in the setting in which they intend to apply the knowledge, skills, and dispositions learned during their first year of coursework. Leadership candidates will accomplish this by shadowing administrators (i.e. principal or assistant principal) to become familiar with the daily duties and responsibilities of school leaders. Leadership candidates are supported for one or two semester semesters by an experienced, transformative leader. (SPR)

TLL 662 **2 credits**

Internship I: Leadership in Developing Faith/Spirituality

In this course, candidates will spend some class time examining the basic tenets of the Catholic Church as well as the rationale for those teachings. Special consideration will be given to beliefs that may impact faculty/staff hiring/retention, as well as those that may most likely surface as questions among students. Then, in a Catholic school environment, they will work with the principal or other school leader to explore the impact of these and other teachings on the school. The candidate will also work with the Catholic school leader to explore specific opportunities assisting in development of spirituality in the school community. (FAL)

TLL 663 **2 credits**

Internship II: Leadership in Developing Faith/Spirituality

The clinical internship is designed to provide leadership candidates with real world experiences in the setting in which they intend to apply the knowledge, skills, and dispositions learned during their first year of coursework. Leadership candidates will accomplish this by shadowing administrators (i.e. principal or assistant principal) in a Catholic school to become familiar with the daily duties and responsibilities of school leaders. Leadership candidates are supported for one or two semester semesters by an experienced, transformative leader, generally one who has had experience in Catholic schools. (SPR)

TLL 675 **3 credits**

Leadership for Student Learning

In this course Leadership Candidates will unpack transformational leadership as it relates to school leadership and its impact on student achievement. This includes "deep diving" into change management and leadership, state turnaround and under-performing schools, the decision-making process of a leader and building and sustaining safe and supportive learning environments for both staff and students. (SPR)

TLL 680**1-3 credits****Special Topics in Educational Leadership**

This course covers particular issues in the field of educational leadership or religious educational leadership generally not contained in other courses. It may also be used to further develop content in other courses. (ADD)

TLL 685**3 credits****Directed Elective**

Students will have the opportunity to take an elective course to meet their personal career goals and needs. The elective courses will address a wide range of topics and may be structured as regular or self-directed courses that have been approved by the student's faculty advisor. Elective offerings and schedules are adjusted each semester; students should consult with their advisor before choosing all courses. (FAL)

TLL 690**3 credits****Grant Writing/Fundraising**

In this course, students will study basic techniques for successful grant writing and fundraising, including researching prospective funding sources, developing a prospectus, and writing a successful proposal. In addition, consideration will be given to the role of fundraising in budgeting practices.

(FAL)

TLL 692**3 credits****Mentored Residency I**

Mentored Residency I is an intensive clinical residency designed to support and strengthen leadership and performance skills of each leader candidate during their first year as a school leader (assistant principal/principal). Graded S/U.

(FAL)

TLL 694**3 credits****Mentored Residency II**

Mentored Residency II is an intensive clinical residency designed to support and strengthen leadership and performance skills of each leader candidate during their first year as a school leader (assistant principal/principal). Graded S/U. (SPR)

TLL 696**1 credit****Thesis**

Upon completion of all Master's in Educational Leadership course work, including Research Methods, students will complete their Master's thesis. The Master's Thesis is the capstone product for the Master's in Educational Leadership and is the culmination of the courses and experiences the student has encountered professionally and within the program. The Thesis is intended to help the students identify a problem to be addressed, critically evaluate and synthesize previous research surrounding this problem, create a method for investigating the problem in their professional environment, analyze the findings of that investigation, and provide conclusions and recommendations based upon that analysis. This course must be completed at Marian University. Students must enroll in this course each semester until their thesis is completed. Graded S/U. (SEM)

TLL 699**1-3 credits****Independent Study**

This course is designed to provide the student with an opportunity to gain or enhance their educational leadership knowledge and to explore an area of interest related to educational leadership. (ADD)

For more information on the Master of Arts: Educational Leadership program of the Building Level Administrator Certification, contact LaTonya Turner, by email at ltturner@marian.edu; by phone at 317.955.6427; or online at

<http://www.marian.edu/academics/academy-for-teaching-and-learning-leadership/programs/master-of-arts-in-educational-leadership>.

Master of Science in Biomedical Sciences Program

Admission requirements

Minimum academic requirements include:

1. Completion of 90 hours or three-fourths of the required credits for a degree in a college or university accredited by a regional accrediting body. Candidates must earn a baccalaureate degree prior to matriculation.
2. Scores from Test of English as a Foreign Language (TOEFL), if requested.
3. Please have your recommender send his/her letter directly to Linda Overholt. MU-COM requires three forms/letters of recommendation.
 - a recommendation form/letter from a pre-medical or pre-health committee or advisor*
 - a recommendation form/letter from a science professor

*If an advisor or committee is not available, a letter from another science professor will be accepted as a substitute.

Medical School Track

Students seeking acceptance into this program must present with an undergraduate GPA of at least a 2.75 and an MCAT of 488 or 18. This track consists of the following courses taken in consecutive Fall and Spring semesters: BMS 501 (Fall and Spring), BMS 531 (Fall), BMS 532 (Spring), BMS 540 (Fall), BMS 545 (Spring), BMS 551 (Fall), and BMS 552 (Spring).

Research Track

Those seeking to complete the entire program and earn a Master of Science in Biomedical Sciences, must enter with a GPA of at least a 3.00 and an MCAT of 490 or 20 or a GRE general test score of at least a 290 for the combined verbal and quantitative reasoning sections and above a three (3) for the Analytical Writing section. Completion of the medical school track does not guarantee admission to either the Doctor of Osteopathic Medicine program or the research track of the Master of Science in Biomedical Sciences program.

Admissions Prerequisites

Both tracks requires coursework to be completed prior to matriculation.

How to apply

Applicants who have applied to the DO program at MU-COM, but wish to matriculate to the biomedical sciences program should contact MU-COM by email loverholt@marian.edu.

Major for Master of Science Degree (M.S.) in Biomedical Sciences: 42 credits including 16 hours from among the following courses: BMS 531, 532, 540, 545, 551, or 552; BMS 502 or equivalent; at least 1 credit of BMS 501. Students must maintain a minimum grade point average of 3.0. Courses that receive a letter grade, may not be repeated. Completion of a written thesis based on research conducted with the approval of the student's Graduate Committee and following the editorial format guidelines set forth by the Graduate School of Marian University. Additional credit hours may be selected from BMS 581 and 599 with approval of the Thesis Advisor.

Graduate Thesis Committee: The research advisor may be any faculty member at Marian University approved by Graduate Studies Committee. The research advisor will assist the student in the selection of a Graduate Thesis Committee consisting of the research advisor as chair, an additional member from among the College of Osteopathic Medicine faculty, and a third member which may be from outside the College of Osteopathic Medicine with appropriate qualifications as determined by advisor. The Graduate Studies Committee must approve the make-up of each Graduate Thesis committee.

BMS 501

1 credit

Biomedical Science Seminar

This course gives students exposure to presentation styles and current research topics in biomedical sciences. Students may be expected to discuss seminar topics and/or write objective reviews of seminars. This course may be taken twice for up to 2 credits. Graded S/U. (SEM)

BMS 502

3 credits

Biostatistics and Introduction to Research

A course in statistical analysis and the appropriate application of statistical analysis to common research designs in the biomedical sciences. In addition, this course will introduce common methodologies of research design. (FAL)

BMS 520 **3 credits**

Research Methods and Design

This course covers common techniques and instrumentation involved in biomedical research. The theory and application of these topics will be covered in-depth and the student will be expected to have a detailed understanding of these aspects. This course will also cover the design and development of research strategy and the use of appropriate model systems and subject groups in human and animal research. (SUM)

BMS 531 **4 credits**

Medical Biochemistry

A course in the chemistry of living systems focusing on relevance to modern medical science. Of special consideration will be thermodynamics and kinetics of biological processes, the chemical mechanisms of biological processes and the regulation of such processes, including metabolism of the major classes of biomolecules, and the application of biochemical principles to medicine. The physical and chemical properties of major biological molecules will also be discussed, including carbohydrates, amino acids and proteins, lipids, and nucleic acids. In addition, this course will cover the biochemical processes of disease states and the mechanisms by which major classes of pharmaceutical agents act in the treatment of these disease states. This course is open to undergraduate enrollment with permission of instructor. (FAL)

BMS 532 **4 credits**

Molecular Biology and Genetics

The molecular genetics course is designed to provide students with a detailed understanding of the fundamental molecular aspects of eukaryotic cellular function. This will include such topics as transcription, translation, DNA replication and repair as well as cell cycle control and apoptosis. In addition, the course will cover fundamental mechanisms of inheritance, the role that mutations play in evolution and disease, the structure and function of chromosomes and genomics and biotechnology. While the course is designed as a general overview of eukaryotic molecular genetics, application of this material to the human condition will be emphasized whenever appropriate. This course is open to undergraduate enrollment with permission of instructor. (SPR)

BMS 540 **3 credits**

Medical Microbiology

This course provides a detailed study of bacteria and related microorganisms. Specific emphasis is placed on microbial metabolism, genetics, and research involving microbes, the role of microbes in the global society, infectious diseases, and their linkage to the immune system. Three lecture hours per week. (FAL)

BMS 545 **3 credits**

Immunology

This course provides a detailed study of the vertebrate immune system and its relationship to disease and disease resistance. Three lecture hours per week. (SPR)

BMS 551 **4 credits**

Medical Physiology

This course covers medical physiology from the fundamental principles to organ system specific concepts. Emphasis will be placed on human physiology and its application to the field of medicine. Pathophysiology and pharmacology will be incorporated into the course to emphasize the clinical importance and mechanisms of action. Some aspects of anatomy (especially histology) will also be provided to allow for a better understanding the relationship between structure and function. (FAL)

BMS 552 **4 credits**

Pharmacology

This course is focused on the underlying principles of pharmacology, and the mechanisms of drug action in the human body. Topics include general principles of drug action (pharmacokinetics, pharmacodynamics, and toxicology), a clear understanding of receptor mechanism, and a presentation of drugs in each of the major classes of therapeutic action. We will closely examine; sites of action, metabolic pathways, and the structure activity relationships within drug classes. This course offers a foundation in basic pharmacology for students in medicine, research, pharmacy, or other allied health care fields. This course is open to undergraduate enrollment with permission of instructor. (SPR)

BMS 581 **3 credits**

Special Topics in Biomedical Sciences

This course is a guided study designed to prepare the student for further research in a biomedical topic relevant to an area of expertise of their research advisor. Enrollment by consent of instructor. Graded S/U. (ADD)

BMS 599

1-9 credits

Thesis Research in Biomedical Sciences

Guided research in a biomedical laboratory setting under the direction of the research advisor towards the production of an MS thesis. This course may be repeated for up to 23 credits. Graded S/U. (SEM)

For more information on the Master of Science: Biomedical Sciences program, contact Linda Overholt by e-mail loverholt@marian.edu; or online <http://www.marian.edu/osteopathic-medical-school/curriculum/master-of-science-in-biomedical-sciences>.

Master of Science in Counseling Program

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University. Applications can be found on the Marian University website at: <http://www.marian.edu/academics/office-of-graduate-studies/admissions>.

All applicants are required to have and submit:

- Official university undergraduate and graduate transcripts from all colleges and universities attended. The minimum acceptable overall undergraduate grade point average (GPA) is 3.00 or higher (on a 4.00 scale) in all undergraduate course work.
- A bachelor's degree from a college or university holding full regional or national accreditation. An undergraduate degree in a related field such as psychology, education, sociology, criminal justice, nursing, or ministry is preferred.
- Completion of undergraduate foundational courses: developmental psychology, abnormal psychology, statistics/research methods.
- GRE: combined 295
- Resume or CV
- Three letters of recommendations that address the applicant's potential for success in the program. Letters should include information relevant to your academic performance, interpersonal skills, emotional maturity, and character.
- A 500-word personal statement describing the applicant's reasons for obtaining a master's degree in counseling, relevant educational, work, and life experiences, along with a self-appraisal of personal qualifications for the profession and how they fit the mission of this program.
- Interview with the Admissions Committee.
- Application fee.

Major for Master of Science Degree (M.S.) in School Counseling: 48 credits including COU 505, 515, 520, 525, 526, 530, 535, 560B, 600, 605, 630, 633, 645, 650, and 6 credits of 660B.

Major for Master of Science Degree (M.S.) in Clinical Mental Health Counseling: 60 credits including COU 500, 505, 510, 515, 520, 530, 535, 550, 555, 560A, 600, 605, 620, 630, 632 or 633, 635, 650, 6 credits of 660A, 661 and 675.

Students wishing to pursue the Clinical Mental Health Counseling track after completing the School Counseling track must complete an additional 15 hours in COU550, 560 A, 620 or 632, 660A, and 661A.

Students in both counseling tracks must demonstrate competencies in the eight core areas required by CACREP and pass a comprehensive examination. The thesis meets the comprehensive exam requirement if a student elects the thesis option as preparation for a doctoral program.

COU 500

3 credits

Counseling Skills and Techniques

Basic counseling skills will be developed through role play and practice interviews. Students will learn and practice skills including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Ethical and culturally responsive practices will be emphasized. (FAL)

COU 505

3 credits

Group Counseling

Major approaches to group counseling are covered, including theoretical approaches to counseling groups, the various roles counselors play in diverse group models, and basic principles of group dynamics. Students will be trained in group psychotherapy through group discussions, experiential simulations, and role-playing demonstrations. (FAL)

COU 510

3 credits

Professional Role of MH Counselors

An in-depth introduction to the history, roles, functions, and relationships of mental health counselors within the context of health and human services systems. The course introduces the requirements of Indiana Licensing requirements and CACREP Standards for Mental Health Counseling. (FAL)

- COU 515** **3 credits**
Ethical and Legal Issues
 Aspects of professional functioning, including roles, organizational structures, ethics, standards, and credentialing are examined including an in-depth study of ethical and legal codes of conduct of the counseling profession (i.e., American Counseling Association, American Association of School Counselors, American Psychological Association). Current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined. (FAL)
- COU 520** **3 credits**
Advanced Human Growth and Development
 Covers physiological, cognitive, social and psychological developmental processes from conception to death, emphasizing theories, research, and applications to educational and psychological practice. (FAL)
- COU 525** **3 credits**
Theories/Techniques School Counseling I
 Introduces students to the profession of school counseling, its history and current trends, and the scope of a school counselor's work in elementary, middle, and secondary school settings. Topics include developmental counseling, consultation, knowledge of curriculum, needs assessment and program development, implementation and evaluation. Provides an overall understanding of the organization of schools and the functions of the school counselor and counseling programs. The course also introduces the Indiana Licensing requirements and CACREP Standards for School Counseling. (FAL)
- COU 526** **3 credits**
Theories/Techniques School Counseling II
 Focuses on the role of the school counselor in special education and crisis prevention and intervention. Topics include special education processes, roles and laws, ethics, disability categories, the Individual Educational Plan (IEP), cultural factors, divorce, bullying, child abuse, death, illness, school violence and disasters, suicide, substance abuse, homosexuality, adolescent parenthood, parent-adolescent crises, rape and sexual assault and eating disorders. Strategies for developing and implementing guidance lessons and prevention programs are discussed. (SPR)
- COU 530** **3 credits**
Career and Lifestyle Counseling
 Provides a theoretical foundation and opportunities for practical application of career and lifestyle counseling strategies. Focus is on the acquisition of knowledge and skills necessary to provide professional career counseling services to adolescent and adult populations in a variety of transitional life stages. Students examine major theories of career choice and development, career assessment instruments and their use, and the counseling models associated with these theories and measurements. It will also address the career and life development needs of special populations. (SUM)
- COU 535** **3 credits**
Theories/Models of Counseling
 Major counseling theories and their relationship to the counseling process are explored. Individual, familial, and systemic models are presented using but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral approaches. Students will be required to compare and contrast counseling theories and strategies, consider appropriate application of these strategies in diverse populations, and develop a personal model for providing help and facilitating behavioral change. (SPR)
- COU 550** **3 credits**
Psychopathology
 Provides an introduction to the concepts of psychopathology and to the major diagnostic categories of the current DSM with primary emphasis on their development, etiology, prevention, and supporting research evidence. Emphasis is placed on understanding how cultural, biological, social, psychological and spiritual factors are all necessary components to consider when developing an ethical model of treatment planning. (SPR)
- COU 560A** **3 credits**
Mental Health Counseling Practicum
 Counseling methods and techniques are used in individual and group counseling settings under close supervision. Practicum students complete a minimum of 100 hours of direct client contact during the semester, approximately 8-10 hours per week at the agency. There is a minimum of 40 hours of face-to-face client contact with 10 of these hours conducting group therapy. On-campus group supervision and individual face-to-face supervision is also required each week. (SPR)

COU 560B**3 credits****School Counseling Practicum**

Application of school counseling methods and techniques in an approved school setting designed to enhance the student's one-to-one counseling skills. Includes 105 hours of practical field experience including a minimum of 40 hours of face-to-face counseling of school students, and other counselor activities. Students will meet on campus each week for group supervision and course work. (SPR)

COU 600**3 credits****Assessment and Program Evaluation**

Overview of measurement principles and approaches to the assessment of individuals, groups, and programs. Students are introduced to intelligence, achievement, and aptitude tests, personality assessments, and interest inventories and learn to competently administer them to individuals with and without disabilities. Special emphasis is given to counseling decision-making, and treatment planning as well as measuring program effectiveness. Students are introduced to commonly used program development and evaluation methods; reliability and validity; ethical standards for development and usage; test construction; and interpretation. Examples of course projects: Designing a program for a specific mental health need in the community and proposing evaluation methods; developing individualized education plans and monitoring student progress; constructing a test and demonstrating reliability and validity. (SPR)

COU 605**3 credits****Statistics and Research Methods**

Basic experimental, quasi- and non-experimental research designs and methods are examined with an emphasis on developing a critical approach to examining the research literature in counseling. Statistical topics include statistical inference, hypothesis testing, analysis of variance, correlation, regression, multiple regression, factor analyses, and analysis interpretation. Students will critique research articles, conduct relevant empirical research, use SPSS to analyze data and write research reports in APA format. (SPR)

COU 620**3 credits****Addiction Counseling**

Overview of the personal, social, emotional, physiological, and environmental factors related to addictions, with the main emphasis on chemical addictions. Student will be exposed to challenges involved in the evaluations, diagnosis and treatment process of addiction as well as professional, ethical, and legal issues unique to the field of addictions counseling. (FAL)

COU 630**3 credits****Multicultural Counseling**

Major social and political issues in contemporary society and their impact upon counseling will be explored. Students will examine sub-groups (including people of black, Hispanic, Asian, and Native American heritage) and cross-cultural issues. The course will emphasize sensitizing students to ethnocentrism and developing respect for diversity. (SUM)

COU 632**3 credits****Marriage and Family Counseling**

System approach, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied. This includes skill development in working with couples and families in a variety of contexts and recognition of the importance of the family in the treatment of mental and emotional disorders. (SPR)

COU 633**3 credits****Counseling Children and Adolescents**

Overview of theoretical and practical approaches to meeting the mental health needs of children and adolescents in mental health and educational settings. Focuses on the particular assessment and therapeutic skills used when working with children in response to a variety of presenting concerns. Among the topics addressed will be the importance of building rapport and the use of play therapy, art and projective techniques specifically designed for children. Students are also provided with the skills needed to effectively consult with teachers, school administrators, parents, and others. (SPR)

COU 635**3 credits****Counseling and Spirituality**

Investigates the role of religion and spirituality in the development of a healthy individual. Students critically examine the implications of religious belief systems for counseling practice. Ethical issues relevant to the use of spiritual and religious interventions with individuals, couples, and families are considered, along with current research related to spirituality and counseling. (SUM)

COU 645 **3 credits**

Organization and Administration of Guidance Programs

A study of the models and processes fundamental to the establishment and management of comprehensive school guidance programs. In addition to the traditional responsibilities of administration, education, and supportive functions, students will explore tasks such as the identification of service needs, advocacy, the importance of building and maintaining relationships with supervisory peers and superiors, the ethical and legal reasons for providing quality professional development to ensure a competent staff. (FAL)

COU 650 **3 credits**

Applied Neuroscience

A survey of current neuroscientific contributions to the understanding of the etiology of various mental disorders and learning processes. This course provides a review of human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Empirical research at the intersection of educational research and neuroscience is used to build fundamental knowledge about the ways that children and adults learn and develop. In addition, the neurobiological foundations of mental health and mental illness will be explored by examining likely causes and most effective treatments of the many mental disorders. (FAL)

COU 660A **3 credits**

Internship in Mental Health Counseling

Intensive 2-semester supervised experience in application of basic psychotherapeutic procedures and evaluation techniques in an approved mental health treatment setting. The internship includes a total of 600 hours of clinical work where 240 hours involve providing face-to-face client service. During each semester, students are on-site 20 hours per week for 30 weeks, and have individual face-to-face supervision and on-campus group supervision each week. Graded S/U. (SEM)

COU 660B **3 credits**

Internship in School Counseling

A one-year practical field placement with a school counselor in an approved school setting, including a minimum of 600 contact/clock hours (20 hours per week for 60 weeks). Intern students will also meet on campus each week during each semester for support and coursework. Graded S/U. (SEM)

COU 661A **3 credits**

Advanced Internship in Mental Health Counseling

Advanced Internship students complete a one-semester supervised experience in counseling with children, adolescents, adults, couples, and/or families under the supervision of a professional counselor. Interns participate in a minimum of 300 hours of clinical work during the semester (20 hours per week), including a minimum of 120 hours of face-to-face client service and weekly individual face-to-face supervision and on-campus group supervision. Graded S/U. (SUM)

COU 675 **3 credits**

Psychopharmacology

Introduction to the use of psychotropic medications for treatment of mental disorders as applied to children, adolescents, adults, and geriatric populations. Covers the role of neurotransmitter systems on the etiology of mental disorders including anxiety, mood, addiction, personality, impulse, and psychotic disorders. Addresses basic principles of pharmacodynamics, pharmacokinetics, and side effects. (SPR)

COU 699 **3 credits**

Thesis Option

Students should make the decision to complete a thesis during their first year in the program if considering future doctoral study. In lieu of taking a comprehensive examination students write a thesis as the culminating exercise of their program of studies. Students work closely with a faculty member over 2 semesters. The thesis proposal involves identifying a problem, conducting a literature review, developing a hypothesis, designing a study, and beginning data collection. The thesis project includes data analysis and interpretation and the writing and defense of the thesis. (ADD)

For more information on the Master of Science: Counseling programs, contact Dr. Sarah Jenkins by e-mail sjenkins@marian.edu; phone at 317.955.6399; or online at <http://www.marian.edu/academics/office-of-graduate-studies/master-of-science-in-counseling>.

Master of Science in Nursing Program

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University.

All applicants are required to have and submit:

- Official university undergraduate and graduate transcripts from all colleges and universities attended. The minimum acceptable overall undergraduate grade point average (GPA) is 3.00 or higher (on a 4.00 scale) in all undergraduate course work.
- A degree in nursing from a NLNAC or CCNE accredited program.
- Current, valid RN license in the State of Indiana.
- Three recommendations from individuals with at least a master's degree that can attest to your academic ability, work ethic, professional contributions and potential for success in graduate school. One of the three recommendations must be from a previous academic professor.
- Interview with the Admissions Committee.
- Current resume.
- A 500-word essay addressing your career goals.
- Be enrolled in a 500-level graduate course in epidemiology biostatistics or statistics. Three (3) semester hours or equivalent quarter hours are required with a grade of a B or better at a regionally accredited college or university.
- Application fee.

Major for Master of Science in Nursing Degree (M.S.N) in Nursing Education: 41 credits include NSG 501, 502, 503, 504, 505, 506, 507, 512, 513, 514, 515, 517, and 560.

For more information on the Master of Science in Nursing: Nursing Education program, contact Dorothy Gomez by e-mail dgomez@marian.edu; by phone at 317.955.6159; or online at <http://www.marian.edu/academics/school-of-nursing/programs/master-of-science-in-nursing>.

Doctor of Nursing Practice Nurse Anesthesia Program

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University.

[All applicants are required to have and submit:](#)

- Official university undergraduate and graduate transcripts from all colleges and universities attended. The minimum acceptable overall undergraduate grade point average (GPA) is 3.00 or higher (on a 4.00 scale) in all undergraduate course work.
- A degree in nursing from a NLNAC or CCNE accredited program.
- Current, valid RN license.
- Three recommendations from individuals that can attest to your academic ability, work ethic, professional contributions and potential for success in graduate school. One of the three recommendations must be from your critical care supervisor.
- A minimum of one year critical care nursing experience.
- Interview with the Admissions Committee.
- Current resume.
- A 500-word essay addressing your career goals.
- Have completed the pre-requisite NSG 501 course, or its equivalent as approved by the Graduate Nursing Admissions, Progression, and Graduation (APG) Committee. In order to be eligible for an equivalent course to transfer, it must be three (3) semester hours or equivalent quarter hours completed with a grade of a B or better at a regionally accredited college or university.
- Application fee.

Major for Doctor of Nursing Practice, Nurse Anesthesia Program (DNP): 87 credits include NSG 502, 503, 505, 506, 507, 601, 603, 605, 607, 607-S, 609, 611, 611-S, 613, 613-S, 615, 617, 619, 661, 663, 665, 667, 668, 669, 670-S, 701, 702, 704, 705, 706, 707, 708.

For more information on the Doctor of Nursing Practice Nurse Anesthesia Program, contact Jackie Rowles, Program Director, by e-mail jrowles@marian.edu; by phone at 317.955.6222; or online at <http://www.marian.edu/school-of-nursing/programs/doctor-of-nursing-practice/nurse-anesthesia-track>.

Doctor of Nursing Practice Family Nurse Practitioner Program

Admission Requirements

Applicants are required to complete an online application through the Graduate School at Marian University.

All applicants are required to have and submit:

- Official university undergraduate and graduate transcripts from all colleges and universities attended. The minimum acceptable overall undergraduate grade point average (GPA) is 3.00 or higher (on a 4.00 scale) in all undergraduate course work.
- A BSN degree in nursing from a NLNAC or CCNE accredited program.
- Current, valid RN license.
- Three recommendations from individuals that can attest to your academic ability, work ethic, professional contributions and potential for success in graduate school. One of the three recommendations must be from your nursing supervisor.
- Interview with the Admissions Committee.
- Current resume.
- A 500-word essay addressing your career goals.
- Have completed the pre-requisite NSG 501 course, or its equivalent as approved by the Graduate Nursing Admissions, Progression, and Graduation (APG) Committee. In order to be eligible for an equivalent course to transfer, it must be three (3) semester hours or equivalent quarter hours and completed with a grade of a B or better at a regionally accredited college or university.
- Application fee.

Major for Doctor of Nursing Practice (DNP), Family Nurse Practitioner Program: 70 credits include NSG 502, 503, 504, 505, 506, 507, 602, 604, 606, 608, 610, 660, 662, 664, 666, 701, 702, 704, 705, 706, 707, 708.

For more information on the Doctor of Nursing Practice Family Nurse Practitioner Program, contact Bonnie Kruszka, Program Director, by e-mail bkruszka@marian.edu; or by phone at 317.955.6238.

NSG 501 3 credits

Epidemiology and Biostatistics for Adv. Practice

This is a pre-requisite for the DNP program and focuses on an epidemiological approach used to understand complex causes of public health problems. The development and applications of methods to collect, analyze and interpret public health data is examined.

NSG 502 3 credits

Theoretical Foundations of Nursing Practice

This course focuses on foundational theories and research in nursing and other allied theories related to education. Concepts and theoretical foundations will be researched, analyzed and applied. The concept of servant teacher/leader will be integrated along with the Franciscan values.

NSG 503 3 credits

Advanced Physiology and Pathophysiology Across the Lifespan

This course focuses the knowledge of advanced physiology and pathophysiology. The topics focus on the normal physiology and abnormal physiological mechanisms of disease. The knowledge gained serves as a foundation for clinical assessment, decision making and management of patient care.

NSG 504 3 credits

Advanced Pharmacology

This course will expand pharmacological principles needed for safe medication administration and assessment. Poly-pharmacy, drug interactions and identification of adverse reactions will be comprehensively explored.

- NSG 505** **3 credits**
Policy, Organization and Financing of Health Care
This course will explore health care policy and the role of the nurse in developing and analyzing policy components that impact the nursing care and the health of the society. The focus will be on current trends in organizational and financial structure of health care institutions.
- NSG 506** **3 credits**
Advanced Health Assessment
Prerequisite: Admission into the graduate nursing program. This course focuses on the skills necessary to perform an advanced health history and health assessment. A holistic approach with an emphasis on health promotion and disease prevention will be explored.
- NSG 507** **3 credits**
Nursing Research
This course will provide the scientific base to utilize research to provide high quality health care, initiate change and create policy and procedures. Students will explore in depth evidenced based research concerning specific clinical and/or educational challenges.
- NSG 512** **3 credits**
Teaching and Learning
This course focuses on foundation theories and research in nursing education. The art of teaching will be explored through a variety of teaching methodologies and strategies. Faculty role socialization is embraced with concepts such as the Franciscan Values and servant teacher.
- NSG 513** **3 credits**
Measurement and Evaluation
This course will examine curriculum, classroom and clinical performance evaluation. Students will analyze and create processes to evaluate learner outcomes. Knowledge of standards and benchmarks will be applied to improve outcomes.
- NSG 514** **3 credits**
Curriculum Development in Nursing
In this course, the student will understand challenges in designing a nursing curriculum including the need for a logical and reliable design. One of the outcomes of the course is to develop a curriculum that is consistent with the parent institution, the philosophy of the faculty, research guidelines and standards.
- NSG 515** **3 credits**
Role of the Nurse Educator
This course will explore the role of the nurse educator as a master's prepared nurse according to the Boyer Domains.
- NSG 517** **3 credits**
Course/Program/Project Development
This course will provide students an opportunity to pursue an area of interest not covered in or more in depth than existing courses. The students will develop a course/program in the area of interest. A learning contract will be developed with a faculty advisor who possesses special competence in the area involved.
- NSG 560** **5 credits**
Nursing Educator Practicum
Prerequisite: NSG 502, 503, 504, 505, 506, 507, 512, 513, and 514. Co-requisite: NSG 515, and 517. This course will provide the student with active experiences in nursing education. The preceptor model will be utilized to model and facilitate educational experiences. Nurse Educator Practicum planning will be based on self-assessment of the graduates in a portfolio. This portfolio will be used to plan the number of clinical hours in teaching groups (class or community), teaching individuals (clinical or orientation), and simulation (students or continuing education). Graded S/U.
- NSG 580** **1-3 credits**
Special Topics
Topics vary. Permission required. (ADD)

NSG 598 **1-3 credits**

Directed Research

Permission required. (ADD)

NSG 599 **1-3 credits**

Independent Study

Permission required. (ADD)

NSG 601 **3 credits**

Neurobiology/Neuroanatomy

Prerequisite: Admission into the nurse anesthesia program. This course is a review of the nervous system integrating information and topics from the disciplines of anatomy, histology, neurobiology and neurology, integrating structure, function, and organization of nervous tissue from the cellular through gross anatomic aspects. Central, peripheral and autonomic portions of the system are included. Lectures are designed for clinical correlation in support of, and to strengthen, the basic science content. A review of the normal structure and function of these systems including the growth, development, maturation and aging of these systems are included for study.

NSG 602 **3 credits**

Scientific Foundation for the Family Nurse Practitioner Role

This course explores the theoretical foundation for family-centered primary care. Other key principles examined are regulation of the family nurse practitioner, issues of advocacy, health disparities, healthcare economics and financing, health literacy, health policy, medical ethics and the sociocultural factors influencing the health behaviors and health outcomes of the individual and family.

NSG 603 **3 credits**

Advanced Pharmacology for Nurse Anesthesia I

This course entails a comprehensive study of anesthetic agents and adjuvants along with drugs frequently encountered in the perioperative setting. The pharmacokinetics and pharmacodynamics of these drugs are addressed, along with potential drug interactions, the impact of aging and various disease processes on dosing and administration of these drugs.

NSG 604 **3 credits**

Clinical Differential Judgment

Prerequisites: NSG 503 and NSG 506. This course focuses on clinical reasoning and the diagnostic process used in health promotion, disease prevention and management of acute and chronic conditions seen in primary care of the individual and family. Knowledge and clinical skills learned in advanced physiology and pathophysiology, advanced pharmacology and advanced health assessment are applied to diagnostic reasoning. Case studies help the student formulate comprehensive differential diagnoses of common disease processes.

NSG 605 **4 credits**

Scientific Concepts for Anesthesia Practice

This course is designed to assist the nurse anesthesia graduate student in applying the basic principles of chemistry and physics in nurse anesthesia practice to include, but not limited to: gas laws, principles of vaporization, use of ventilator equipment, anesthetic agent chemical actions, physics as applied to monitoring and anesthesia equipment, biochemical sciences related to anesthesia practice. A review of medical mathematics is included, as well as, a review of radiation safety (x-ray, MRI) and ultrasound.

NSG 606 **3 credits**

Diagnostic Testing and Interpretation

Prerequisites: NSG 503 and NSG 506. This course will focus on the appropriate use and interpretation of advanced diagnostic tests available to the family nurse practitioner in primary care. FNP scope of practice, ethical and financial considerations are also examined.

NSG 607 **3 credits**

Anesthesia Principles I

Corequisite: NSG 607-S. This course is designed to provide the student with a comprehensive orientation of the practice of anesthesia. The student will gain the necessary knowledge to incorporate safe, basic principles into the delivery of competent anesthesia care to the patients. Through observation and simulation, the student will begin developing generalized clinical skills for

basic anesthesia practice. These skills are foundational to nurse anesthesia practice and will serve as the basis for the student's progression to more advanced anesthesia care.

NSG 607-S **1 credit**

Anesthesia Principles I Simulation

Corequisite: NSG 607. This course incorporates student didactic learning experiences of Anesthesia Principles I into simulation training in the Nurse Anesthesia Simulation Lab.

NSG 608 **3 credits**

Integrated Behavioral Health and Family Systems

This course focuses on the integration of behavioral health and family systems concepts into primary care across the lifespan. Emphasis is on the role of the advanced practice nurse in the synthesis and integration of theoretical models upon which to base collaborative clinical practice in primary care and behavioral health care settings.

NSG 609 **3 credits**

Advanced Pharmacology for Nurse Anesthesia II

Prerequisite: NSG 603. This course continues a comprehensive study of anesthetic agents and adjuvants along with drugs frequently encountered in the perioperative setting. The pharmacokinetics and pharmacodynamics of these drugs are addressed, along with potential drug interactions, the impact of aging and various disease processes on dosing and administration of these drugs.

NSG 610 **1 credit**

Family Nurse Practitioner Comprehensive

This course serves as a board review for the Family Nurse Practitioner certification examination.

NSG 611 **3 credits**

Anesthesia Principles II

Prerequisite: NSG 607, NSG 607-S. Corequisite NSG 611-S. Anesthesia Principles II includes anesthetic management principles for surgical specialty areas, pain management, ultrasound and radiology. Students will master competencies in anatomic, physiologic, pathophysiologic and pharmacologic principles for each of the surgical specialty areas addressed in this course, in the framework of advanced nursing practice to the practice doctoral level.

NSG 611-S **1 credit**

Anesthesia Principles II Simulation

Prerequisite: NSG 607, 607-S. Corequisite: NSG 611. This course incorporates student didactic learning experiences of Anesthesia Principles II into simulation training in the Nurse Anesthesia Simulation Lab.

NSG 613 **3 credits**

Anesthesia Principles III

Prerequisites: NSG 607, 607-S, NSG 611, 611-S. Corequisite NSG 613-S. This course focuses on anesthetic care principles for parturients, children, infants and neonates. Students will master related anatomic, physiologic, pathophysiology and pharmacologic principles for obstetric and pediatric anesthesia in the framework of advanced nursing practice at the practice doctorate level.

NSG 613-S **1 credit**

Anesthesia Principles III Simulation

Prerequisite: NSG 607, 607-S, 611, 611-S. Corequisite: NSG 613. This course incorporates student didactic learning experiences of Anesthesia Principles III into simulation training in the Nurse Anesthesia Simulation Lab.

NSG 615 **2 credits**

Anesthesia Seminar I

The seminar courses provide an open forum for class discussion on current issues related to the role of the nurse anesthetist. This course is designed to provide the nurse anesthesia student with knowledge of chemical dependency, wellness, and ethical issues related to the specialty of anesthesia.

NSG 617 **2 credits**

Anesthesia Seminar II

This course is designed to review the history of nurse anesthesia in the United States and provide insight into nurse anesthesia on the international level. Challenges to nurse anesthesia practice, ethical considerations, and current trends in nurse anesthesia will be

explored. The role of the American Association of Nurse Anesthetists and the International Federation of Nurse Anesthetists will be presented and discussed.

NSG 619 **2 credits**

Anesthesia Seminar III

This seminar will provide nurse anesthesia students with an overview of anesthesia employment arrangement, contracts, billing requirements, legal issues, and other business related issues or matters related to the practice of anesthesia.

NSG 660 **7 credits**

Primary Care Adults and Older Adults and Clinical Practicum

Prerequisites: NSG 503, NSG 504 and NSG 506. This course focuses on the health assessment and management of common acute and chronic health conditions seen in primary care of adults and older adults. Health promotion, disease prevention, ethical considerations and differentiating normal from abnormal health assessment findings are emphasized. The clinical practicum will focus on the application of the health assessment and management skills.

NSG 661 **3 credits**

Basic Clinical Anesthesia Practice I

This course will provide a foundation in nurse anesthesia basic principles. The clinical experiences are designed to provide students with progressive development of anesthesia knowledge, skills and competencies in anesthesia practice while also applying basic and advanced principles of anesthetic management in various surgical specialty areas.

NSG 662 **5 credits**

Primary Care Children and Clinical Practicum

Prerequisites: NSG 503, NSG 504, NSG 506 and NSG 660. This course focuses on the health assessment and management of common acute and chronic health conditions seen in primary care of children. Health promotion, disease prevention, ethical considerations and differentiating normal from abnormal health assessment findings are emphasized. The clinical practicum will focus on the application of the health assessment and management skills.

NSG 663 **3 credits**

Clinical Anesthesia Practice II

Prerequisite: NSG 661. This course will provide a foundation in nurse anesthesia basic principles. The clinical experiences are designed to provide students with progressive development of anesthesia knowledge, skills and competencies in anesthesia practice while also applying basic and advanced principles of anesthetic management in the designated surgical specialty areas.

NSG 664 **5 credits**

Primary Care Women and Clinical Practicum

Prerequisites: NSG 503, NSG 504, NSG 506, NSG 660 and NSG 662. This course focuses on the health assessment and management of common acute and chronic health conditions seen in the primary care of women. Health promotion, disease prevention, ethical considerations and differentiating normal from abnormal health assessment findings are emphasized. The clinical practicum will focus on the application of the health assessment and management skills.

NSG 665 **3 credits**

Clinical Anesthesia Practice III

Prerequisites: NSG 661 and NSG 663. This course will provide a foundation in nurse anesthesia basic principles. The clinical experiences are designed to provide students with progressive development of anesthesia knowledge, skills and competencies in anesthesia practice while applying basic and advanced principles of anesthetic management in various surgical specialty areas.

NSG 666 **7 credits**

Primary Care Immersion

Prerequisites: NSG 503, NSG 504, NSG 506, NSG 660, NSG 662 and NSG 664. This transition-to-practice immersion experience prepares the student for an entry level FNP role. The immersion provides a depth, breadth, volume and intensity of clinical training necessary to manage patients in the evolving and increasingly complex healthcare environment. Seminars that address Family Nurse Practitioner related topics and role issues are offered to help the student transition into practice.

- NSG 667** **5 credits**
Nurse Anesthesia Immersion I
The immersion provides nurse anesthesia students with an opportunity to achieve specialty competence at the practice doctorate level. Anesthesia clinical practice is planned between the student and the faculty while clinical experiences are completed via the assistance, support and leadership of the approved clinical preceptors and clinical site coordinators. This is the first in a series of three clinical residency courses.
- NSG 668** **5 credits**
Nurse Anesthesia Immersion II
Prerequisite: NSG 667. The immersion will provide nurse anesthesia students with an opportunity to achieve specialty competence at the practice doctorate level. Anesthesia clinical practice is planned between the student and the faculty while clinical experiences are completed via the assistance, support and leadership of the approved clinical preceptors and clinical site coordinators. This is the second in a series of three clinical residency courses.
- NSG 669** **5 credits**
Nurse Anesthesia Immersion III
Prerequisites: NSG 667 and NSG 668. The residency will provide nurse anesthesia students with an opportunity to achieve specialty competence at the practice doctorate level. Anesthesia clinical practice is planned between the student and the faculty while clinical experiences are completed via the assistance, support and leadership of the approved clinical preceptors and clinical site coordinators. This is the third in a series of three clinical residency courses.
- NSG 670-S** **2 credits**
Anesthesia Crisis Management Simulation
This course utilizes simulation based learning to review and manage anesthesia clinical crises.
- NSG 701** **3 credits**
Analytical Methods for the Translation of Evidence Into Practice
Prerequisite: NSG 507. This course focuses on the analysis of scientific evidence and the translation into clinical practice. The emphasis is on the ethical and financial impact of evidenced-based practice.
- NSG 702** **3 credits**
Systems and Program Planning for Quality Improvement
This course focuses on the role of the DNP in the practice setting. The course will explore political skills, systems thinking, legal aspects and business and financial acumen to identify, develop and implement health care policies that are safe and financially responsible. Experiential exercises allow for the creation of programs to promote health or prevent disease that will improve and be measured by healthcare outcomes. The course provides opportunities to work in interprofessional teams.
- NSG 704** **3 credits**
Professional Leadership and Collaboration
This course focuses on methods for effective communication, conflict resolution, advocacy and interprofessional collaboration to improve and transform health care. The student will practice effective team leadership, facilitate team function and overcome barriers to interprofessional practice.
- NSG 705** **3 credits**
Information Management to Improve Healthcare
This course focuses on information technology and its application in healthcare settings. Emphasis is on the analysis, implementation and selection of systems to improve healthcare.
- NSG 706** **1 credit**
DNP Project I Assessment
This sequential course focuses on the role of the DNP in the practice setting. Experiential exercises allow the student to incorporate the specific advanced role in a practice setting. Practice experiences within the final DNP project are assessed and created.

NSG 707**1 credit****DNP Project II Implementation and Evaluation**

Prerequisite: NSG 706. This sequential course focuses on the role of the DNP in the practice setting. Experiential exercises allow the student to incorporate the specific advanced role in a practice setting. Practice experiences within the final DNP project are implemented and evaluated.

NSG 708**1 credit****DNP Project III Dissemination**

Prerequisites: NSG 706 and NSG 707. This sequential course focuses on the role of the DNP in the practice setting. Experiential exercises allow the student to incorporate the specific advanced role in a practice setting. Practice experiences within the final DNP project are completed and the results disseminated.

PEOPLE

(Every effort was made to capture the organizational structure and title changes at the time of print. Additional updates will be reflected in the next edition of the catalog.)

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Associate Professor of Music, Emerita

Sister Olga Wittekind, OSF, Ph.D. (1972-2000)
Professor of Psychology, Emerita

Megan Wright, M.F.A (1986 – 2016)
Associate Professor of Art, Emerita

Sister Adele Zahn, OSF, Ph.D. (1953-1989)
Professor of Literature, Emerita

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