

2025-2027



MARTIN
U N I V E R S I T Y

MARTIN UNIVERSITY
Undergraduate Course Catalog
2025-2027

Updated July 15, 2025

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT	2
ACCREDITATION	3
ORGANIZATIONAL MEMBERSHIPS	3
UNIVERSITY HISTORY	4
MISSION STATEMENT	5
VALUES	5
MESSAGE FROM THE PROVOST	6
ACADEMIC OBJECTIVES	7
CONTACT INFORMATION	7
ACADEMIC CALENDAR	7
ADMISSIONS APPLICATION POLICIES AND PROCEDURES	7
INTERNATIONAL APPLICATION POLICIES AND PROCEDURES	8
TUITION AND FEES	12
REFUND POLICIES	12
ACADEMIC POLICIES AND PROCEDURES	13
UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES	41
MARTIN UNIVERSITY GENERAL EDUCATION COURSES	41
MARTIN UNIVERSITY PROGRAMS	43
COURSE LISTING	53
MARTIN UNIVERSITY FACULTY	78



A Note from Martin University's President



Welcome to Martin University, the University that aspires to become a premier leader among its peer groups in preparing ordinary people to perform extraordinary tasks as citizen leaders. The University was established in 1977 and focused on serving the needs of marginalized adult learners. As the President of Martin University, I am proud to welcome you to a special place. It is a place of academic exploration built on the legacy and vision of Father Boniface Hardin and Sister Jane Schilling. It incorporates a nurturing and supportive learning community with

the ideas of service-built human exchange and outreach. Martin University has a unique history and a tremendous legacy of opportunity, hope, education, and preparation for life. We see the University and the community as one, a "Communiversity", which can be defined as "an institution of higher education that offers undergraduate and graduate degrees with a research and service-oriented mission that benefits its community."

We are very happy with Martin's opportunity and role in shaping new futures for our students. Please review our website and know that there is a place at Martin University for you.

Sincerely,

A handwritten signature in black ink, which appears to read 'Sean Huddleston'.

Dr. Sean Huddleston
President and CEO

ACCREDITATION

Martin University is accredited by the Higher Learning Commission. The University's current status is "Accredited."

The Higher Learning Commission can be contacted at:

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1411

Phone: (800) 621-7440 or (312) 263-0456 FAX: (312) 263-7462

Email: info@hlcommission.org

ORGANIZATIONAL MEMBERSHIPS

Council for the Accreditation of Educator Preparation (CAEP)

Consortium for Urban Education (CUE)

Higher Learning Commission (HLC)

Independent Colleges of Indiana (ICI)

The Indiana Association of Collegiate Registrars and Admissions Officers (IACRAO)

National Council for State Authorization Reciprocity Agreements (NC-SARA)

This Undergraduate Catalog will remain in effect until a revised edition is published.

UNIVERSITY HISTORY

Martin University was founded with the name of Martin Center College by the Reverend Boniface Hardin and Sister Jane Schilling, in 1977. The founding was in response to research indicating that minorities, adults, and low-income persons were not adequately served by institutions of higher learning. The barriers to higher education for these persons often were job requirements (including shifts and work times), family responsibilities, age, health, failure in another institution (for reasons other than lack of ability), transportation difficulties, or the myriad of other problems associated with the obligations of life. At the same time, the changing workplace was making demands that employees seek more education, and many jobs required a university degree.

Martin Center College was incorporated on April 20, 1979, in the state of Indiana as an institution of higher learning, and it enrolled its first seven students. In 1980, the College applied for and received candidacy status with the North Central Association of Colleges and Schools. In February of 1987, the NCA Commission on Institutions of Higher Education granted regional accreditation to the College. The original campus, encompassing four buildings on North College Avenue, is known as the College Avenue Campus, primarily housing Martin Center, Inc.

The main campus was opened in 1987; it is located two blocks west of Sherman Drive off 22nd Street within view of Interstate-70. It comprises the new Education Building, the Andrew J. Brown Building, classrooms, and a study area for students. The College became Martin University in 1990. The University derives its name from the memory of Dr. Martin Luther King, Jr., and Saint Martin de Porres, two Martins who cared about the needs of people—especially poor people—physically, spiritually, mentally, and intellectually. In 1990, the North Central Association of Colleges and Schools granted Martin University permission to offer master's degrees in Community Psychology and Urban Ministry Studies. Over the years, Martin has offered many different undergraduate and graduate programs based on the changing needs of our students and community.

MISSION STATEMENT

As Indiana's only Predominantly Black Institution (PBI) of Higher Education, Martin University educates and develops diverse workforce-ready students in an inclusive, supportive and collegiate environment.

CORE VALUES

To establish and maintain a University Culture that will produce educated, responsible, and accountable student graduates, the University will incorporate the following values in all actions, programs, and endeavors:

- Excellence - We strive for and expect the very best in everything we do.
- Opportunity - As a student-centered institution, we see opportunity in everything and believe that everyone has the potential to achieve success.
- Transformation - We believe in the power of positive change and the benefits of transformative thinking and actions that revolutionize individuals, places, and society.
- Innovation - We stimulate and encourage creativity as a means for achieving progress and avoiding complacency.
- Collaboration - We are at our best when we work together. Cooperation, trust, and teamwork lead to collective impact.
- Servant Leadership - We believe that the best leaders are those who are committed to serving others by uplifting and empowering people and communities.

A Note from Martin University's Provost and Executive Vice President Academic Affairs



Welcome to Martin University and to this edition of our Undergraduate Catalog. This document will provide you with valuable information about our policies, processes, and programs.

As you know, an institution of higher education cannot really be understood from its documents, though, and this is especially true of Martin. So get to know your faculty members, the staff who are here to assist and support you in reaching your goals, and your fellow students! We want this school, this Communiversity, to be a place where you sense that you belong – because you do! We will all be better because of you, and we hope you can say the same because you are part of us.

One more note: it might be tempting to skip the descriptions of courses that you think don't apply to you in this catalog. Resist that temptation! One of the best things about Martin is that we recognize how Psychology, Business, Early Childhood Education, and the rest of our subjects all fit together. So explore! We'll go on the journey with you and be very glad for it.

Sincerely,



Dr. David Brewer
Provost / Executive Vice President of Academic Affairs

ACADEMIC OBJECTIVES

The University recognizes that students vary in their personal circumstances, work environments, career goals, prior learning experiences, and educational needs. These factors are taken into consideration so that equal educational opportunity may become a reality for all who wish to pursue a degree. Martin University does not restrict learning to the usual age span, time frame, or learning spaces of traditional higher education. The program is student-centered, with each degree individually planned to meet the educational and career goals of the student.

Martin University has defined the following objectives to provide a clear framework for the realization of its overall purpose:

1. To deliver educational services to those persons who cannot be served by traditional four-year programs.
2. To ensure that each student has acquired the necessary skills to function as an independent, self-directed, life-long learner.
3. To assist each student to relate his/her unique educational background to his/her chosen field of study.
4. To expose students to a variety of learning styles.
5. To provide specialized and professional knowledge and technology within a major academic field.
6. To familiarize each student with the current literature and practical problems in areas related to his/her major field.
7. To broaden each student's educational and cultural perspective through exposure to a liberal art curriculum.
8. To provide each student with occupationally relevant experiences.
9. To create experiences that encourage student learning through interaction with fellow students, faculty and with employers in a positive environment; and
10. To empower students to become active, positive leaders in their communities through the knowledge, skills, and abilities they acquire in the University.

CONTACT INFORMATION

Main Number/Admissions Office

317-543-3235

Mailing Address

2186 North Sherman Drive
Indianapolis, IN 46218

ACADEMIC CALENDAR

The Academic Calendar is published every academic year and is available on the University website under the Academics heading.

ADMISSIONS POLICIES AND PROCEDURES

Admissions

Martin University has a liberal undergraduate admissions policy. To be admitted to the University

for undergraduate studies, all applicants must complete and sign an admission application and provide an official high school, G.E.D., or H.S.E. transcript and show at least one piece of identification, which must be a driver's license/state ID, passport, or military ID. If the applicant is unable to provide a high school, G.E.D., or H.S.E. transcript, the applicant can sign a High School attestation form and submit their diploma to be verified by the Office of Admissions. Transfer applicants may also be admitted:

1. with transcripts from an accredited school or
2. with an associate degree from an accredited school

Applicants applying to graduate programs must refer to the Community Psychology Graduate Handbook or the Organizational Leadership Handbook.

Once admitted into Martin University, students are eligible to schedule classes with the Office of Admissions. Martin University reserves the right to deny admission or continuing enrollment to persons who cannot benefit from the educational services available.

Note: Official transcripts may be retrieved from Parchment Transcript Services at <https://www.parchment.com/order/my-credentials/>

Financial Aid

Martin University participates in the Federal Title IV program. As such, qualifying students are eligible to receive a variety of forms of financial aid to assist in their education. The Free Application for Federal Student Aid (FAFSA) application should be completed during or before the admissions application process for all applicants wishing to use financial aid. Details about the University's financial aid program, policies, and procedures can be found at www.martin.edu and through the Office of Financial Aid.

Non-Degree Seeking Students

Students may take courses at Martin University as non-degree-seeking candidates. Non-degree seeking students are not eligible for federal financial aid. Non-degree seeking students who successfully complete courses (with a grade of C or better) are eligible to complete the admissions process to be admitted as a degree-seeking student and may be eligible for federal financial aid.

International Students Admissions Policies

Admissions Process

International students must be provided with I-20 Procedures to begin the admissions application process. The PDSO (Primary Designated School Official) for International Students is certified to process international students and will initiate the application process for immigrant applicants who desire to attend Martin University. International students planning to attend Martin University should contact enrollment management personnel to be provided with the I-20 Procedures.

Martin University is authorized under federal law to enroll non-immigrant students. To obtain a non-immigrant student visa, the prospective student must complete an application for admission and ask the University to complete an I-20 form. The I-20 form is the first step in a formal request for a non-immigrant student visa. Before the University can fill out an I-20 form, the prospective student must provide documentation to the Admissions Office verifying birthplace,

nationality, and graduation from high school (or equivalent). Applicants whose native language is not English should plan to submit scores from the Test of English as a Foreign Language (TOEFL) or equivalent. Students should note that Martin University does not offer classes that teach English as a Second Language, and if scores are unsatisfactory, arrangements must be made to take such classes elsewhere.

The prospective student must also provide proof of his or her financial responsibility, as well as proof of financial responsibility of any sponsors. When accepted by the Admissions Office, International students are expected to pre-pay all tuition each semester. The University must also be satisfied that other expenses will be met.

Once all documentation has been provided to the University, a prospective student already in the United States may take or send the completed I-20 form to the Immigration and Naturalization Service (INS). The INS will eventually inform the student whether he/she will be granted a non-immigrant student visa. Prospective students who have provided all necessary documentation to the University and are not already in the United States may arrange to have a completed I-20 form sent to them. The student is then expected to take the completed I-20 form to the American Embassy in his/her country of residence and request a non-immigrant student visa from the Embassy.

International students will need to review the Student Visa Webpage for the required documentation needed for their Visa appointment and to pay the visa application fee. Students can visit the U.S. Immigration and Customs Enforcement (ICE) website and navigate to the Student and Exchange Visitor Program (SEVP) page to learn more about SEVIS and pay the SEVIS I-901 Fee. Students must have the I-901 fee before their interview. Once he/she has secured the Visa, he/she will need to submit a copy to admissions to complete registration. Upon arrival to campus, students will need to report to Admissions for an updated I-20 and meet with the Bursar to set up payment arrangements for the semester.

All non-immigrant (F-1) students are expected to carry a full course load. This is at least 12 credit hours during each of the fall and spring semesters. F-1 students are only allowed to take 1 online class per semester. If a full course load is completed in the Fall and Spring semester, F-1 students are not required to take courses in the Summer semester. F-1 students should refer to the Primary DSO or Student Services for questions and assistance throughout their time as a student.

English Proficiency Test Exemptions

If you were raised speaking English at home, in your community, and throughout your country, you're not required to submit additional proof of your English proficiency. This exemption applies if English was your primary language during your upbringing. However, applicants from countries not explicitly listed who claim English as their native language must provide additional evidence to support their claim.

Countries Whose Native Language is English

The following have been identified as countries whose native language is English: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Bermuda, Belize, British Indian, Ocean Territory, British Virgin Islands, Canada, Cayman Islands, Dominica, Falkland Islands, Gibraltar, Grenada, Guernsey, Guyana, Ireland, Isle of Man, Jamaica, Jersey, Montserrat, Nauru, New Zealand, Pitcairn Islands, Saint Helena, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, South Georgia and the South Sandwich Islands, Trinidad and Tobago, Turks and Caicos Islands, United Kingdom, U.S. Virgin Islands, and the United States.

English Proficiency Test

English Proficiency Test	Score	Website
PTE-A Pearson Test of English-Academic	58	PTE Academic
TOEFL Internet-Based	79	TOEFL iBT
IELTS Academic	6.5	IELT S
iTEP	3.9	iTEP
C1 Advanced (Cambridge Assessment English)	176	C1 Advanced
SAT Evidence-Based Reading and Writing Subscore	500	SAT
ACT English Subscore	19	ACT
Completion of English Composition I and II with grades of A, B, or C from a regionally accredited U.S. university or country where English is the native language		

College and Transcript Evaluations

If you completed your high school or university education outside the United States, you must get your international academic records evaluated. This is a requirement for all applicants, regardless of citizenship, and is different from simply submitting your transcripts.

Please plan ahead as this evaluation can take between 2 to 4 weeks. It's important to ensure that your evaluation is submitted to Martin University by the deadline for your application.

Your evaluation needs to include:

- A detailed review of each course you've taken.
- A calculation of your grade point average.

Remember, your high school or any testing centers must send your academic documents (like transcripts or exam results) directly to the evaluation service you choose.

We only accept evaluations sent directly to us from the following approved services:

- Educational Credential Evaluators (ECE)
- International Education Evaluations (IEE)
- Josef Silny & Associates, Inc.
- SpanTran
 - Make sure to specify Martin University as the recipient on the SpanTran "Contact Information" page to verify your documents.

- Also, do not use UM as an additional email for document delivery with SpanTran to avoid delays.
- World Education Services (WES)
 - Only for transfer students needing evaluations of university-level transcripts, as WES doesn't evaluate high school coursework in detail.
- Any other approved member of the National Association of Credential Evaluation Services (NACES).

Please note, we do not accept provisional evaluations. Make sure everything is in order well before your application deadline to avoid any delays with your admission process.

Criteria for Waiving the Evaluation

If you meet any of the following criteria, your international evaluation can be waived:

For first-year applicants:

- You've spent at least three years, including your final year, at a U.S. accredited high school outside the U.S.
- You completed only 9th grade at a school outside the U.S. but earned a U.S. high school diploma by finishing 10th to 12th grades in a U.S. high school.
- You're a graduate of an International Baccalaureate (IB) program outside the U.S.
- You're receiving a Cambridge AICE Diploma.
- You're completing 3-4 A-level courses through Cambridge, AQA, Pearson, or Edexcel and have IGCSE results.
- Attended a high school for at least three years in the United Kingdom or Turkey, or in Canada (excluding Quebec), or in the Caribbean (earning a CAPE Certificate, but not if you're in Dutch, French, or Dominican educational systems).
- Followed the Indian Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), or Indian School Certificate (ISC).
- Have official results from exams like the West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO), Cameroon General Certificate of Education Advanced Level, Kenya Certificate of Secondary Education (KCSE), or Rwanda Advanced Certificate of Education. For WASSCE or NECO, remember to submit the scratch card and PIN.

For transfer applicants:

- If you're transferring from an American university located outside the U.S. or from a university in Canada (excluding Quebec), you also don't need to submit an international evaluation.

TUITION AND FEES

The most up-to-date tuition and fees and schedules for undergraduate and graduate studies can be found on the Martin website at <https://www.martin.edu/bursar>.

Tuition and fees are subject to change. If this occurs, a new tuition and fee schedule is distributed to students by the Bursar's Office, posted in the student portal, and published on the website.

REFUND POLICIES

Drop and Withdrawal from Courses or the University

Unofficial Withdrawal from a Course or Courses – A student who ceases to attend classes, submit required assignments, and fails to notify the University that he or she is officially withdrawing from a course or courses, may incur a failing grade for each of the courses and will incur a financial penalty.

Official Withdrawal from a Course or Courses – A student who informs the university of his/her intent to withdraw from one or more courses, but not all of their courses, will receive a grade of "W", providing that the request is made by the Saturday at the end of the fourth week of the term. The student may incur a financial penalty, depending on the time in the term in which the withdrawal occurs. No official withdrawal requests will be granted after the end of the fourth week of the term.

Drop – The drop period ends the Saturday of the first week of each session. In this situation, the course is removed from the student's schedule, does not appear on the student's transcript, no grade is recorded, and there is no financial penalty.

Withdrawal from the University – When a student drops all his/her courses in any given session, grades of "W" will be recorded for every course in that term. Withdrawal from the University may occur any time. Since this is a formal act, students must have an exit interview and complete a withdrawal form at that time.

Students should be aware of the distinction between dropping or withdrawing from a course and withdrawal from the University. To officially withdraw from the University, students must contact the Registrar. The Registrar is responsible for the date of determination. To drop or withdraw from a course, the student should contact his/her advisor, who will complete a Change of Enrollment Form.

Refund Policy

Students who drop a course by the end of the first full week of the term may receive a 100% refund of tuition and course-specific fees. Refunds are based on the schedule below:

- ❖ 1st week of classes 100% refund of tuition and fees
- ❖ 2nd week of classes 50% refund of tuition and fees
- ❖ Weeks 3-8, no refund of tuition and fees

A student may request a withdrawal without penalty from their course(s) in cases of extraordinary circumstances. Each request will be reviewed on a case-by-case basis, and supporting documentation may be required. The university reserves the right to determine what qualifies as extraordinary

circumstances.

Books and Supplies Refund Policies

The University does not refund class fees and e-book fees. Questions about these fees should be directed to the Bursar.

ACADEMIC POLICIES AND PROCEDURES

The following academic policies and procedures have been adopted for the guidance of students, faculty members, and staff at Martin University. The policies stated in this section pertain to degree candidates and non- degree students alike.

Student Course Load

A full-time undergraduate student completes a minimum of 12 credit hours per semester. Half-time and three-quarter time students complete from six to 11 credit hours per semester. Fewer than six credit hours per semester is less than half-time status and may result in the student not qualifying for financial aid. Students receiving financial aid are advised that the terms for some financial aid require full-time status. Financial aid recipients should consult a financial aid counselor for details. Martin University is divided into two semesters, Fall and Spring. Each semester is divided into two eight-week sessions, Session A and Session B. Martin University also offers an eight-week Summer session.

Students are advised to maintain their university enrollment continuously. Research shows that students who take time out find it difficult to return and finish. Financial planning is required to complete an academic degree.

Plans to complete a degree within four years require taking at least 30 credit hours each year. Students should regularly meet with their Academic Advisor for assistance with their degree program, as well as Financial Aid staff to assist with a financial plan.

Attendance Policy

A student at Martin University is expected to attend all sessions of each class in which they are registered. Attendance is taken only during the first two weeks of class during an academic session (example, Session A attendance will be taken during the first and second week of Session A; Session B attendance will be taken during the first week and second week of Session B) If a student misses the first week of classes during a session, the student may automatically be dropped from the course(s) unless arrangements are made with the course instructor to continue the course. A student attendance at the beginning of a class establishes enrollment in the course.

Martin University is not an attendance taking University. However, failure to attend classes regularly will impact a student's grade. Students are responsible for regular and punctual attendance at all scheduled classes. It is neither the faculty's nor administration's responsibility to check up on students who repeatedly miss class. Before dropping a student from a class, faculty will attempt to contact the student. Students may expect poor attendance to negatively affect their grades. Poor attendance may also negatively affect students' financial aid.

Late Start Policy

Late start must be approved prior to the start of a session. If it is approved for the session, all faculty and staff will be notified prior to the start of the term. Late start allows a student who cannot attend the first week of class in an academic session due to a serious problem or emergency to remain in a class. He/she should contact the professor and provide documentation by email prior to the first class to make certain that they get the coursework necessary to be active in the class. The instructor should forward the information to the Registrar.

Note: Late start allowances may vary and must be approved first by the Registrar and second by the Bursar via a waiver.

Course Cancellations

Courses with low enrollment may be canceled at any time up to and including the first week of the term. If a course must be canceled, the Registrar or Academic Affairs staff will send an email to students notifying them of the cancellation. An academic advisor will work with students to register for different course(s) if appropriate. Students are encouraged to register early to prevent course cancellations.

Semester Credit Hour Guidelines

The credit hour is the unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

In the interest of accurate academic measurement and cross-university comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions constitute a formalization of current and historic policy to ensure consistency throughout Martin University.

Using the two eight-week sessions for a 16-week semester, the semester credit hour, and the 50-minute class hour, Martin University course offerings are measured under the following guidelines.

Credit Hour Guidelines

One semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study:

1. Session Courses

Session courses are offered in an 8-week format. In this 8-week format for a three-credit hour course, there are 32 scheduled hours of contact time (4 hours per week for 8 weeks) and students will be responsible for 12 hours of student-directed learning per week or a total of 96 student learning hours, which includes reading, writing and other activities, for students to achieve the student learning objectives.

2. Distance Education

Bachelor of Science Business Administration (Online)

Martin University's distance education degree programs are taught in an online asynchronous model. Courses may include optional synchronous video calls. Courses in this modality follow the same 8-week session model meeting the 96 student learning hour

standard. Students will access all courses and course work, videos, and other course learning materials through the Canvas Learning Management System (LMS) and associated integrated tools. Because there is no in-class time, students should expect to spend additional time in reading, engaging in online discussion boards, and a variety of weekly assignments which may include written assignments, quizzes, video presentations, and group projects. All information and communications with students will also happen within their LMS. Links for all university offices and resources will be available to students within their LMS.

3. Other

Programs which make use of practicum and internships in their curricula must adhere to the general guidelines listed in the Faculty Handbook for the assignment of credit hours to the associated internships. Credit hours for practicum and internships may reflect various methods (e.g., professional content/development, student workload, professional standards, accreditation requirements, etc.) required for completion.

Course Numbers

All courses have a department indicator (capital letters), and they are assigned a number on the following basis:

100 - Introductory or required and core courses (generally freshman) level

200 - Exploratory level (sophomore)

300 - Intermediate level (junior)

400 - Advanced (senior)

Martin University Transfer Credit Policies

Policy Statement

Martin University will consider credits in transfer from all coursework taken through a regionally accredited institution. The work must reflect satisfactory completion (an undergraduate grade of C- or a graduate grade of B- or better from institutions that award grades). The course must meet Martin University's academic criteria for content, format, and intensity. Grades attained at another institution are not used in the computation of a Martin University grade point average.

Reason for the Policy

To set forth the criteria the University uses in determining the acceptability of credits taken outside of Martin University toward a Martin University degree.

Policy Elaboration

Factors that determine the acceptability of transfer credit.

1. Accreditation

United States - The educational institution from which coursework is being considered for transfer credit should be accredited by a regional accrediting body. However, courses may be accepted from institutions accredited by organizations recognized by CHEA (Council for Higher Education). International - The foreign government or state governmental agency of a foreign country must formally recognize an educational institution as offering post-secondary school instruction leading toward a degree or diploma comparable to that offered at Martin University. Credit would be

considered for transfer if the education in a foreign country was sponsored by a regionally accredited American college or university that is governed by the American school's accreditation. Credit will also be considered for transfer when Martin University has been affiliated with an independent academic program through a formal inter-institutional agreement. Martin University will consider accepting transfer credits from institutions outside the United States upon receipt of the credit recommendations from a recognized credit evaluation service.

2. **Determination of the level of accomplishment attained in each course.** The level of achievement for any course must be equal or above a grade of C on an A to F scale, as determined by the sending institution for the course to be eligible to transfer.
3. **Meeting Martin University's criteria for content, format, and intensity.** Credit is transferred on a course-by-course basis and is reviewed by the Curriculum Committee and the lead faculty member for the course program. Courses submitted to meet degree requirements will be considered on the basis of their comparability to corresponding Martin University courses at the discretion of the Registrar and with the approval of Academic Affairs. Special care is taken in the case of sequential courses to ensure that no student is under-prepared because of varying academic content in a prerequisite course. There is no guarantee that all credits for transfer consideration will apply to a specific program. The Registrar has the ultimate responsibility for supervising the degree program and makes the final determination for how potential transfer credits apply toward a student's degree requirements at Martin University. In most cases, if a course contains two-thirds of the material as a similar course offering at Martin University, the courses will be judged to be comparable. Courses that must contain specific topics to prepare students for a particular function or further study may be reviewed by the faculty of their discipline for comparability determination outside of the two-thirds guideline.
4. **Non-Standard Post- Secondary Education Credit by Examination**
The following American and foreign standardized examinations, which test post-secondary school knowledge, are recognized for transfer credit consideration by Martin University.
 - a) The Advanced Placement Examination of the College Board (AP) The College Level Examination of the College Board (CLEP)
 - b) The nature and scope of material examined must be comparable to courses offered at Martin University. Martin University follows the American Council on Education's (ACE) recommendations for determining minimum examination scores and the number of credits to be accepted. However, the University reserves the right to set a higher standard for some examinations to establish equivalency to Martin University courses. Credit for examination cannot be evaluated from a college or high school transcript; an official score report issued directly from the examination program or organization or an official ACE Credit Recommendations transcript is required. In general, credits by examination are comparable to freshman/sophomore level credits numbered 100-299 at Martin University.
5. **Dual Credit**
Martin University will accept courses taken before high school graduation for transfer credit when all of the following stipulations are satisfied.
 - a) The course(s) must be approved and monitored by an accredited college or university and be eligible for credit toward a degree program at that sponsoring college or university.
 - b) The course must carry a grade of C or better and be similar in content, nature, and

intensity to courses offered at Martin University.

- c) The course must be presented on an official transcript issued by the sponsoring college or university.

6. *Armed Services*

Instruction received through the Armed Services is considered for credit transfer based on the course descriptions provided by the various branches of the Services and the American Council on Education. The instruction which is comparable in content, nature, and intensity to undergraduate courses at Martin University may be granted credit if it carries the American Council on Education's credit recommendation. Credit awarded for any single course will not exceed the credit value of the comparable course at Martin University. Credit transfer requires presentation of form DD Form 295 (Application for the Evaluation of Learning Experiences During Military Service) or DD Form 214 (Certificate of Release or Discharge from Active Duty), the AARTS (Army/ACE Registry Transcript System) transcripts, or SMART (Sailor/Marine American Council on Education Registry Transcript) transcripts. Military course numbers must appear on the service record.

7. *Employer-Sponsored Instruction*

Various companies, corporations, and organizations that offer internal courses for their employees who have had their curriculum reviewed by the American Council on Education for the purposes of recommending credits to degree-granting colleges and universities. Martin University will consider this type of course for credit under the following conditions:

- a) The course must be similar in content, nature, and intensity to courses offered by the discipline at Martin University.
- b) The course must carry a grade comparable to at least a C or better.
- c) The course must carry a credit recommendation from the American Council Education and the National Program on Non-Collegiate Sponsored Instruction (PONSI).
- d) The amount of transfer credit will not exceed the credit value for a comparable Martin University offering.

8. *Credits Earned Through Institutions without Regional Accreditation*

Semester credits earned at non-regionally accredited institutions usually cannot be considered for direct transfer to Martin University, except as in cases noted above.

9. *Coursework That Will Not Transfer*

- a) Any coursework in which the grade earned is below a C.
- b) Continuing Education Units (CEUs).
- c) Courses identified as remedial, i.e., necessary to correct academic deficiencies, such as remedial English, mathematics, science, and developmental reading. (Often numbered below 100-level.)
- d) Students cannot receive credit for previous courses in which the content has been substantially duplicated. Nor may course credit be earned in subjects for which advanced placement has been granted. For example, credit cannot be earned for two courses, even if one is more theoretical in approach than the other.
- e) Courses involving technology that were taken more than **five** years before enrolling at Martin University.
- f) Courses where no official transcript is provided.
- g) Skill based or college/university introductory courses.

In all cases, Martin University reserves the right to accept or reject transfer credits at their discretion.

Procedures

Required Documentation for Transfer Credit Conversion

All course work presented for transfer must appear on an official transcript sent directly from the original teaching institution to Martin University. Copies, facsimiles, or student carried transcripts will not be accepted. Credit for examination cannot be evaluated from college or high school transcripts; an official score report issued directly from the examination program or organization or an official ACE Credit Recommendations transcript is required. Martin University will consider accepting transfer credits from institutions outside the United States upon receipt of the credit recommendations from a recognized credit evaluation service, such as World Education Services. International students are encouraged to contact the U.S. Embassy Student Services department in their country. Until an official transcript is received, the University will record no transfer credits.

Credit Conversion

Martin University is on a semester system. All academic coursework accepted for transfer will be converted into semester hours of credit by the Registrar's Office. Quarter hours will be converted to semester hours using a 2/3 (.67) conversion factor, unless otherwise prescribed by the presenting institution. In all cases, the transcribing institution's recommendation for semester credit conversion will be given serious consideration.

Process

Applicants may obtain a preliminary estimate of applicable transfer credits appropriate to the individual's area of expressed interest. This preliminary evaluation **is non-binding**. Final evaluation of transfer credits is completed when all official transcripts and course descriptions from a student's previous institutions have been received. All students who are admitted to the University as matriculated students are assigned an advisor. Matriculated students and their academic advisors are jointly responsible for making sure that all degree requirements are met. Admitted students are encouraged to meet with their advisors as soon as possible for initial degree planning.

Only credits that are applicable to a matriculated student's degree requirements are acceptable. The student's assigned Advisor, with administrative approval (Vice President,) will determine which courses fulfill Martin University's degree requirements. Transfer credits are recorded by the Registrar's Office on the student's transcript, which must be submitted at the time the student applies for admission as a degree seeking student. After a student has enrolled as a degree-seeking student, credit earned from external learning will be accepted only with the prior approval of Academic Affairs.

Students who drop out and earn credits while away will reapply and have a transfer credit analysis done during the readmission process.

Since graduation requirements at Martin University vary from program to program, a reevaluation of transfer credit is required if a student changes majors after enrolling. At such time, the Advisor will re-assess all prior learning toward meeting the requirements of the newly declared degree. Should a degree program's requirements change during a student's tenure at Martin University,

he or she will be allowed to finish their program in the original degree plan which they used upon entering Martin University, provided they remain active students. Students may select the new degree plan at their option. Should they wish to do so, they must notify their Advisor in writing as soon as possible. However, students who change majors or who have not been active students for more than four semesters will be required to use the current degree plan and not the plan with which they began work at Martin University.

The University does not require that transfer applicants provide official transcripts to register for classes, and as a result, many do not provide them at the point of application. Students have one semester to provide an official transcript and course descriptions. Failure to do so may result in Transfer Students enrolling in courses they already took, but where there is no proof.

Applicants, then, fall into one of three categories: 1) official transcript provided with application, 2) unofficial transcript provided, and 3) no transcript provided. Additionally, applicants with multiple previous institutions may be represented in more than one category.

The Office of the Registrar will monitor these students until the transcript is received (or it is determined that the transcript will not be submitted). Without an official transcript and course descriptions, students will be enrolled in courses without regard for any courses, which may have been completed elsewhere.

Applicants who have earned prior credit at a regionally accredited university will be admitted using the following guidelines:

Official transcript presented with completed application:

The Office of the Registrar will review the transcript to identify courses that most likely will transfer. This preliminary review will:

1. Provide evidence of a given prerequisite for major courses.
2. Provide a basis for a suggested (unofficial) degree plan.
3. Provide a basis for determining if the applicant is a candidate for Prior Learning Assessment.

Student Services will assist in registering students for courses. Online registration through the Student Portal is encouraged.

Unofficial transcript presented with completed application:

Student Services will review the transcript to identify courses that most likely will transfer. This preliminary review will:

1. Serve as the determining factor for whether the applicant must take the Placement test.
2. Provide a basis for suggesting (unofficial) degree plans.

Student Services will register applicants in core courses for which the prerequisite has been met. Applicants may not register in major courses until the official transcript has been received. If the official transcript is received before the end of the semester's drop/add period, the student may change his/her schedule to reflect transferred courses; no schedule changes may take place after the conclusion of the drop/add period.

Students must provide an official transcript no later than the end of the first registered semester. Students who do not provide an official transcript by this time may not further register in courses for which the prerequisite has not been officially transferred. Additionally, students may be required to take the Placement test before registering for the subsequent semesters.

No courses can be transferred directly into Martin University without an **official** transcript and course descriptions, nor can Prior Learning Assessment be used to accept credits as a way

Military Transfer Credit Policy

The following considerations for credit carried by all military veterans and personnel that apply to Martin University. The credits may vary with regard to application to general education or diploma-granting unit requirements. In compliance with Indiana statute (I.C. 21-42-7-2), college credit for military personnel must be awarded for academic achievements through a number of different modes, provided the "individual's military service [is] in an active or reserve component of the armed forces of the United States or the Indiana National Guard or upon the individual's receiving an honorable discharge from the armed forces of the United States or the Indiana National Guard."

Procedure

A. Evaluation of Credit for Basic Training

All basic training military credit is considered as electives unless identified by Academic affairs or the Registrar's Office as equivalent to a specific course..

1. Credit Evaluators will post up to 15 hours for basic training.
2. If a student has more than 15 hours, the credit evaluator will post additional credit beyond basic training in accordance with I.C. 21-42-7-2 and the university policies below.
3. Other campus-based policies or practices may apply in support of the best use of a student's military course credit.

B. Evaluation of Course and External Exam Credit

1. For coursework taken as part of a military occupation or position beyond basic training, military personnel will receive distributed or undistributed credit as established by the appropriate disciplinary faculty or as recommended through American Council on Education (ACE) (ACE: <http://www2.acenet.edu/militaryguide/CourseSearch.cfm>).
2. Receive distributed or no credit as established by the appropriate disciplinary faculty across Martin University for CLEP scores of 50 or higher;
3. Receive distributed or no credit as established by the appropriate disciplinary faculty across Martin University for successful scores on DSST exams;
4. Receive distributed or no credit as established by the appropriate disciplinary faculty across Martin University for successful scores on Excelsior College examinations.
5. Receive distributed or undistributed credit for coursework completed at any regionally accredited institution in accord with the campus transfer credit policies;
6. Receive distributed or undistributed credit awarded through Martin University "Credit by Portfolio" policies.
7. Based on the DODMOU guidelines, when "general policy permits [campuses will] award transfer credit or credit for prior learning to:

Replace a required course within a major;

- a. Apply as an optional course within the major;
- b. Apply as a general elective;

- c. Apply as a basic degree requirement; or
- d. Waive a prerequisite."

Meet academic residency requirements within the parameters of state law as established by the campus or school they attend.

Evaluation of military coursework will take place based on the Joint Services Transcript (JST*) as the primary transcript for military credit. The DD214 may be required for additional information.

*The JST is an official education transcript tool for documenting the recommended college credits for professional military education, training courses, and occupational experiences of Service members across the Services. The JST incorporates data from documents such as the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force transcript, and the Coast Guard Institute transcript.

Credit for Prior Learning (CPL) Policy

Martin University offers Credit for Prior Learning outside the traditional higher education environment. It requires students to work independently to create an e-Portfolio that demonstrates their prior learning. As a member institution of the Council for Experiential Learning (CAEL), Martin University follows CAEL essential guidelines and practices for CPL. With our CPL offerings Martin University takes care to ensure that students have met stated learning outcomes of programs at all levels. The University's policies seek to balance the institution's educational philosophy; with students' knowledge and the need to obtain a degree without redundant course work. Students must complete Martin University Residency Requirements to receive a degree from Martin University.

Students must commit to completing all CPL course work within the session in which the course is taken.

To be enrolled in a CPL/PLA e-Portfolio offering that allows for portfolio development to demonstrate prior learning through employment, volunteerism and/or personal interest, a student must have fulfilled the following requirements:

- A. Be in pursuit of an undergraduate degree (no CPL is available for graduate programs)
- B. Matriculated to Martin University with all official transcripts on file
- C. Have 3+ years of "college-comparable" prior learning in volunteer or professional context

No more than 50% of the courses in the student's major may be provided through CPL. In all cases, students must take at least 34 credit hours of course work at Martin University to receive their undergraduate degree. This is the residency requirement. Credits received through CPL will be noted on the transcript with a "G" for granted.

These courses will count toward graduation but will not be graded, so they will not count toward the student's GPA.

Students interested in pursuing CPL should reach out to their academic advisor.

Transcript Order Policy

It is a Martin University policy to charge a fee for official transcripts. No transcripts shall be issued to students until the transcript fee has been paid. Parchment (online) or the Bursar's office (in person) are responsible for processing the transcript fees. Transcripts will not be distributed to students who have not satisfied their financial obligations to the University.

Both electronic and paper copies of official transcript requests are ordered through www.parchment.com. The charge through Parchment is \$10, payable by credit or debit card. Please allow 3-5 business days for the processing of the transcript order.

All official transcripts are sealed. Any official transcript (electronic or paper) opened by the student is considered unofficial.

Students with bursar holds will not receive an official transcript until the hold is removed. However, they may still obtain an unofficial transcript. Unofficial transcripts can be ordered by emailing a request by emailing registrar@martin.edu.

Transferability of Martin University Credits

Many institutions accept Martin University credits. However, credits earned at Martin University are transferable at the discretion of the receiving school. A transfer student's Martin University transcript indicates the institution and the number of course credits earned there. It does not list the grades earned at the transfer student's previous college or university. A transfer student who needs a record of studies completed before admission to Martin University must secure a transcript from the previous institution.

Registration

To register officially for courses, a student takes the following steps:

1. New, re-entry and new transfer students are registered by Admissions or Academic Advising.
2. Returning students must consult with the assigned academic advisor and complete the registration documents.
3. See a counselor in the Financial Aid Office.
4. See the Bursar and pay tuition and fees.
5. Students receive verification to attend class through the student portal.

Note: Students may be denied registration if they have failed to meet minimum standards of academic progress, have failed to fulfill their financial obligations to the University, or have conducted themselves in a manner deemed to be harmful to the University, its representatives, or those whom it serves. Any student whose registration is rejected will receive a letter informing the student of the rejection and the reason for rejection.

Transient Student Policy

The Transient Policy provides the opportunity for a Martin University student to attend other schools that are members of the Consortium for Urban Education (CUE) for up to two classes per semester if the student needs the class at a certain time and it is not being offered at Martin University. The other school may accept the Martin University student if there is available seating in the class for that student. Students may take a limited number of transient courses during their degree program. Transient courses cannot be taken during the semester of the student's graduation unless approval is granted by Academic Affairs. Students who seek to be transient students must fill out the Transient Approval Form with their academic advisor. A student who would like to be a transient student must also speak with Financial Aid to determine financial aid eligibility and funding.

This service is provided by the Consortium for Urban Education (CUE). The colleges and

universities that participate in the program are IUPUI, Marian University, Franklin College, Ivy Tech Community College, Butler University, and the University of Indianapolis.

Students may obtain full information about Transient course work from the Financial Aid Office or on the website at martin.edu/registrar.

Add, Drop and Official Withdrawal Policy

Students have one week for each session to drop or add a course with no financial or grade penalty. The drop/add procedure is initiated with the Academic Advisor and completed in the Office of the Registrar.

Drop Refund Policy: For students dropping one or more classes while remaining enrolled in one or more other classes.

Dropping a course is permitted only within the first week of a Session (for example, the first week of Session A Fall semester and the first week of Session B Fall semester). Dropping a course incurs no academic penalty but may result in a delayed graduation if the student drops a course that he/she needs to graduate. See the Academic Calendar for the final date for each session that a student can drop a course(s) without penalty.

After the first week of a Session, students may withdraw from a course up until the last day to withdraw as listed in the Academic Calendar (approximately the Saturday at the end of the fourth week of classes). Withdrawing from a course(s) may affect financial aid, and the student may owe a balance to the university for this course.

Students who stop attending after the 'date to withdraw without penalty' period will remain on the course roster and receive the grade they earned for the course. Failure to drop or withdraw from a course(s) officially may jeopardize refunds and federal aid programs. Students who do not attend classes for which they are registered and who fail to drop the classes officially will receive grades of "F" for the classes. Unless the proper paperwork is completed, students will be held financially responsible for the classes, even if they never attended. This may cause the grade point average to drop below the required 2.0, possibly disqualifying the student from future financial aid.

Adding a course to a student's schedule is permitted through the first week of a session with the approval of the course instructor. Students may be added to a course during the second week so long as the course has not already met during that second week, again with the approval of the course instructor.

Procedures

1. Prior to completing the Add/Drop/Withdrawal form, students should review the policy on Add/Drop/Withdrawal (SA 3.5 Policy) and Refund Policies, to understand the effects on their financial aid, scholarship status, or tuition cost. If a student does decide to drop or add a class, they should talk with an academic advisor first.
2. Once a student understands the outcome of adding/dropping/withdrawing from a course(s), students must complete the Add/Drop/Withdrawal form. Add/Drop and Withdrawals forms can be found on the martin.education website under the Registrar's page. Paper copies of the form are available on campus in the Registrar's Area.
3. Add/Drop/Withdrawal forms are processed within 24-48 hours and will reflect on the

students in their Martin portal.

Undergraduate Internship and Practicum Registration

Several degree programs at Martin University provide academic credit for an internship and/or a practicum. No credit will be awarded for these experiences unless the student is officially registered for the internship or practicum course at the time when the student is actually doing practicum or internship work. Each program defines the learning outcomes, course requirements, and number of hours needed to complete the practicum or internship. The designated practicum/internship course instructor will have all the responsibilities common to instructors, including site follow-up and grade report.

Students who enroll in a practicum or internship course must enroll in one that correlates to the students' field of study. Faculty members who offer practicum and internship courses will identify potential sites related to the field of study prior to the start of the course. Students are not responsible for finding internships sites although they can recommend a desired site.

Veterans' Registration

Students who are veterans are responsible for notifying the Bursar Office when certification to the Veterans' Administration is required, and when changes occur that affect benefits. If requested, the Office of the Registrar will provide a grade report or enrollment verification.

Grading System

Martin University uses the following grading system to indicate the quality of the academic work completed. A cumulative grade point average of 2.0 is required for graduation.

A = 100% – 90% B = 89%-80% C = 79%-70% D = 69%-60% F = Below 60%

Letter Grade Equivalents

Grade	Description of Work
A	Stands out as excellent performance. Has unusually sharp insights into the material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in the progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "a" student is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a college student. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, and initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F	Quality and quantity of work are unacceptable and does not qualify the student to progress to a more advanced level or work.

Other symbols, for which no grade points are awarded, appear on Martin University transcripts as follows:

I	Incomplete (see policy below)
W	Withdrawal
G	Granted in Prior Learning Assessment (PLA)
P	In Progress

Incomplete Grading Policy

A student is eligible for a grade of incomplete only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the following conditions to be considered for an incomplete grade:

The student must request in advance a grade of incomplete from the instructor of the course and provide written documentation as to why the "I" is being requested. The student must make arrangements to complete the coursework with the instructor.

1. At the time of the incomplete request, the student must have completed at least sixty percent of the academic session (5 weeks in an 8-week session).
2. At the time of the incomplete request, the student must have a grade of "C" or better in the course (instructor must provide evidence of satisfactory work). **Note** this is a "B" or better for graduate studies.
3. At the time of the incomplete request, the student must be following all course requirements as outlined in the course syllabus, including attending class weekly.
4. The instructor of a course initiates an incomplete request. Instructors will complete the Grade Change Form in Sonis.
5. Incompletes must be completed by the end of the following session (for example, an Incomplete grade given in FA-25 Session A must be resolved by the grade due date of FA-25 Session B). Failure to meet this deadline will result in an automatic F for the course.

Student Grievance Policy

Grievance Against An Individual

Students who have a grievance against faculty, staff, or other students should first refer to their mentor/advisor or their program's chair using a Grievance Form sent via email to get the situation rectified.

If the matter involves one or the other (mentor/advisor or program chair), or has not been rectified, the student should submit the same completed Grievance form to the Executive Director of Student Experience via the Grievance Box that can be found on the first floor inside the PACE Center. The Executive Director will schedule a meeting with the student to resolve the issue.

Note: Grievances against the Office of Financial Aid must be directed to Financial Aid.

Grade Change Grievance

Grade change issues are to be addressed according to the following protocol:

1. A student grievance regarding a grade must be made and signed by the student within 10 days of the issue of the grade. A grievance made after 10 days will not be considered.
2. If the grievance is not resolved between the student and the faculty member, the student should consult with the Student Services Manager, who will review and work to resolve the issue with the student.
3. If the grievance is not resolved through the meeting process, and the student chooses to pursue a further remedy, the Student Services Manager will send all documentation of concern and a request for a meeting to the Provost. The Provost may decide to meet with the student and the Student Services Manager to ask questions to understand the issues. The Provost makes the final decision regarding grade grievances and will send notice of the final decision within 48 hours.

Note: Grievances involving other student code of conduct issues, students, student organizations, events, and facilities are to be referred to the Department of Student Experience.

Honors Program

Martin University offers two academic honors ceremonies: Honors Program and Graduation Academic Honors.

Honors Program: The Honors Program is held in the Fall and the Spring of each academic year for students who were enrolled in and completed at least 12 credit hours of coursework that can be counted toward a degree and achieved a qualifying GPA based on the previous semester's grades before the Honors Program. The program embodies two levels of excellence:

1. The President's List requires a 3.85 or higher-grade point average.
2. The Dean's List requires at least a 3.50-grade point average.

Graduation Honors: The Graduation Honors are awarded during Commencement for graduating seniors who have achieved outstanding scholarship as reflected in their cumulative GPA's:

1. Summa cum laude = 3.85 - 4.00
2. Magna cum laude = 3.65 - 3.84
3. Cum laude = 3.45 - 3.64

Note: Qualifying GPAs for Graduation Honors recognition are calculated based on the final

graduating semester grades before the Commencement Ceremony. Those completing their requirements in a summer session who plan to walk in the prior spring commencement will potentially not have honors denoted in the graduation program. However, those students will have the honors listed on their diplomas.

Procedures

1. Students are automatically considered for placement on the Dean's or President's List based on their semester GPA and credit hours completed.
2. The Registrar's Department will review student records at the end of each semester to verify eligibility.
3. Students who meet the criteria will be notified via official communication, and their achievement will be recorded on their academic transcript.

Academic Status

A student's academic status is determined according to the number of credit hours he/she has successfully completed that count toward a degree.

Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

A minimum of 120 credit hours is required for graduation if all other requirements have been met. Martin University undergrad students will need to take at least 34 hours at Martin University to obtain a degree from Martin University. Up to 86 hours can be achieved through transfer from other accredited institutions and/or CPL (Credit for Prior Learning). Transfer credit will be determined by the Registrar's Office in conjunction with faculty for degree specific coursework.

Leave of Absence Request

Students who stop attending the University for four or more consecutive semesters must reapply for admission through the normal procedures and pay another admission fee. However, students who foresee the need for a leave of absence extending three or more semesters may request permission in advance from the Office of the Registrar and may return after that period without reapplying. If the approved period is exceeded, however, a student must reapply for admission.

Reinstatement

All students reentering the University are obliged to follow the academic requirements of the catalog in use at the time of reentry. If a student is dismissed from the University because of unsatisfactory academic progress and desires to return, the following conditions must be met:

1. The admission process will be repeated.
2. Course deficiencies may be replaced by submitting an official transcript to the Registrar. Satisfactory grades from another school during the interim may satisfy a deficiency if the courses were similar or equivalent to the courses that the student failed.

Note: If a re-entry student was on Cumulative Academic Progress (CAP) and/or Satisfactory Academic Progress (SAP) when they left the University, they will return under the same status(es).

Program Changes

Re-entry students will need to complete the latest requirements outlined in the most current catalog. Old degree plans will not be honored, but every attempt will be made to make substitutions to assist the student towards graduation. The most current Degree Audit will be available to the student through the Student Portal.

Grade Reports

Student grades are posted in the Student Portal and can be accessed if the student does not have an active Business Hold.

Progress toward Graduation

Martin University students are expected to make academic progress toward graduation during their time at the University. Progress is evaluated in two ways: cumulative grade point average (GPA) and Completion Rate. All students must satisfy both the minimum cumulative GPA and minimum Completion Rate requirements established by the University. A detailed discussion of the specific cumulative GPA and academic progress requirements is described in the CAP/SAP Policy.

Note: See the Teachers Prep Program Catalog for the Teachers Prep Program requirements and the graduate program catalogs for graduate requirements.

Repeating Courses

If an undergraduate student repeats a course for which the original grade was "D" or "F," or if a graduate student repeats a course for which the original grade was a "C", "D", or "F", both the original grade and the last grade received will appear on the transcript. The original grade will factor into that semester's Term GPA, but only the highest grade earned will factor into the Cumulative GPA. Students should speak with Financial Aid regarding repeating a course to see the guidelines for receiving Financial Aid for a repeated course.

Student Handbook

Upon admission to Martin University, all students receive online access to the Student Handbook, which further explains Martin University policies and procedures.

Introduction to Higher Education

All students new to higher education (those who are new to higher education or those transferring in less than 30 credit hours) are required to take **SSE 100 - Introduction to Higher Education**. This 3-credit course assists students in setting goals, describes how the educational system and Martin University specifically work, and teaches students how to solve problems they will encounter in higher education.

Degree Requirements

A student is expected to fulfill the requirements for graduation that are stated in the catalog at the times of either admission or readmission to Martin University. The general requirements for a baccalaureate degree are as follows:

1. Completion of at least 120 credit hours.
2. A cumulative grade point average of 2.0 (Teachers Prep Program requires a grade of a B or better in some courses. Please refer to the program information).
3. Completion of residency requirements.
4. Completion of the general education curriculum Core.
5. Completion of all requirements of the student's academic department.

To be eligible for a degree at Martin University, all the objectives for the entire curriculum as outlined in the student's degree plan must be achieved. The completion of 120 credit hours does not, by itself, qualify a student to receive a degree.

Note: See the Teachers Prep Program Catalog for the program requirements.

Academic Advisor

Upon entry to the University, students are assigned an academic advisor to assist and guide them in all academic endeavors. Students are encouraged to consult with their advisors at least once each session and about any academic concerns. The advisor shares with the student the responsibility of monitoring the student's academic progress. Advisors also assist students in developing degree plans and selecting courses. Students bear the responsibility for the completion of their degree plans, for seeking the advisors' advice, and for having their preliminary graduation requirements approved by their advisor and Academic Affairs to make sure completion of prerequisites and other requirements are met. Three semesters before graduation, advisors are expected to make certain students have met all requirements for graduation. If students have any questions about the degrees offered by Martin University or other degree requirements, they are advised to read the academic catalog and/or make an appointment to consult with their assigned advisors. Advisors retain the student's degree plan, and the advisor is the first to recommend graduation when a student has met all requirements.

Major

Majors at Martin University generally require a student's Final Project/Capstone Course and/or Internship. In the major, some programs require more courses to fulfill the requirement. At Martin University, credit hours required in the major will be listed on the student's degree audit. A cumulative GPA of 2.0 is the minimum acceptable grade for required courses in every major.

Minor

All Martin University students are encouraged to consider a minor area of concentration in their degree plans. Minors may be developed in consultation with the student and his/her mentor. These minors may come from a wide variety of subject areas as the student's ability and interest dictate. In all cases, a minor will involve at least 18 credit hours of coursework in the selected area of interest, with at least 9 credits at the 300 and 400-level. At least 50% of the minor courses must be taken at Martin University for a minor to be conferred.

Stackable Credentials/Standalone Certificates

Degree-seeking students may also consider completing one or more stackable credentials

during their course of studies. These credentials are sometimes housed within one academic discipline (Trauma-Informed Care under Early Childhood Education, for example) or cross multiple disciplines (Early Childhood Education Entrepreneurship, for example).

Non-degree seeking students can also register for these credentials and have the option of paying standard tuition rates and receiving college credit for the courses they complete, or paying an alternate rate (available on the website) and receiving a certificate of completion instead.

Double Major

Students who want to graduate with two majors (double major) must complete all the requirements for each major, including completion of a final project/capstone course and/or internship for each major. This means that the number of credits required for graduation may be higher than the normal 120 credits required for a single major and therefore may not be eligible for financial aid. Students who intend to pursue a double major must first obtain the approval of their Academic Advisor. Earning a double major does not mean that a student has earned two separate degrees.

Second Baccalaureate Degree

Students who wish to earn a second baccalaureate degree from Martin University must notify the Financial Aid department.

Capstone/Final Project Course

Many majors require a Capstone/Final Project Course. For this course, the student initiates, develops, refines, and presents a project or thesis that demonstrates the student's comprehensive knowledge in the major field. The faculty teaching the course guides the capstone/final project.

Commencement

During the month of May, Martin University holds its commencement exercises. This ceremony is the official recognition of all students who have completed academic degree requirements in the Fall or Spring semesters of the academic year. Students who have 9 hours or less to complete in the Summer session (and are already scheduled for those courses) following commencement are permitted to walk in the May commencement exercise. Diploma covers are given out at commencement, and diplomas will be ready for pick-up or mailing 6-8 weeks after degree conferral.

Graduation Date Policy

The official graduation date for students completing degree requirements shall be the last day of class for the semester in which all coursework is completed, as per the academic calendar. Commencement ceremonies, while significant, do not determine the official graduation date recorded on student transcripts.

Beginning in Fall 2024, the university used standardized graduation dates, ensuring consistency and accuracy in academic records. Each academic year will have three official graduation dates:

- **Fall Semester:** Last day of class in the fall semester

- **Spring Semester:** Last day of class in the spring semester
- **Summer Semester:** Last day of class in the summer semester

These dates will apply uniformly to all students completing their degree requirements during the respective semester, regardless of individual session lengths. This policy establishes a uniform approach to recording graduation dates to:

- Ensure consistency in academic records and official documentation.
- Align with accreditation and reporting standards.
- Avoid discrepancies arising from multiple or varying graduation dates.
- Clarify the distinction between **Graduation Date** and **Commencement Date**:
 - **Graduation Date:** The date when all degree requirements are completed, as recorded on transcripts.
 - **Commencement Date:** The ceremonial event celebrating degree completion, which may occur before or after the official graduation date.

Procedures

1. **Degree Completion Verification:**
 - The Office of the Registrar will verify that all academic and administrative requirements are met before assigning a graduation date.
 - Final grades and degree audits must be completed by the deadline established in the academic calendar.
2. **Transcript Notation:**
 - The graduation date recorded on transcripts will be the last day of class for the respective semester.
 - Any requests for date adjustments will be subject to approval by the Registrar.
3. **Participation in Commencement:**
 - Students may participate in commencement before or after their official graduation date.
 - Participation in commencement does not equate to the conferral of a degree.
4. **Implementation and Communication:**
 - This policy will be disseminated through the university catalog, student handbooks, and official communications from the Registrar's Office.
 - Academic advisors and department chairs will be informed to guide students accordingly.

Definitions

- **Graduation Date:** The official date when all degree requirements are met, recorded on the student's transcript.
- **Commencement Date:** The formal ceremony recognizing graduating students, which does not determine the official conferral date of the degree.

Degree Conferral Policy

The degree conferral policy outlines the official procedures and requirements for a student to be awarded degrees at Martin University. This policy ensures consistency, fairness, and compliance with institutional, accreditation standards and accuracy in academic records. The scope of this policy applies to all students seeking a degree from the institution (undergraduate, graduate,

professional, and certificates). In addition, it involves various departments, including the Registrar's Office, academic units (colleges/departments), Financial Aid, and Student Accounts.

Procedures

1. The Registrar's Office generates a report of potential graduates for Academic Advising.
2. Academic Advising conducts a review of students' academic record to verify completion of all required coursework, credits, GPA, and other program-specific requirements.
3. Academic Advising will sign graduation applications according to the student(s) eligibility and submit them via the faculty/staff portal. **Note:** Students are not able to submit graduation applications directly; they must meet with their Academic Advisor.
4. The Registrar's Office will send the applications to the Provost for final approval and signature.
5. The Registrar's Office will receive the approved application and add student names to a tracking list using one of the following statuses:
 - Pending Approval: If a student is completing their degree requirements in the Summer term.
 - Approved: If a student is completing their degree requirements in the Spring term or have completed their degree requirements in the Fall term.

General communications regarding Grad Fair and Commencement are sent out to eligible students in the Spring of each year, with general reminders sent out to eligible students by the Registrar's Office.

The graduation application submission deadline will be the first Friday of April.

Confidentiality of Student Records (The Family Educational Rights and Privacy Act of 1974 [FERPA])

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is designed to protect the privacy of students' education records and personally identifiable information. This federal law spells out the rights of students and the responsibilities of educational institutions.

- A. FERPA requires colleges to publish on an annual basis the students' rights granted by FERPA, including what educational records are kept and the name and location of the records office that maintains those records. This is usually posted on the University website, included in the student handbook, or both. Educational records do not include the following:
 1. Records of instructional, supervisory or administrative nature that are in the sole possession of the maker. Example: A faculty member teaching a class maintains a grade book with class participation records, test scores and other kinds of information that he/she will eventually use at the end of the term to grade the student. The criteria of this type of record are that it is in the sole possession of the person and is not passed on to anyone else. Grade forms or books maintained or used by the University are educational records.
 2. Records of the college police or security that are kept separate from educational records.
 3. Employee records are exempt from this category.

4. A counselor's student records that are used for treatment only. These are sensitive records that should not be available to anyone including the student and should be kept separate from other academic records.
 5. Post student status records. Example: records maintained in an Alumni file that includes donations, activities, etc. but not educational information.
 6. Non-academic records - records that evaluate performance that is non-academic in nature and is not included with other educational records.
 7. Parents' financial records are not considered educational records.
- B. FERPA requires that written permission from the student be obtained before confidential information concerning that student is released to a third party.
- C. FERPA allows for the release of directory information without permission of the student with one major provision: **All students must have the opportunity to inform the Office of the Registrar that they do not wish to have information released. Notification of this opportunity must be given to the students during the registration process or during orientation. The student must indicate this permission by completing the Martin FERPA Form.** Each request is valid until rescinded by the student.
- D. FERPA requires Martin University to specify which information constitutes directory or public information. Following FERPA guidelines, the University considers the following to be directory information:
1. Student name
 2. Address
 3. Telephone number
 4. Email address
 5. Date and place of birth
 6. Major field of study
 7. Participation in activities (or sports), past and present
 8. Weight and height of a team member
 9. Dates of attendance
 10. Degrees, awards, and honors received
 11. Most recent institution attended
- E. FERPA A specifies which agencies or individuals may have access to confidential student information without the student's permission. These agencies and individuals are listed below:
1. State and Federal officials as specified either under FERPA or state statute. These state and federal officials include:
 - a. The Controller General of the U.S.
 - b. The Secretary of the Department of Education
 - c. The Secretary of the Department of Health
 - d. State Educational Authorities Veterans Administration
 - e. State and local officials to whom disclosure is required by State Statute
 - f. Veterans Administration
 2. Persons or institutions providing financial aid to the student in order to make financial aid eligibility decisions. Examples include: loan agencies, banks, Bureau of Indian Affairs, and aid commissions. This also includes employers or businesses that have a contract

with a student to provide tuition. The third parties may view student records to determine if the rules for the use of the money were followed. As in all cases, it must be confirmed that the third party is providing financial assistance for the student. If this verification does prove that the student is receiving financial aid, then the third party may view only those records for which they provided financial assistance.

3. Organizations and individuals conducting studies for or on behalf of the college. Examples include: offices or individuals within Martin University designated for institutional research or outside agencies contracted by Martin University to do analysis or conduct research.
 4. Accrediting organizations.
 5. Any individual or organization designated by judicial order or subpoena. The College must make a serious attempt to notify the student by certified mail of the subpoena before records are sent for compliance.
 6. Parents or legal guardians of a student who have established the student's status as a dependent. Examples include: If the parent can demonstrate that the student is a dependent, academic records may be released upon request to the parent. This can be done with the most current 1040 tax statement (which can be notarized). In a legal separation or divorce situation, both parents may receive information without the student's permission if the student is considered a dependent of either parent. To avoid delay, a student can be encouraged to share confidential information with parent(s).
 7. Information may be released to faculty and administrators within the College who have a legitimate educational interest in the student's records. Legitimate educational interest means a faculty or staff member who needs the information in the course of performing advisory, instructional, supervisory or administrative duties for the college.
- F. FERPA gives students the right to inspect and review their education records. The Office of the Registrar must provide for a student to come in during any working hours and request access to his/her record(s) and be given access in a prompt time frame. Whenever a student requests to review his/her educational records, the following FERPA guidelines must be followed:
1. Where appropriate, the student must request access in writing.
 2. The Office of the Registrar has 45 days to comply.
 3. If access cannot be granted in the allotted time, the Registrar must respond in writing to the student explaining the reason for noncompliance.
- G. FERPA gives students the right to challenge the content of the record(s) that they believe to be inaccurate or misleading. Excluded from this challenge, in most cases, are grades. A student who challenges his/her educational records must follow the due process procedures outlined in the Code of Student Rights and Responsibilities.
- H. FERPA requires that the Office of the Registrar inform third parties that confidentiality of records must be maintained and that once records are released, a third party may not release records further without the student's permission. This is accomplished by printing on the record(s) in bold letters: "THIS RECORD IS CONFIDENTIAL AND MAY NOT BE RELEASED TO OTHER PARTIES."
- I. FERPA provides that Martin University must publish, for the student's benefit, directions that the student can follow if the student wishes to report instances of noncompliance to the U.S. Department of Education. This is usually resolved by publishing this information in student catalogs or handbooks. The statute of limitations requires students to submit these complaints within 180 days of believed noncompliance unless prohibited by circumstances beyond their

control. Contact for inquiries or to request a copy of the "Model Policies for Postsecondary Institutions" – an article outlining what information should be included in each college's policy.

Family Policies and Compliance Office Department of Education
400 Maryland Avenue Washington, DC 20202-4605
Phone: (202) 732-1807

FERPA excludes from the definition of "education records," and thereby protection offered under FERPA, records created for law enforcement purposes and are maintained by a law enforcement unit of Martin University.

J. Letters of Recommendation

Statements made by a person making a recommendation that are made from that person's own observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if personally identifiable information obtained from a student's education record is included in a letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student which:

1. specifies the records that may be disclosed,
2. states the purpose of the disclosure, and
3. identifies the party or class of parties to whom the disclosure can be made. Since the letter of recommendation would be part of the student's education record, the student has the right to read it – unless he/she has waived that right of access.

Procedure

The Registrar's Office will assist students wishing to see and review their academic records and student files. Student records will be held in security by the University. For faculty and staff, physical and virtual security may be maintained by utilizing practices such as locking offices and file cabinets that contain confidential data, arranging computer monitors so that they are not in plain sight, never leaving confidential reports or data unmonitored or accessible, and using passwords/strong security settings. Data storage security may be maintained by not using portable devices to store confidential data, if at all possible.

Martin University employees should:

1. Use a "need to know" approach when working with FERPA-restricted data.
2. Refer all requests for information to the Registrar's Office.
3. Limit access to information.
4. Position computer screens appropriately and clear/lock screens when away.
5. If grades must be posted, post them in random order using a coding method known only by the faculty and students in the class.
6. Obtain a student's written consent when writing a letter of recommendation.
7. Refer emergencies to Campus Security.
8. Protect confidentiality of students' educational records.

Disability Statement

Martin University's Mission is to provide excellence in education and developing Adults Students in an inclusive, supportive, and healthy collegiate environment. As part of that mission, we are committed to ensuring that individuals with disabilities are provided full access to our university, our education programs, and the additional services we provide. Martin University's Disability Support Services staff ensures that accommodations are provided as needed.

The Martin University Student Success Center (SSC), serves as a designated area within the University where students will receive Disability Resources that provides accommodations and assistance to students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Drug-Free Environment

Martin University, through its policies and programs, provides an atmosphere that promotes the following:

1. Reinforcement of positive, drug free living,
2. Prohibition of illegal drugs,
3. An understanding of the effects of drugs, including alcohol and nicotine, on personal health and safety.

The unlawful possession, use, or distribution of alcohol or illicit drugs is prohibited among students, staff, and faculty on University premises or property, or at any University-sponsored activities.

Tobacco Use

Martin University is a smoke-free campus.

Non-Discrimination Code

Martin University shall not exclude any student based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), disability and genetic information (including family medical history).

This policy extends to the University's administration of its policies, financial aid programs, scholarships, employment, and any other program.

Reservation of Right

Martin University reserves the right to modify or change, at any time after the publication of this catalog, the policies, fees, tuition, academic requirements, courses, and all other matters contained in this publication. Students will be informed of changes via email communication and announcements on the student portal.

University Policies

Policies of Martin University are published in this catalog and the *Student Handbook*. New

policies or policy changes are publicly displayed and available on the Student Portal. Students should regularly read the Student Portal as well as martin.edu/registrar to get updates on new policies and news. The Emergency Preparedness Plan is on the University's website.

Martin University Online Security Practices

Many courses listed in the Course Catalog are presented in a traditional face-to-face setting. However, an increasing number of courses are offered as online or a hybrid course format.

Students who enroll in online courses at Martin University are undertaking a new learner-based experience that has both benefits and additional demands. Unlike a traditional face-to-face setting, online students must exclusively rely on electronic communications. As a result, students are expected to have a basic proficiency with computer technology that includes word processing, e-mailing, chat rooms, and instant messaging. Specifically, online students must be able to learn and use the various components of Martin University's learning management system Canvas.

To be successful, online students must have access to computers and the internet. Students are expected to regularly check the course platform homepage, calendar, and/or assignment page. As required, the students must post responses on the course discussion board, take quizzes, and complete assignments within established cutoff dates. Students are also expected to be professional in all online correspondence.

Martin University expects all students to be always honest and act with integrity. As a result, there is no tolerance for any form of cheating, plagiarism, or any other form of academic dishonesty. While these expectations are understood and practiced by most students, the university has also established procedures to minimize the opportunities for inappropriate behavior by students especially while taking exams.

Unfortunately, the advent of online learning has provided new opportunities for students to cheat during exams. The most common problems involve the use of prohibited resources, allowing someone else to take an exam and unauthorized collaboration. To preclude these practices, Martin University strictly enforces the use of university e-mail addresses, usernames, and passwords. Also, online exams are routinely timed and require an authorization code by an approved proctor. Depending on the exam (mid-term, final, etc.), online students are required to take the exam on campus in the presence of the instructor.

Academic Dishonesty Policy and Procedures

All allegations of academic dishonesty should be directed to the Student Support Service Office.

Academic Integrity

Each Martin University student is expected to uphold the utmost in academic integrity. This adoption of practices includes values such as the avoidance of cheating, plagiarism, and overall academic dishonesty. Academic dishonesty is defined as:

1. Tampering with a transcript, records, etc.
2. Using unauthorized materials before or during an exam.
3. Providing or receiving unauthorized assistance during an exam.
4. Cheating (using someone else's paper or assignments, etc.).

5. Committing plagiarism

Penalties for Academic Dishonesty

If a faculty member suspects a student of cheating or plagiarism, the instructor will confront the student and request that the student clarifies the source material. The faculty member may put in writing the results of the confrontation, and the incident report will be placed in the student's file. If a faculty member can prove that a student has plagiarized or cheated, the instructor may apply the following:

1. Papers or exams receive a low or failing grade; and/or
2. Receive a low or failing grade for the course.

The Office of Academic Affairs will be informed of any action that is taken, and an incident report will be placed in the student's file.

Plagiarism

Plagiarism is defined as the unacknowledged use of another's words, ideas, research or propositions. The source may be not only printed material, but also material presented in lectures, interviews, broadcasts, and computer programs. Incorporating isolated formulas, phrases or sentences without proper acknowledgment is plagiarism, just as much as copying whole paragraphs or more. Even if the material is paraphrased and not quoted directly, the student is guilty of plagiarism if the source is not acknowledged appropriately.

Therefore, students should be careful to acknowledge all assistance in preparing an assignment. Presenting as one's own, the idea or words of another, without acknowledging the source of information can occur in assigned papers, open book exams, or take-home exams; and, students should adhere to the guidelines regarding plagiarism in all instances.

If a student seeks help for typing or proofreading, this help also should be acknowledged in the assignment. If acknowledged, the help would not be considered collusion. In all courses, students must do their proofreading (typing by another is permitted if acknowledged).

Student Services

Student Success Center (SSC)

The Student Success Center (SSC) was established to enhance support services for students. The Center is designed to assist students in adjusting to college and includes academic and other support services. The Center includes the following services:

Writing Support

Martin University's mission has always been to aid and assist those who want to attend college. The Student Success Center provides one-on-one and group tutoring sessions, which enable students to utilize writing as a tool for both communication and expression. Trained tutors and faculty will offer help with processes such as brainstorming, drafting, and implementing and understanding revision strategies. The University also provides access to a cloud-based tutorial service on a wide variety of topics. Students interested in these tutorial services should contact the Student Experience Department.

Career Services

The University provides several types of career services including career exploration, career development inservice opportunities, assistance with brief internship placement experiences, and assistance with long-term apprenticeship placement experiences. Students interested in these career services should contact the Student Experience Department.

Early Alert System

The purpose of the early alert system is to identify students who are performing below "C" level in their classes or who have poor attendance early in the semester (week 4). Faculty and instructors refer at-risk students to the Student Success Center to identify and correct problems that are preventing them from succeeding in their classes.

Computer use in the Student Success Center

Students are encouraged to use computers in the Global Computer Lab. The computers in the Student Success Center are to be used for academic support activities.

Ombudsman

Martin University's Ombudsman is the Student Services Manager. The Ombudsman is available for students who encounter personal issues while enrolled in school. The Ombudsman has an office in the Student Services department and is available to meet with students. The Ombudsman mediates between two parties and serves as an intermediary in assisting the student with locating assistants with an outside agency or within the University. The Ombudsman's duties are listening to and educating constituents of rights, providing consultation in a confidential manner and recommending strategies to resolve issues.

For students with complaints, the Ombudsman may refer students to the Title IX Director Compliance Officer or to the Director of Student Services for grievances. The Ombudsman may be required to investigate and resolve the complaint (See the Student Code of Conduct for additional information). Students with issues other than personal concerns should complete the Student Grievance Form. The Student Grievance forms are located at the back of this handbook, in the Student Services office, and with mentors.

Prerequisite Requirement Policy

Prerequisites are used throughout the College's curriculum as a way of ensuring that students have the prerequisite knowledge and experience to be successful in a course and understand the type of knowledge a course will build upon.

Reason for the Policy

Prerequisites must be listed in the Course Catalog. Prerequisites are translated to SONIS, which enforces the prerequisites in the course registration system.

When enrolling for a subsequent semester, it is assumed that all courses in which a student is currently enrolled will be completed with a passing grade. These courses are therefore used to determine whether a prerequisite has been satisfied. Of course, students sometimes do not complete the course or earn the grade required to meet the prerequisite. This is where the Prerequisite Verification Report will come into effect.

The Prerequisite Verification Report, is intended to be run after grades have been posted for the

current session and/or at the end of the semester to verify that the student has satisfied the prerequisites before the next term begins. Campus, division, department, level, school year, and semester options are provided to assist in the identification of the appropriate students. If the prerequisite is not satisfied, the utility allows for the dependent course to be deleted if it has not yet been posted to billing. The utility only identifies courses for which prerequisites have not been satisfied. Note: a prerequisite is considered to have been satisfied if:

1. the student received an official passing grade in the course,
2. the student has a transfer course with an official passing grade that replaces the prerequisite, or
3. the student has a course with an official passing grade defined as equivalent to the prerequisite.

Procedures

1. At the end of each term, the Prerequisite Verification Report will be run by the Registrar's office.
2. The Report will be sent to Academic Affairs for disbursement to appropriate program leads.
3. Departments may override prerequisites for individual students with just cause by completing the prerequisite form found in the faculty portal.
4. Registrar's Office will process the prerequisite waiver: Add C* grade for the prerequisite course being waived in SONIS and make note under "activities" and "notes". If the course is not on the student records, add the student in the course roster for the current term (following the same procedure as building transcripts). Also make sure that you enter the course in "waivers" under the user section in SONIS for reporting purposes.
5. Any student who has not received a prerequisite override will be automatically dropped from their course, the Monday prior to the start week of the start of the session.

Definitions

- Prerequisite: Course(s) or other requirement(s) that must be successfully completed prior to a student registering for a course. It is assumed that students currently enrolled in a prerequisite course will successfully complete the course and, therefore, count toward satisfying the prerequisite for a subsequent semester. Units are encouraged to participate in post-enrollment requisite checking to verify all students have met prerequisites once grades are final for the current term.

UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes (ILO's) include the knowledge, skills, and competencies embedded within every aspect of the college to inspire and enhance each student's transferable learning skills. The ILO's represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives. Upon completion of a Martin University program of study, students will be able to:

1. **Communication:** Communicate clearly, concisely, and coherently in oral and written forms.
2. **Critical Thinking:** Understand, assess, analyze, and design solutions in their personal, social, and professional lives.
3. **Servant Leadership:** Serve as catalysts for change, committed to adapting, enhancing, contributing, and leading in the global community through the empowerment of and service to others.
4. **Technological Literacy:** Use technology ethically and appropriately in their personal and professional lives.
5. **Personal Values:** Understand and appreciate themselves and others as individuals while demonstrating adaptability, tolerance, and resilience.
6. **Professional Values:** Use knowledge and skills from their programs of study to make informed, responsible workplace decisions and understand the consequences of their actions.

UNIVERSITY GENERAL EDUCATION CORE CURRICULUM

The University has established a general education core curriculum. This curriculum contains five courses that all students must complete, regardless of discipline, and then requires all students to complete at least one course in each of five different categories related to the above-listed ILOs: Communication, Critical Thinking, Technology Literacy, Personal Values, and Professional Values. All undergraduate students are required to complete the 30 credit hours in the general education core curriculum. The specific courses, specific content area credit hour requirement, and student learning outcomes for this curriculum are presented below

General Education Core (Total of 15 Credit Hours, required of all students)

SSE100 Student Success in Higher Education

Upon completion of this course, successful students will be able to:

- Create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations.
- Choose an academic program aligned with their educational/career goals, interests, strengths, and values.
- Design an education plan that includes goals for learning and a financial plan.
- Apply college success skills.
- Develop effective communication skills with diverse groups.
- Demonstrate awareness of college support systems

ENG 125 Composition I *

Upon completion of this course, successful students will be able to:

- Read and interpret literature in English in at least three genres and from more than one century
- Argue that literature reflects and shapes social, economic, and political ideas and events
- Analyze texts in the context of current research in the field from various critical perspectives and through different theoretical approaches
- Improve their ability to research and to write critically about the literary texts they have read.

HIS 161 Emancipatory Narratives

Upon completion of this course, successful students will be able to:

- Demonstrate how the past affects the present.
- Explain cause and effect in historical context
- Identify important historical trends, themes, and individuals
- Employ evidence to support written historical argument
- Demonstrate understanding of different cultures, beliefs, and perspectives and how they have changed over time
- identify and contrast competing historical interpretations and arguments

PHI 201 Critical Thinking

Upon completion of this course, successful students will be able to:

- Identify topics for argument, and the evidence to support these arguments, for the purpose of developing skills in constructing plausible arguments that integrate ethical or philosophical principles with empirical or conceptual claims.
- Argue the classical philosophical or ethical theories that have informed the serious reflections of the civilized world.
- Define inductive and deductive arguments, and avoid fallacies in reasoning, while analyzing philosophical or ethical viewpoints.
- Examine familiarity with the development of thought about human values, such as free-will, happiness, moral goodness, and duty, and include the reasoning given to support each position.

SLL 200 Introduction to Service Learning and Leadership

Upon completion of this course, successful students will be able to:

- Examine social justice issues through service-learning experience.
- Interact effectively with diverse populations.
- Evaluate skills and knowledge to become effective, contributing members of society.
- Demonstrate the ability to evaluate moral and ethical position in decision making.

General Education Core Categories (Total of 15 Credit Hours, one course in each category required of all students) **

Communication (Total of 3 Credit Hours)

Eligible courses:

- BUS200 Business Communications
- BUS285 Business Technical Writing
- COM201 Introduction to Public Speaking
- COM400 Cross-Cultural Communication
- ENG135 Composition II

- HCM150 Therapeutic Communication

Critical Thinking (Total of 3 Credit Hours)

Eligible courses:

- BUS211 Introduction to Data Analytics
- INT267 Statistical Methods
- MAT100 College Math for the Liberal Arts

Technology Literacy (Total of 3 Credit Hours)

Eligible courses:

- CTE150 Microcomputer Applications *
- CTE200 Advanced Microcomputer Applications

Personal Values (Total of 3 Credit Hours)

Eligible courses:

- AFS328 African American History
- BIO100 Introduction to Life Sciences
- HUM101 Introduction to the Humanities
- HUM153 Appreciation of Languages

Professional Values (Total of 3 Credit Hours)

Eligible courses:

- BUS416 Business Ethics and Social Responsibility
- ECO201 Principles of Microeconomics
- HCM280 Healthcare Law & Ethics
- SOC200 Principles of Sociology

* Incoming students will be given an assessment to determine levels of mastery of writing and computer usage. Based on the results of the assessment, students may be required to take ENG100 and/or CTE100, which count for 3 credit hours but do not fulfill the General Education Core requirements. Students may also be eligible to test out of CTE150 (without being granted the credits), but this also would not fulfill the Technological Literacy General Education Core requirement.

** Students should check with their Academic Advisor and/or Program Lead, as some programs may have specific recommended General Education Core Category courses for students to take for their majors.

MARTIN UNIVERSITY DEGREE PROGRAMS

The academic programs are designed to prepare students to meet the challenges of an increasingly complex and diverse global society. Learning in a global marketplace requires a broader set of skills and the well-rounded ability to apply education across an array of disciplines and industries.

Students are provided with the tools necessary to function effectively within their chosen vocation and/or pursue advanced education. Each student studying for a degree must complete courses in his/her major, the courses in the General Education Core Curriculum, and any elective hours still needed.

Martin University offers the following Undergraduate Degree Programs:

Bachelor of Science Degree in Business Administration

The course of study for the Bachelor of Science in Business Administration degree will equip students to demonstrate knowledge, skills, integrity, and a sense of social responsibility, and individual qualities that will influence successful outcomes in the business world. Successful completion of the curriculum prepares the student to perform a wide range of tasks and demonstrate leadership abilities, technological awareness, and intellectual capacity. The Business Department further encourages the building of a sense of purpose and an attitude of service in a leadership capacity.

Student Learning Outcomes

1. Students will demonstrate a significant understanding of the fundamental concepts of accounting, business law, economics, finance, management, organizational behavior, and marketing.
2. Students will evaluate business problems from the perspective of multiple business disciplines and formulate, communicate, and defend recommendations to decision-makers based on those evaluations.
3. Students will develop clear written, and well-organized oral presentations.
4. Students will understand and recognize the importance of diversity or inclusion in the workplace.
5. Students will apply effective interpersonal communication skills.

Business Administration Course Requirements

- ACC 201 Principles of Accounting I (3 Credit Hours)
- BUS 200 Business Communications (3 Credit Hours)
- BUS 201 Introduction to Business (3 Credit Hours)
- BUS 250 Principles of Project Management (3 Credit Hours)
- BUS 301 Supervisory Techniques (3 Credit Hours)
- BUS 361 Workplace Diversity (3 Credit Hours)
- BUS 416 Business Ethics & Social Responsibility (3 Credit Hours)
- BUS 461 Organizational Behavior (3 Credit Hours)
- BUS 499 Capstone/Final Project (3 Credit Hours)
- CTE 200 Advanced Microcomputer Applications (3 Credit Hours)
- ECO 201 Principles of Microeconomics (3 Credit Hours)
- FIN 201 Principles of Finance (3 Credit Hours)
- INT 267 Statistical Methods (3 Credit Hours)
- MGT 201 Principles of Management (3 Credit Hours)
- MKT 201 Principles of Marketing (3 Credit Hours)

Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120-hour minimum graduation requirement.

Bachelor of Science Degree in Early Childhood Education (BS)

Martin University's Early Childhood Education program offers undergraduate courses for individuals who are preparing to teach young children in childcare centers, home care, and in ministry childcare programs. With the mission of the University in mind, the program is committed to the development of the competencies in the following educational areas: professional character and content knowledge, child growth and development knowledge, theoretical foundations of education and learning, curriculum development and instruction, family and community cultures, observation and assessment skills, professional and vocational ethics, and

the principles on the importance of learning environments.

Student Learning Outcomes

1. Demonstrate professional knowledge and standards for teaching young children.
2. Practice the ability to make informed judgments and decisions as theoretical information is translated into practical application.
3. Exhibit an understanding of the social and human aspect of learning and teaching.
4. Present a perceptive awareness of the community in which service takes place.
5. Demonstrate a forward-thinking attitude while discerning trends and factors affecting future curriculum and program development.

Early Childhood Education Course Requirements

- ECE 201 Introduction to Early Childhood Education (3 Credit Hours)
- ECE 202 Practicum in Early Childhood Education (3 Credit Hours)
- ECE 204 Creative Art and Music in Early Childhood (3 Credit Hours)
- ECE 205 Child Development (3 Credit Hours)
- ECE 212 Teaching in the Inclusive Classroom (3 Credit Hours)
- ECE 215 Emergent Literacy in Early Childhood Education (3 Credit Hours)
- ECE 303 Nutrition, Health and Movement for Young Children (3 Credit Hours)
- ECE 304 Developmentally Appropriate Guidance - Early Childhood (3 Credit Hours)
- ECE 305 Mathematics and Science in Play for Young Children (3 Credit Hours)
- ECE 307 Curriculum I: Infants and Toddlers (3 Credit Hours)
- ECE 308 Curriculum II: Preschool/Kindergarten - 3 (3 Credit Hours)
- ECE 401 Administration of Programs for Young Children (3 Credit Hours)
- ECE 402 Parents and Community Education (3 Credit Hours)
- ECE 499 Final Project (3 Credit Hours)

Trauma Informed Care Minor

The embedded Trauma Informed Care Minor will prepare students to understand and work with children who have been impacted by trauma. The courses will provide research-based training and awareness of developing a trauma-informed environment and understanding the effects of Adverse Children Experiences (ACE). Students in the Teacher Prep Program will need to ensure that they take the PSY 316 course to round out their studies. Students in ECE must complete the Early Childhood Education core and the six courses listed below to earn a BS in Early Childhood Education-Trauma Informed Care degree.

Students must take the following courses to earn a Minor - Trauma-Informed Care - 18 hours

- EDU 365 Understanding the Effects of Abuse & Neglect on Young Children (Part 1) (3 Credit Hours)
- EDU 366 Understanding the Effects of Abuse & Neglect on Young Children (Part 2) (3 Credit Hours)
- EDU 401 Social & Emotional Learning (3 Credit Hours)
- EDU 402 Trauma Informed Classroom (3 Credit Hours)
- EDU 403 Fostering Healthy School Wide Climate (3 Credit Hours)
- PSY 316 Introduction to Counseling (3 Credit Hours)

Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120-hour minimum graduation requirement.

Bachelor of Applied Science Degree in Healthcare Management (BAS)

The Bachelor of Applied Science degree (BAS) is a bachelor's degree specifically designed to provide workplace skills. The program is designed to enhance student's knowledge, analytical abilities, and critical thinking skills and prepare them for upward mobility in the healthcare field. The BAS will also provide a seamless transition for students seeking to move from research-focused programs in science, and skill-based programs, to a management-level program in these areas.

Student Learning Outcomes

1. Students will examine the dynamic nature of healthcare administration and demonstrate the problem solving and leadership skills to manage resources as needed within this environment.
2. Students will demonstrate knowledge of the healthcare delivery systems along with the associated operational and financial aspects.
3. Students will describe the management, leadership, and healthcare theories and components of the healthcare delivery system in the United States.
4. Students will evaluate the impact of factors that affect the policies, management, and operation of healthcare organizations.
5. Students will analyze the healthcare environment and implications for managers within the field.

Healthcare Management Course Requirements

- HCM 150 Therapeutic Communication (3 Credit Hours)
- HCM 201 Introduction to Healthcare Systems (3 Credit Hours)
- HCM 203 Risk Management in Healthcare Settings (3 Credit Hours)
- HCM 280 Healthcare Law and Ethics (pre-req) (3 Credit Hours)
- HCM 321 Healthcare Administration (3 Credit Hours)
- HCM 420 Quality Performance and Improvement Management (3 Credit Hours)
- HCM 430 Healthcare Policy and Strategy (3 Credit Hours)
- HCM 431 Auditing for Healthcare Organizations (3 Credit Hours)
- BUS 361 Workplace Diversity (3 Credit Hours)
- BUS 461 Organizational Behavior (3 Credit Hours)
- BUS 499 Capstone/Final Project (3 Credit Hours)
- FIN 201 Principles of Finance (3 Credit Hours)
- MGT 201 Principles of Management (3 Credit Hours)
- MKT 201 Principles of Marketing (3 Credit Hours)

The following courses are required for Healthcare Management - Public Health Concentration:

- HPH 105 Epidemiology (3 Credit Hours)
- HPH 200 Public health Administration (3cr hours)
- HPH 203 Bioethics (3 Credit Hours)
- HPH 205 Environmental Health (3 Credit Hours)
- HPH 301 Health Disparities (3 Credit Hours)
- HPH 401 Public Healthcare Settings and Delivery (3 Credit Hours)

The following courses are required for Healthcare Management - Long Term Care Concentration:

- HCM 210 Introduction Activity Therapy and Resident Care (3 Credit Hours)
- HCM 240 Volunteer Coordinator for Eldercare (3 Credit Hours)
- HCM 250 Nutrition for Eldercare (3 Credit Hours)
- HCM 310 The Aging Process - Eldercare (3 Credit Hours)

- HCM 320 Aging, The Aged and Family Care (3 Credit Hours)
- HCM 350 Death and Dying - Planning for Old Age (3 Credit Hours)

Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120-hour minimum graduation requirement.

Bachelor of Science in Liberal Arts Degree

Upon completion of the Liberal Arts degree, students will be able to express ideas in coherent, creative, and appropriate forms, orally and in writing. Students will be able to apply their reading abilities to interconnect an understanding of resources to academic, professional, and personal interests. Students will master verbal communication and public speaking skills as well as the ability to communicate the impact that historical leadership has on an area, a country, or the world. Students will explore, appreciate, and participate in the fine arts as they relate to society, culture, and history.

Student Learning Outcomes

1. Students will be able to express ideas in coherent, creative, and appropriate forms, orally and in writing.
2. Students will explore, appreciate, and participate in the fine arts as they relate to society, culture, and history.
3. Students will be able to explain how historical and social contexts influence various types of expression.
4. Students will be able to apply their reading abilities to inter-connect an understanding of resources to academic, professional, and personal interests.
5. Students will be able to articulate significant social, literary, and political perspectives found in the humanities.

Liberal Arts Course Requirements

- ANT 201 Cultural Anthropology (3 Credit Hours)
- ENG 235 Research and Writing (3 Credit Hours)
- ENG 225 Intro to Literature (3 Credit Hours)
- HIS 172 Issues in American History (3 Credit Hours)
- HIS 320 Modern History (3 Credit Hours)
- HIS 400 African American Social and Political Thought (3 Credit Hours)
- LIB 499 Capstone/Final Project (3 Credit Hours)

Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120-hour minimum graduation requirement.

Bachelor of Science Degree in Psychology

Psychology is an academic discipline that is concerned with the scientific study of the behavior and mental processes of organisms. Students enrolled in this program are not only equipped for various career paths as in human resources, social services, recruiting personnel, sales consultants, and other non-licensed positions in schools, mental health facilities, hospitals, corporations, non-profit organizations, rehabilitation facilities, and youth programs; they are also prepared for advanced degrees in the field of psychology. Upon completing the comprehensive curriculum of the psychology program, students are prepared to use critical and creative thinking skills to describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. With the in-depth exploration of the theories in psychology, students can use skeptical inquiry to understand, describe, predict, and control behavior and common mental processes of memory,

emotion, perception, imagination, thinking, reasoning, and cognitive processes that shape individual thoughts.

Students Learning Outcomes for the Psychology Major:

1. Students will apply critical thinking and basic research methodologies in psychology to evaluate and interpret findings.
2. Students will apply psychological concepts, theories, and research findings to individual, social, and cultural issues.
3. Students will demonstrate effective oral and written communication skills following professional conventions in psychology appropriate to purpose and context.
4. Students will understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues.
5. Students will value empirical evidence and tolerate ambiguity of psychological issues.

Psychology Course Requirements

- INT 267 Statistical Methods (3 Credit Hours)
- PSY 101 Introduction to Psychology (3 Credit Hours)
- PSY 212 Lifespan Development (3 Credit Hours)
- PSY 280 African American Psychology (3 Credit Hours)
- PSY 315 Assessment & Treatment Planning (3 Credit Hours)
- PSY 316 Introduction to Counseling (3 Credit Hours)
- PSY 325 Professional Ethics (3 Credit Hours)
- PSY 350 Abnormal Psychology (3 Credit Hours)
- PSY 360 Origins and Theories of Personality (3 Credit Hours)
- PSY 364 Social Psychology (3 Credit Hours)
- PSY 365 Cognitive Psychology (3 Credit Hours)
- PSY 370 Learning and Motivation (3 Credit Hours)
- PSY 390 Physiology of Psychology (3 Credit Hours)
- PSY 495 Practicum/Internship (3 Credit Hours)
- PSY 499 Capstone/Final Project (3 Credit Hours)

Students majoring in Psychology may also earn a minor in Addictions Counseling. The Addictions Counseling minor is designed to provide students with skills related to the assessment, diagnosis, and treatment of substance use disorders in a professional and ethical manner.

Students Learning Outcomes for the Addictions Counseling Minor:

1. Students will demonstrate skills associated with the clinical assessment of substance use.
2. Students will demonstrate skills in the diagnosis of substance use disorders.
3. Students will demonstrate skills associated with the treatment of substance use disorders.
4. Students will demonstrate professional behavior and an appreciation of diversity.

Minor in Addictions Counseling Course Requirements (18 hours).

- PSY 220 Introduction to Addictions (3 Credit Hours)
- PSY 301 Group Dynamics (3 Credit Hours)
- PSY 310 Addictions Counseling (3 Credit Hours)
- PSY 320 Multicultural Counseling (3 Credit Hours)
- PSY 383 Counseling the Dysfunctional Family (3 cf hours)
- PSY 395 Physiology of Addictions (3 Credit Hours)

Students must complete all course requirements as well as the general education core. Any elective hours will also be required to reach the 120-hour minimum graduation requirement.

Bachelor of Science Degree in Teacher Prep

Martin University's Teacher Prep Program for the training and licensing of highly qualified urban teachers, is focused on education and service to children from preschool through sixth grade. This education program is unique in the traditional teacher preparation landscape. Grounded in research studies that demonstrate the importance of early childhood education in urban neighborhoods that endure ongoing poverty and lack of resources. Martin's program will build on our current Early Childhood Education program and develop teachers who understand both the developmental and educational needs of preschool children, as well as the ongoing needs and expectations of children in elementary grades. This conceptual framework emphasizes both *knowledge* and *service* to develop teachers who effectively serve urban communities through an education that encompasses research and best practices in child development, early childhood education, elementary education, and culturally responsive teaching methods. Teaching candidates graduating from Martin's dual major education program will be eligible for licensure in both Pre-K – 3rd and K – 6th.

Note: See the Teacher Prep Program Catalog for detailed information on the application process and other requirements.

Teacher Prep Program

Student Learning Outcomes for Teacher Prep Program

The following standards are central to the Martin University School of Education and are drawn from the Interstate Teacher Assessment and Support Consortium (INTASC) Accreditation Standards. Other standards for pre-service teachers at Martin include those developed by the Indiana Department of Education and the National Board for Professional Teaching Standards (NBPTS).

Content and pedagogical knowledge expected of candidates are articulated through the InTASC standards. These standards are:

Standard #1: Learner Development

The pre-service teachers will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and will design and implement developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Teacher Prep Program: PreK - 3 Course Requirements

- MAT 208 Math for Elementary Teachers I (3 Credit Hours)
- CTE 295 Technology in Education (3 Credit Hours)
- ECE 201 Intro to Early Childhood Education (3 Credit Hours)
- ECE 205 Child Development and Behavior Modification (3 Credit Hours)
- ECE 212 Introduction to Exceptional Children (3 Credit Hours)
- ECE 215 Emergent Literacy in Early Childhood Education (3 Credit Hours)
- ECE 305 Mathematics and Science in Play for Young Children (3 Credit Hours)
- ECE 308 Curriculum II: Curriculum II: Preschool/Kindergarten (3 Credit Hours)
- EDU 300 Quality Use of Assessment for Elementary Teachers (3 Credit Hours)
- EDU 310 The Professional Teacher (3 Credit Hours)
- EDU 350 Developmental Reading (3 Credit Hours)
- EDU 352 Diagnostic and Corrective Reading (3 Credit Hours)
- EDU 355 Integrated Teaching Methods I K - 3rd (3 Credit Hours)
- EDU 365 Understanding the Effects of Abuse & Neglect on Young Children - Part I (3 Credit Hours)
- EDU 366 Understanding the Effects of Abuse & Neglect on Young Children - Part II (3 Credit Hours)
- EDU 401 The Social Impact of Trauma on Behavior Learning (3 Credit Hours)
- EDU 402 Trauma Informed Classrooms (3 Credit Hours)
- EDU 403 Fostering Healthy Schoolwide Climate and Culture (3 Credit Hours)
- EDU 494 A Student Teaching Pre-K (3 Credit Hours)
- EDU 495 B Student Teaching K - 3rd Grade (3 Credit Hours)

Teacher Prep Program: K-6th Grade Course Requirements

- MAT 208 Math for Elementary Teachers I (3 Credit Hours)
- MAT 209 Math for Elementary Teachers II (3 Credit Hours)
- HIS 172 Issues in American History (3 Credit Hours)
- MAT 209 Math for Elementary Teachers II (3 Credit Hours)
- CTE 295 Technology in Education (3 Credit Hours)
- BIO 100 Life Sciences (3 Credit Hours)
- ECE 205 Child Development and Behavior Modification (3 Credit Hours)
- ECE 212 Introduction to Exceptional Children (3 Credit Hours)
- EDU 300 Quality Use of Assessment for Elementary Teachers (3 Credit Hours)
- EDU 310 The Professional Teacher (3 Credit Hours)
- EDU 340 Math/Science Education (3 Credit Hours)
- EDU 350 Developmental Reading (3 Credit Hours)
- EDU 352 Diagnostic and Corrective Reading (3 Credit Hours)
- EDU 355 Integrated Teaching Methods I K - 3rd (3 Credit Hours)
- EDU 356 Integrated Teaching Methods II 4th - 6th (3 Credit Hours)
- EDU 360 Reading/Math Curriculum (3 Credit Hours)
- EDU 365 Understanding the Effects of Abuse & Neglect on Young Children - Part I (3 Credit Hours)
- EDU 366 Understanding the Effects of Abuse & Neglect on Young Children - Part II (3 Credit Hours)

Credit Hours)

- EDU 401 The Social Impact of Trauma on Behavior Learning (3 Credit Hours)
- EDU 402 Trauma Informed Classrooms (3 Credit Hours)
- EDU 403 Fostering Healthy Schoolwide Climate and Culture (3 Credit Hours)
- EDU 494 A Student Teaching K - 3rd (3 Credit Hours)
- EDU 495 B Student Teaching 4th - 6th (3 Credit Hours)

COURSE LISTING

ACCOUNTING COURSES:

ACC 101 Introduction to Accounting (3 Credit Hours)

Prerequisites: **BUS 201.** This course acquaints the student with accounting terms, practices, and careers. Students will become familiar with common accounting terms and their uses, along with understanding the overall flow of the financial side of a business.

ACC 201 Principles of Accounting I (3 Credit Hours)

Prerequisites: **CTE 150.** Outlines the basics of financial accounting; the accounting cycle focuses on detailed mechanics of preparing the balance sheet, income statement and statement of owner's equity. Computer spreadsheet programs are incorporated into the course.

ACC 202 Principles of Accounting II (3 Credit Hours)

Prerequisite: **ACC 201.** Continues Accounting I. Accounting for management and more detailed analysis of financial statements and managerial accounting functions. Computer spreadsheet programs are incorporated into the course.

ANTHROPOLOGY COURSES:

ANT 201 Cultural Anthropology (3 Credit Hours)

Prerequisites: **None.** Introduction to the study of culture as the foundation of all human societies. The course surveys cultural processes that influence human behavior, emphasizing how culture pervades many areas of social interaction.

BIOLOGY COURSES:

BIO 100 Introduction to Life Sciences (3 Credit Hours)

Prerequisites: **None.** Develops a working knowledge of fundamental biology concepts. Areas of focus are the characteristics of life, the chemistry of life, cell structure and function, cell division, and patterns of inheritance. Prerequisite for Biology, Chemistry, Genetic Counseling, and Environmental Science programs, and fulfills a natural science requirement.

BUSINESS ADMINISTRATION COURSES:

BUS 200 Business Communication (3 Credit Hours)

Prerequisites: **None.** Examines the techniques, theories, and skills necessary for effective organizational communication. Topics include conducting meetings, oral presentations, writing effective memos, letters, and reports, managing interactions, effective listening, interviewing techniques.

BUS 201 Introduction to Business (3 Credit Hours)

Prerequisite: **ENG 125.** Acquaints the beginning business student with business terms, functions, and sectors. Surveys the functional divisions of business and how they relate to each other. Examines the social and governmental environment within which business operates.

BUS 220 Business Law (3 Credit Hours)

Prerequisite: BUS 201. Studies the legal framework that surrounds the business environment. Focuses on applicable principles through the examination of case studies that illustrate the nature of law, the law of torts, contract law, labor law and sales law. Includes government regulations and laws governing partnerships and corporations.

BUS 250 Introduction to Project Management (3 Credit Hours)

Prerequisite: BUS 201. This course will help students understand different aspects, tools, and methodologies common to working on and leading projects in the workplace. Students will be exposed to the most common PM methodologies (Waterfall, Agile, Kanban, and Scrum) and have an opportunity to build skills in the elements of project management, including charters, status reports, and stakeholder management.

BUS 285 Technical Business Writing (3 Credit Hours)

Prerequisites: BUS 200, BUS 201. This course helps students recognize the need for effective technical writing in the organizational setting. Students will learn about and create various elements of technical documents such as Styles and templates, along with different types of documents, including manuals, instructional guides, and policies and procedures.

BUS 301 Supervisory Techniques (3 Credit Hours)

Prerequisite: BUS 201. Concentrates on studying first-line supervisory techniques. Explores the processes of supervision, delegation, motivation, and employee/supervisor communication.

BUS 305 Business Seminar: Entrepreneurship (3 Credit Hours)

Prerequisite: BUS 201. This course helps students understand how to launch a business, including conducting market research and creating a business plan. These topics and tasks are explored in the context of the broader business environment.

BUS 307 Research Methods (3 Credit Hours)

Prerequisites: None. In this course students are introduced to methods for collecting and interpreting data, as well as methods for finding and accurately understanding research studies that have already been performed. The focus of this course will be on research done for business related purposes.

BUS 361 Workplace Diversity (3 Credit Hours)

Prerequisite: BUS 201. Increases awareness and ethical understanding of racial, religious, class and cultural differences in the workplace, with emphasis on a win/win approach to managing this diversity.

BUS 370 International Business (3 Credit Hours)

Prerequisite: BUS 201. Provides an overview of the international business environment. Explores cultural differences and their implications for international business. Also explores the political and economic systems of various countries, along with international finance and trade organizations and policies. Human resources, marketing, and operations are examined.

BUS 400 Leadership Development Skills (3 Credit Hours)

Prerequisite: BUS 201. Students will be provided a hands-on model that will serve as a road map to them as they apply their newly acquired skills. Individuals who participate in this course

will learn to develop people by guiding coaching and assisting others; discover why embracing innovation and change is an important part of a leader's realm of responsibility; discover personal leadership styles; learn what team members need to do to contribute and play a constructive part in the innovation and change process; learn how to exercise more control and assess the appropriate times to do so.

BUS 416 Business Ethics and Social Responsibility (3 Credit Hours)

Prerequisites: BUS 201 and 60+ credit hours. Focuses on the social responsibility of business as it relates to the economic, legal, ethical, environmental, and philanthropic responsibilities of business and the improvement of the community's quality of life. Examines the relationships between personal moral philosophy and the decision-making processes in business.

BUS 461 Organizational Behavior (3 Credit Hours)

Prerequisites: BUS 201 and 60+ credit hours. Examines in detail human problems in organizations that involve decision-making on both the individual and group level. Emphasizes the need for interpersonal and group skills. Applies behavioral science concepts and findings to organizational situations. Includes motivation, communication, leadership, conflict, and change.

BUS 495 Practicum/Internship (3 Credit Hours)

Prerequisite: SSE 200. Junior or Senior standing. Supervised, on-site experience in the discipline of business administration.

BUS 499 A Capstone/Final Project I (3 Credit Hours)

Prerequisite: ENG135, BUS201, MGT201, MKT201, FIN307, ACC201, and at least 60% of the Business Core. This course is for all Business and Healthcare Management majors who are completing a capstone/final project to satisfy the completion of their degree. Students must demonstrate how all components of their major fits together as one. This course focuses on applicable principles through the examination of the undergraduate programs and onsite experience, by compiling a capstone/final project that is representative of each student's discipline of study.

SCM 343 Operations and Supply Chain Management (3 Credit Hours)

Prerequisites: BUS 201, MGT 201. This course examines the systematic approaches to managing all activities involved in moving materials, products, service, and information from point of origin, to point of use. Students will learn to make improved business logistics and supply chain management decisions through the practical application of multiple analytic techniques used by managers in the field. Emphasis is placed on transportation systems, inventory analysis and management, and warehouse management.

COMMUNICATIONS COURSES:

COM 201 Introduction to Public Speaking (3 Credit Hours)

Prerequisites: None. This course examines basic theories governing effective public address and aspects of professional speaking. Emphasis is placed on practical application through a series of short class presentations that demonstrate various types of public address.

COM 400 Cross Cultural Communication (3 Credit Hours)

Prerequisite: ENG 125. This course addresses cross cultural communication as a way to understand various group beliefs, values, customs, and modes of both verbal and non-verbal communication. In this ever-changing global society, students must understand the dynamics, technological innovations, and societal implications of cross-cultural communication.

SSE 100 Student Success in Higher Education (3 Credit Hours)

Prerequisites: None. This course is designed to assist the student in adjusting to college or making the transition to a new institution; includes overview of academic and student services, study habit techniques, career and educational planning, and adjustment concerns. This course is required for all new and Ability-to-Benefit (ATB) students during their initial session of enrollment.

SSE 200 Professional Development Seminar (3 Credit Hours)

Prerequisites: None. Professional Development Seminar: This course provides students an opportunity to develop professional skills that will help students be comfortable in the professional environment. The seminar will focus on dress, speaking (verbal and non-verbal), critical thinking and other professional/social practices.

COMPUTER TECHNOLOGY EDUCATION COURSES:

CTE 150 Microcomputer Applications (3 Credit Hours)

Prerequisite: None. This course introduces students to the Microsoft Office 365 Applications (Word, PowerPoint, Excel, Access, and Outlook). Additionally, the course includes Digital Media, and their applications in real-life 21st Century Trends such as the Global Economy, Cloud Computing, the Exponential Revolution, Collaboration, Mobile Media, Social Media, EV (Electric Vehicles) ML (Machine Learning), AI (Artificial Intelligence), and IOE (Internet of Everything).

CTE 200 Advanced Microcomputer Applications (3 Credit Hours)

Prerequisite: CTE 150. This course extends the Microsoft Office 365 applications that continue the uses of CTE 150 Microcomputer Applications. The course uses beginning, intermediate, and advanced techniques in Office 365. The course exposes students to the GMetrix training and practice test software. Students who take and pass the Microsoft Office Specialist (MOS) exam will receive the premier certification credential chosen by individuals seeking to validate their skills and advance their careers in computer science.

CYBERSECURITY COURSES:

CRJ 220 Introduction to Cybersecurity (3 Credit Hours)

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

CRJ 240 Cybercrimes and Governance (3 Credit Hours)

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly

looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals.

CRJ 254 Cybercrimes and Modern Systems (3 Credit Hours)

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks.

CRJ 325 Network and Systems Security (3 Credit Hours)

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

CRJ 330 Cyber Forensics (3 Credit Hours)

When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country.

CRJ 345 Ethical Hacking Capstone (3 Credit Hours)

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where you are asked to ethically hack a real system.

DATA ANALYTICS COURSES:

BUS 211 Foundations of Data Analytics I (3 Credit Hours)

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results. This online class has optional live sessions.

BUS 212 Foundations of Data Analytics II (3 Credit Hours)

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments. This online class has optional live sessions.

BUS 311 Business Analytics I (3 Credit Hours)

This course focuses on using the most common business analytics tools in the industry. You'll build foundational skills in SQL and Tableau to extract, analyze, and visualize data. You'll also dive into database design, hypothesis testing, and the nuances of big data in the business landscape.

BUS 312 Business Analytics II (3 Credit Hours)

This course is intended as a continuation of Business Analytics I. You'll build on your knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this newfound knowledge to real-world scenarios.

BUS 496 Data Analytics Practicum (3 Credit Hours)

This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business or public health. This course exists to prepare students for the kind of work they will do on Data Science or Analytics teams, and as such, also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders.

EARLY CHILDHOOD EDUCATION COURSES:

ECE 201 Introduction to Early Childhood Education (3 Credit Hours)

Prerequisites: None. Teachers of young children must have a solid foundation of knowledge on which to base the many education decisions they have to make, and their understanding of how best to work with diverse individuals and families must continually evolve. (Jo Ann Brewer, Introduction to Early Childhood Education: Preschool through Primary Grades.) This introductory course is designed to familiarize the student with the field of Early Childhood Education. The purpose of the course is to answer What, Who, Why, Where, and How questions of Early Childhood Education. Students are required to complete a minimum of twenty (20) clock hours of observing diverse programs for young children in local community settings. This activity provides the pre-service teachers with practical experience in observing children and developing skills to assess child care programs and curriculum. Students majoring in Early Childhood Education are required to maintain a completed background check on file before working with children.

ECE 202 Practicum in Early Childhood Education (3 Credit Hours)

Prerequisites: ENG 125. The focus is on the development of observational and interaction skills with young children in early childhood settings, both with groups and individuals. It includes both college seminar and field assignments and observations in early childhood settings for young children and school age youth. Both classroom teachers and course instructors supervise the students' practicum experiences, which include instructor's classroom visits and individual conferences. Students are required to spend a minimum of three hours per week in a childcare facility.

ECE 204 Creative Art and Music in Early Childhood (3 Credit Hours)

Prerequisites: None. The course introduces students to the values and principles of creativity in

art, music, and movement for young children. The focus of the course is on methods of planning and implementing developmentally appropriate activities in art, music, and movement with young children.

ECE 205 Child Development (3 Credit Hours)

Prerequisites: None. The course introduces the concepts of development in children from infancy through adolescence, specifically concerning physical and mental development in relation to learning. The course is on how children develop and learn from conception through adolescence and how children differ in physical, emotional, social, and cognitive development. Also, students will gain an understanding of the impact different ecological environments (e.g., family, school, government, and culture) has on the child's development. These content areas will be discussed within the context of the major theories and current research on child development.

ECE 212 Teaching in the Inclusive Classroom (3 Credit Hours)

Prerequisites: ECE 205. The course is designed to provide an overview of the foundation and components of early childhood special education programs (0-5 years). The focus of the course is the theories of typical and atypical child development, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning. Discussion will take place on the rationale, service delivery options, and program models for early intervention. Relevant issues of diversity in culture and social backgrounds are addressed. The course includes community resources and services, as well as classroom observation and participation with young children.

ECE 215 Emergent Literacy in Early Childhood Education (3 Credit Hours)

Prerequisites: ENG 125 & ECE 205. The course explores the basic methods for developing pre-reading skills in the young child. Students will learn to recognize the developmental stages of growth and literacy, review the most recent research on emergent literacy and learn to use the various methods and materials for developing a life-long love of reading in young children.

ECE 303 Nutrition, Health and Movement for Young Children (3 Credit Hours)

Prerequisites: ECE 205. Students will study the health and nutritional needs and the use of physical exercise in nurturing the health and growth development of young children. Students will study the principles and methods used to design and implement a safe and healthy environment for children at center-based or home-based programs.

ECE 304 Developmentally Appropriate Guidance in Early Childhood (3 Credit Hours)

Prerequisites: NONE. Students in the course will review a developmental, child-centered approach to the guidance and discipline of young children. Discipline theories, current research, and guidance techniques for early childhood teachers and other professionals to work positively and effectively with young children and families are discussed. Relevant issues of diversity in culture and social backgrounds are addressed. The course includes community resources and services, as well as classroom observation and participation with young children.

ECE 305 Mathematics and Science in Play for Young Children (3 Credit Hours)

Prerequisites: None. The course will address the development of mathematical and scientific understanding in young children through play. The topic will focus on cognitive stages and developmentally appropriate activities, methods, and techniques of delivery.

ECE 307 Curriculum I: Infants and Toddlers (3 Credit Hours)

Prerequisites: None. This course provides students with opportunities to develop an understanding of the developmental needs of individual children from birth to three years. It focuses on principles and methods for designing, maintaining, and evaluating safe and developmentally appropriate programs for infants and toddlers. Approaches and methods of collaboration with the other caring adults in infants' and toddlers' lives (parents, other family members, and other caregivers and professionals) are discussed.

ECE 308 Curriculum II: Preschool and Kindergarten (3 Credit Hours)

Prerequisites: None. This course introduces students to trends and issues, and the origins and variations of current approaches in the education of young children (4-5 years of age). Developmental norms and individual differences that characterize pre-school (4 to 5 years of age) children are discussed. The course focuses on designing and implementing developmentally appropriate curriculum for preschool age children. Practical experience working with preschool children is included in the course.

ECE 401 Administration of Programs for Young Children (3 Credit Hours)

Prerequisites: None Students will learn the basic principles for establishing, staffing, enrolling, budgeting, and administering early childhood education programs (i.e., center-based, community-based programs). The course examines childcare, education, and family involvement issues from an administrative perspective through group and individual projects.

ECE 402 Parent and Community Education (3 Credit Hours)

Prerequisites: None. Students will examine the process of parenting; variations in parent practices and behaviors across diverse contexts (e.g., culture, socioeconomic status, and alternatives to biological parenthood) are addressed. The course reviews the best practices and programs aimed at supporting parents and Community resources available to families.

ECE 499 Capstone/Final Project: (3 Credit Hours)

Prerequisites: ENG 125, 60+ Credit Hours. This course is for Early Childhood Education students to satisfy the completion of the Bachelor of Science degree. Students must demonstrate how all the components of their studies fit together. The students will focus on demonstrating the integration of their undergraduate programs and their work experience, by compiling a capstone/final project that represents each student's discipline of study.

Trauma Informed Care Minor Courses:

EDU 365 Understanding the Effects of Abuse and Neglect on Young Children (Part I) (3Cr)

Prerequisites: None. Students will examine brain research to learn about the systems and parts of the brain. The student will examine the impact of consistent unhealthy childhood experiences on brain functions. The student will explore research on Adverse Childhood Experience (ACE'S) and the effect on child development through the lifespan.

EDU 366 Understanding the Effects of Abuse and Neglect on Young Children (Part II) (3CrS)

Prerequisites: None. Students will utilize examined brain research to complete a research paper and presentation on one aspect of brain development and the signs and symptoms of trauma in young children. This research will also include strategies for working with professionals who assist parents and schools with evaluating and identifying children for trauma-informed support.

EDU 401 The Social-Emotional Impact of Trauma on Behavior and Learning (3CrS)

Prerequisites: None. The student will learn research-informed based social and emotional learning. Students will demonstrate an understanding of the implementation of Collaborative for Academic, Social and Emotional Learning (CASEL's) Social Emotional Learning SEL framework. Students will study to recognize behavioral issues in young children caused by trauma. The student will examine evidence-based strategies for responding to the behavioral reactions of children who have had or who have experienced trauma.

EDU 402 Trauma-Informed Classroom (3CrS)

Prerequisites: None. Students demonstrate an understanding of research-based classroom settings that are recommended and conducive to children who have experienced and are effective by trauma. Students will create lesson plans that use evidence-based trauma-informed instruction and assessment practices.

EDU 403 Fostering Healthy School-Wide Climate and Culture (3CrS)

Prerequisites: None. In this course, students will examine the meaning of revictimization in school settings. Students also explore fact-based strategies that may prevent or alleviate revictimization. The student will utilize research-informed essentials as a Guide to Schoolwide Social Emotional Learning (SEL). The course will examine the Collaborative for Academic, Social, and Emotional Learning (CASEL's) Essentials for schoolwide SEL.

PSY 316 Introduction to Counseling (3 Credit Hours)

Prerequisites: None. In this course, students will learn introductory counseling techniques associated with the major theories of mental health treatment. Micro-counseling, humanistic, psychoeducational, behavioral, cognitive, and psychodynamic techniques will be emphasized.

ECONOMICS COURSES:

ECO 201 Principles of Microeconomics (3 Credit Hours)

Prerequisites: MAT 100 & ENG 125. Analyzes resource allocation by individual decision units such as households and firms. Topics include theories of consumer behavior, market structures, the role and functions of government and impact of intervention in the market systems.

ECO 202 Principles of Macroeconomics (3 Credit Hours)

Prerequisites: MAT 100 & ENG 125. Studies how economies operate as wholes. Studies factors that influence an economy: monetary system, production, employment, income, business cycles, fiscal and monetary policies.

EDUCATION TEACHERS PREP PROGRAM PREK-3 & K-6th GRADE COURSES:

CTE 295 Technology in Education (3 Credit Hours)

Prerequisites: None. This course is designed to examine ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning. This includes the role and responsible use of technology in education, teaching with multimedia and hypermedia, use of distance learning tools including the internet, use of technology to communicate and collaborate with colleagues and parents, conduct assessments, conduct research, as well as use of instructional technology to facilitate students' learning.

ECE 205 Child Development (Embedded Pre-K) (3 Credit Hours)

Prerequisites: None. The course introduces the concepts of development in children from infancy through adolescence, specifically regarding physical and mental development in relation to learning. The focus of the course is on how children develop and learn from conception through adolescence and how children differ in physical, emotional, social and cognitive development. In addition, students will gain an understanding of the impact different ecological environments (e.g., family, school, government and culture) has on the child's development. These content areas will be discussed within the context of the major theories and current research on child development.

ECE 212 Introduction to Exceptional Children (3 Credit Hours)

Prerequisites: ECE 205. This course provides an overview of the foundation and components of early childhood special education programs (birth through five years). The focus of the course is on the theories of typical and atypical child development, the stages, and sequences of development, and the impact of disabilities and biomedical risk factors on learning. The discussion will take place on the rational, service delivery options, and program models for early intervention.

ECE 215 Emergent Literacy in Early Childhood Education (3 Credit Hours)

Prerequisites: ENG 125 & ECE 205. The course focus is on the basic methods for developing pre-reading skills in the young child. Students will learn to recognize the developmental stages of growth and literacy; research and learn to use the various methods and materials for developing a lifelong love of reading in young children.

ECE 305 Mathematics and Science in Play for Young Children (3 Credit Hours)

Prerequisites: None. The course will address the development of mathematical and scientific understanding in young children through play. The topic will focus on cognitive stages and developmentally appropriate activities, methods, and techniques of delivery.

ECE 308 Curriculum II: Kindergarten - 3rd Grade (3 Credit Hours)

Prerequisites: None. This course introduces students to trends and issues, and the origins and variations of current approaches in kindergarten - 3rd Grade education. Developmental norms and individual differences that characterize elementary children are discussed. The course focuses on designing and implementing developmentally appropriate curriculum. Practical experience working with elementary children is included.

EDU 300 Quality Use of Assessments (Embedded Pre-K) (3 Credit Hours)

Prerequisites: **EDU 106.** This course is designed for Elementary Education majors to learn to use and begin to develop a wide variety of assessment strategies and tools to measure learning for the purposes of informing instruction and measuring student knowledge, reasoning, and skill level. This course will address specific content/academic standards, including Indiana Academic standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

EDU 310 The Professional Teacher (3 Credit Hours)

Prerequisite: **None.** This course is designed to focus on the components of preparing for the final assessment of the program in Benchmark III: Praxis preparation, Impact on Student Learning, Integration of Technology, the Teacher as a Professional, and the Professional ePortfolio and Final Interview.

The following courses require **Benchmark II Acceptance**. This means that you have completed the application process for the Teacher Preparation Program and are considered Benchmark II participants.

EDU 340 Math/Science Education (3 Credit Hours)

Prerequisites: **BIO 100.** Students will develop an understanding of the methodologies and approaches to integrating the teaching of math and science in the elementary school. The purpose of this course is to explore, create and utilize a variety of instructional strategies that are developmentally appropriate and motivating for the elementary school child. Students will have the opportunity to participate in activities in math and science to facilitate the learning, the application and the implementation of concepts and procedures to real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of STEM processes and outcomes

EDU 350 Developmental Reading (Pre-K Embedded) (3 Credit Hours)

Prerequisites: **ENG 125.** This course includes a study of methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency, and writing. This course examines many approaches to teaching reading, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. This course will address specific Indiana Academic Standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

EDU 352 Diagnostic and Corrective Reading (3 Credit Hours)

Prerequisites: **EDU 350.** This course is designed to introduce and practice in administering basic reading tests, interpreting the test results and developing a case study of a specific student which will pinpoint the student's difficulties in the area of reading and provide a basis for remediation of those identified difficulties. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

EDU 355 Integrated Teaching Methods I: K - 3rd (3 Credit Hours)

Prerequisites: MAT 100. This course is designed to strengthen, broaden, and enrich the beginning teacher's knowledge of the content, pedagogy, and curriculum critical to effectively teaching in the elementary classroom. This course will address specific content/academic standards, including Indiana reading and math standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

EDU 356 Integrated Teaching Methods II: 4th - 6th (3 Credit Hours)

Prerequisites: EDU 350. This course is designed to provide 21st century K-6 teacher candidates with knowledge and understanding of social studies and English to enhance the content by providing alternate ways to think critically and communicate ideas in order to prepare their students to become knowledgeable global citizens who are critical thinkers. The course will focus on the ability to create interdisciplinary lessons and units that integrate social studies and English to enhance classroom instruction and student learning. This course will address specific content/academic standards, including Indiana English and social studies standards while aligning to the Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

EDU 360 Reading/Math Curriculum Development (3 Credit Hours)

Prerequisites: EDU 106. This course provides a comprehensive overview of the curriculum for early childhood and elementary school grades by examining curriculum and instructional concepts, models, practices, and methods. The course provides an opportunity for students to interconnect and apply curriculum design principles and practices to specific subject areas taught in the early, childhood and elementary curricula. The course aims to give pre-service teachers the opportunity to identify, conceptualize, and structure a body of knowledge, organize it for instruction, develop lesson plans and develop curriculum guides.

EDU 365 Understanding the Effects of Abuse and Neglect on Young Children (Part I) (3CrS)

Prerequisites: None. Students will examine brain research to learn about the systems and parts of the brain. The student will examine the impact of consistent unhealthy childhood experiences on brain functions. The student will explore research on Adverse Childhood Experience (ACE'S) and the effect on child development through the lifespan.

EDU 366 Understanding the Effects of Abuse and Neglect on Young Children (Part II) (3CrS)

Prerequisites: None. Students will utilize examined brain research to complete a research paper and presentation on one aspect of brain development and the signs and symptoms of trauma in young children. This research will also include strategies for working with professionals who assist parents and schools with evaluating and identifying children for trauma-informed support.

EDU 401 The Social-Emotional Impact of Trauma on Behavior and Learning (3CrS)

Prerequisites: None. The student will learn research-informed based social and emotional learning. Students will demonstrate an understanding of the implementation of Collaborative for Academic, Social and Emotional Learning (CASEL's) Social Emotional Learning SEL framework. Students will study to recognize behavioral issues in young children caused by trauma. The student will examine evidence-based strategies for responding to the behavioral reactions of children who have had or who have experienced trauma.chm

EDU 402 Trauma-Informed Classroom (3CrS)

Prerequisites: None. Students demonstrate an understanding of research-based classroom settings that are recommended and conducive to children who have experienced and are affected by trauma. Students will create lesson plans that use evidence-based trauma-informed instruction and assessment practices.

EDU 403 Fostering Healthy School-Wide Climate and Culture (3CrS)

Prerequisites: None. In this course, students will examine the meaning of revictimization in school settings. Students also explore fact-based strategies that may prevent or alleviate revictimization. The student will utilize research-informed essentials as a Guide to Schoolwide Social Emotional Learning (SEL). The course will examine the Collaborative for Academic, Social, and Emotional Learning (CASEL's) Essentials for schoolwide SEL.

EDU 494 A Supervised Student Teaching (Pre-K-K; K-3rd) (3 Credit Hours)

Prerequisites: Permission Only, 90+ Credit Hours. Admission to the Student Teacher Program (Benchmark III). A formal TPP Supervised Teaching Orientation must be conducted before permission to participate in this course. Full-time supervised student teaching for a minimum of 8 weeks in an approved Pre -K class for the Pre-K - 3 degree plan or Kindergarten class setting for the K - 6th degree plan is required. The experience is directed by a qualified cooperating teacher and has university provided supervision. The student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 8-week period. Candidates will meet with the university supervisor 1 day per week to review progress. A professional portfolio must be presented at the end of the second session (EDU 495B). This course reflects the principles of the Interstate Teacher Assessment and Support consortium (INTASC/CAEP) and the Grade Level Standards of the Indiana Department of Education.

EDU 495 B Supervised Student Teaching (K-3rd or 4th-6th grade) (3 Credit Hours)

Prerequisites: Permission Only, 90+ Credit Hours admission to the Student Teacher Program (Benchmark III). Full-Time supervised student teaching in an approved K - 3 class setting for the Pre - K - 3 degree plan or in a 4th - 6th grade class setting for the K - 6 degree plan is required for a minimum of 8 weeks. The experience is directed by a qualified cooperating teacher and has university-approved supervision. The student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 8-week period. Candidates will meet with the university supervisor 1 day per week to review progress. A professional portfolio reviewing course activities over the 16-week student teaching experience must be presented at the end of this course and a score of "Target" must be met before successful completion of this course will be awarded. This course reflects the principles of the Interstate Teacher Assessment and Support Consortium (INTASAC/CAEP) and the Grade Level Standards of the Indiana department of Education.

ENGLISH COURSES:

ENG 125 Composition I (3 Credit Hours)

Prerequisites: None This course is designed to improve reading and vocabulary skills by developing specific reading strategies and analytical skills, as well as by expanding basic background knowledge that will lead to proficiency in students' college coursework. Skills to be developed include comprehension, flexibility, critical thinking, graphic illustrations, and the use of library resources. Selections, which are excerpts from current college textbooks and a variety of sources, enable students to develop further the background knowledge and vocabulary necessary to read college-level material effectively. Also addresses work-related literacies such as creative and critical thinking, following written and oral instructions, collaboration, and communication skills. May include an individually prescribed reading plan in the reading lab.

ENG 135 Composition II (3 Credit Hours)

Prerequisites: ENG 125 This college-level composition course provides students an opportunity to develop their writing through various stages of composing, revising, and editing. Students learn how to formulate and support a thesis using some rhetorical strategies, to conduct research, and to integrate a variety of sources according to the Modern Language Association guidelines. Students write in Standard English with consideration given to the audience, purpose, and context. Also, students study the origin of words and the historical development of its meaning.

ENG 225 Introduction to Literature (3 Credit Hours)

Prerequisites: C or better in ENG 125 and ENG 135. This course will consider works of fiction, poetry, and drama with a variety of approaches to enrich student perceptions, enjoyment, and appreciation of them. Class time will be divided among the readings and discussions of the texts and the development of critical responses. Skill work continues in using a dictionary, thesaurus, and other reference materials as well as documenting sources and avoiding plagiarism.

ENG 235 Research Writing (3 Credit Hours)

Prerequisites: ENG 125. Focuses on research and writing of informative articles and papers, use of research materials, and documentation of sources. Students learn to access and document journal articles and other scholarly material. Grammar workshops provide continuation of practice using dictionaries, thesauruses, and reference books as tools for self-editing. Students learn the use of proper form in documentation and bibliography. Also, students study the origin of words and the historical development of its meaning.

FINANCE COURSES :

FIN 201 Principles of Finance (3 Credit Hours)

This course provides an in-depth exploration of financial management principles from a corporate decision-making perspective. Students will develop a strong foundation in financial analysis, focusing on key concepts such as cash flow management, financial forecasting, budgeting, time value of money, and working capital management. Topics covered include the financial environment, financial statement analysis, corporate governance, cost of capital, and strategies for effective financial decision-making.

FIN 307 Managerial Finance (3 Credit Hours)

Prerequisites: FIN 201. This course examines the principles of finance from a managerial point of view. This course provides a specific focus on the methods and techniques of the financial analysis of cash flow, forecasting, cash management, budgeting, time value of money, and short-term and

working capital management.

HEALTHCARE MANAGEMENT COURSES:

HCM 150 Therapeutic Communication for Health Care Professionals (3 Credit Hours)

Prerequisites: None. In this course students will learn the importance of establishing trust with patients through effective communication. Because healthcare professionals are likely to have the most direct contact with patients, effective patient communication is critical. Healthcare professionals can utilize proven therapeutic communication techniques that promote quality care.

HCM 201 Introduction to Healthcare Systems (3 Credit Hours)

Prerequisites: None. This course provides an overview of the healthcare industry, which includes a historical perspective, structure of the system, fundamentals of hospital organization and management, current issues and controversies, medical economics, and the consumer.

HCM 203 Risk Management in Healthcare Settings (3 Credit Hours)

Prerequisites: HCM 201. This course provides the student with an understanding of healthcare quality improvement including methods and tools to increase patient safety, improve healthcare outcomes and reduce risk in the healthcare setting. It focuses on applying expert knowledge and management expertise to the multiple challenges managers faced by healthcare organizations.

HCM 280 Healthcare Law and Ethics (3 Credit Hours)

Prerequisites: HCM 201. This course provides opportunities to learn and apply knowledge of legal and ethical expectations on healthcare organizations and behaviors. Topics include false claims, malpractice, fraud and abuse, informed consent, litigation, hospital governance, and ethical expectations influence the role of the healthcare administrator, manager, and professional.

HCM 321 Healthcare Administration (3 Credit Hours)

Prerequisites: HCM 201. This course helps establish a foundation for the study of components in health service organizations, basic administrative concepts, legal and regulatory controls, and the processes and techniques used in health administration.

HCM 420 Quality Performance and Improvement Management (3 Credit Hours)

Prerequisite: HCM 201 and MGT 201. This course is an in-depth examination of the relationships between healthcare quality and organizational performance. Students are introduced to quality improvement and patient safety theories, models, methods, and tools that have an application on addressing the challenge of improving the quality and safety of the healthcare system.

HCM 430 Healthcare Policy and Strategy

Prerequisite: HCM 201 and HCM 321. This course will explore the impact of health care policy on the costs and consequences of health care delivery and finance. Students will gain a clearer understanding of the impact these changes have on health care policy. Students will also explore the economic background of health care policy to understand and analyze the national dialogue on health care issues.

HCM 431 Auditing for Healthcare Organizations (3 Credit Hours)

Prerequisite: HCM 201 and FIN 201. This course provides instruction on how to apply regulations and policies to perform record audits for providers and service organizations. Emphasis is placed on understanding the scope of an audit, statistical sampling methodologies, performing a healthcare organization record audit, and compiling data for reports to improve the revenue cycle

for healthcare services. Upon completion, students should be able to perform an organization audit.

HEALTHCARE MANAGEMENT - PUBLIC HEALTH CONCENTRATION COURSES:

HPH 105 Epidemiology (3 Credit Hours)

Prerequisite: BIO 100. This course introduces the history and development of epidemiology in healthcare with a focus on disease identification and control. A special section is devoted to the detection and response to bioterrorism and pandemics.

HPH 200 Public Health Administration (3 Credit Hours)

Prerequisite: HCM 201. This course examines the assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations. It also reviews federal and state emergency management procedures and services with lessons learned from recent national and foreign disasters.

HPH 203 Bioethics (3 Credit Hours)

Prerequisite: BIO 100. This course introduces health sciences students to ethical and bioethical issues confronting health care professionals and practitioners within the practice setting. We will explore the fundamental principles and nature of moral responsibility with the focus on facilitating students towards gaining a critical understanding of their own ethical opinions. Concepts of autonomy, duty, justice, truth, rights and equality are analyzed through lectures and other delivery methods, giving particular attention to their practice implications for health care practitioners.

HPH 205 Environmental Health (3 Credit Hours)

Prerequisite: BIO 100. This course explores the relationship and impact of the environment to health and illness in human populations. An exploration of man-made and natural environmental hazards will be discussed. Environmental health and risk assessment will be discussed as well as interventions. Environmental policy and practices will be viewed from the public health perspective and include the study of energy, waste, environmental justice and regulation.

HPH 301 Health Disparities (3 Credit Hours)

Prerequisite: BUS 361. This course explores the societal context of health, illness, and the health care system in American Society. Determinants and measurement of health and disease are examined and the study of epidemiology and public health is evaluated.

HPH 401 Health, Wealth, and Poverty (3 Credit Hours)

Prerequisite: HPH 200. This course explores the relationship between health, wealth, poverty, and public policy in the U.S. In addition, students will assess past and future strategies to remedy inequities in health and health care, theories of social class, distribution of poverty across gender, age, and ethnic/racial groups.

HEALTHCARE MANAGEMENT - LONG-TERM CARE CONCENTRATION COURSES:

HCM 210 Introduction to Recreation, Leisure, and Aging (3 Credit Hours)

Prerequisite: SOC 200. This course will explore the meaning of leisure and the role it plays in the lives of older adults. It is designed to familiarize students with the process of aging as related to

leisure, recreation, and lifestyle. The theoretical aspects of aging and their implications for leisure will be the primary focus, while the practical aspects of recreation program development, delivery, and facilitation for both community-based and institutional-based older persons will also be examined.

HCM 240 Introduction to Gerontology (3 Credit Hours)

Prerequisite: SOC 200. This course will explore the social, psychological, and biological changes that accompany aging and the implications of these changes for the individual, as well as for the larger society. The student will compare and contrast the different views of aging presented by the disciplines of biology, sociology, and psychology. In addition, students will demonstrate an understanding of the demographic changes due to aging experiences in the United States. The student will articulate the impact of an aging population on key social institutions such as the family, the economy, the political system.

HCM 250 Nutrition for Elderly (3 Credit Hours)

Prerequisite: BIO 100. Students will develop a basic understanding of nutritional concerns of older persons, be introduced to some of the biological changes of the body during the aging process, recognize dietary practices and nutritional needs specific to older individuals, and practice skills needed to develop and lead interventions with older adults.

HCM 310 The Aging Process for the Elderly (3 Credit Hours)

Prerequisite: HUM 101. This course describes characteristics of aging and the aging process. Its major focus is on health problems common to the elderly and measures that may be applied by the individual, families, and society for preventing, coping with, and solving these problems.

HCM 320 Aging and the Family (3 Credit Hours)

Prerequisite: PHI 201. This course will focus on understanding the relationships among social structural factors, family relationships, and psychological well-being in the later years. We will also be exploring topics that are specific to later-life families, such as family caregiving, widowhood, and grandparenting.

HCM 350 Death, Dying, and Bereavement (3 Credit Hours)

Prerequisite: PHI 350. This course is designed to present various ways in which social science views the human experience of death, dying, and bereavement. Students will explore theories about the interaction patterns between dying patients and the family, medical staff and others involved. Students will also explore theories of social change, the ethical problem of euthanasia, and the needs of the dying, and psychological factors in the lengthening of life.

HISTORY COURSES:

AFS 328 African American History (3 Credit Hours)

Prerequisite: ENG 125. Traces African American history from early colonial times to the present. Includes the origin of African Americans, slavery, the War Between the States, Reconstruction, the World Wars, the New Deal, the Civil Rights era, and the Vietnam era.

HIS 161 Emancipatory Narratives (3 Credit Hours)

Prerequisites: None. This course studies the varieties of human oppression and what it has meant to become free from them (e.g., chattel slavery, poverty, subjection, and imprisonment). Application of psychology, sociology, and economics leads to an understanding of the historical rise of classism. Emphasis is placed on ascertaining the role of self in oppression. General

Education Course Required for Graduation.

HIS 172 Issues in American History (3 Credit Hours)

Prerequisites: None. This course studies different issues of the development of the United States, and the importance of historical leadership.

HIS 320 Modern History (3 Credit Hours)

Prerequisite: ENG 125. This course explores forces that have shaped the values and goals of modern societies since the Renaissance and Reformation, the struggle for political and intellectual freedom, and the age of democratic revolution and socialism. Examines the ideas of those who have made major contributions to modern thought, and the importance of historical leadership.

HIS 400 African American Social and Political Thought (3 Credit Hours)

Prerequisite: ENG 125, ENG 135. This course is an introduction to Black political thought in the United States. It will review and analyze the major theoretical, and ideological formulations developed and espoused by African people in their struggle for liberation. A framework in which to analyze social and political thought will be developed, linking the various ideas, theories, and programs advanced by Black analysts and activists to the concrete changing social and economic conditions of several historical periods from slavery to the present. The changing social conditions during these periods provided the basis for significant changes in the social form of the Black experience and thus led to important changes in the political and ideological responses of Black people to their conditions. These political and ideological responses will be studied in historical perspective. Special attention will be given to such themes as Black Liberation, Liberty/Freedom, Self Determination, Socialism, and the political thought and struggles of Black Women.

HUMAN RESOURCES COURSES:

HRS 313 Management of Human Resources (3 Credit Hours)

Prerequisite: BUS 201. This course is a comprehensive overview of Human Resources Management (HRM), emphasizing the functions performed in organizations that facilitate the most effective use of people (employees) to achieve organizational and individual goals. Effective management of human resources requiring the utilization of many disciplines, including psychology, employment law, management theory, medicine, group dynamics, philosophy, ethics, and statistics, will be identified. Quality HRM that fosters high productivity, high standards of performance, and high morale, will be examined. Finally, the integration of technology and the human/social system, as an integral component of HRM, will be realized.

HUMANITIES COURSES:

HUM 101 Introduction to the Humanities (3 Credit Hours)

Prerequisites: None. This course introduces definitive epochs in the fine arts of the world in relation to the patterns of cultural history and the historical and social elements that help to shape them. Instills understanding and appreciation of music, painting, sculpture, and architecture.

HUM 153 Appreciation of Languages (3 Credit Hours)

Prerequisites: None. This course introduces students to the joy of human speech, the wonder of many human tongues, and the intricacies of oral and written communication. This course is designed to teach awareness of other languages and their significance as the voices of their

cultures, expressions of the minds of their speakers and power as means of human interaction.

LIBERAL ARTS COURSES:

INT 250 Women and Leadership (3 Credit Hours)

Prerequisites: None. Women and Leadership examines challenges and opportunities related to women's leadership development. Topics addressed include research on gender and leadership styles, traits, and effectiveness: effects of stereotypes, prejudice, and discrimination on women's underrepresentation in leadership, identity, intersectionality, and global dimensions of women's leadership, effects of role conflict and organizational leadership: and strategies for social change.

SLL 200 Introduction to Service Learning and Leadership (3 Credit Hours)

Prerequisites: None. This course will introduce students to service learning as a learning method that allows students to develop leadership skills and self-actualization through upholding a commitment to serving the needs of others while enhancing academic rigor, international reflective thinking and responsible civic action. Students will explore the various types of service learning and leadership development and how they can utilize knowledge and skills gained in their own disciplinary areas to serve others and the community.

INT 270 Research Methods (3 Credit Hours)

Prerequisites: None. This course covers the fundamental concepts of research methods and their application in the behavioral and social sciences, as well as other fields. It actively engages students in the learning process, encouraging them to conceive, plan, implement, and report on social science research. Both qualitative and quantitative methodologies are explored, with a focus on topics related to the students' major areas of interest.

LIB 499 Capstone/Final Project (3 Credit Hours)

Prerequisites: ENG135. This course is for all undergraduate disciplines who are completing a capstone/final project to satisfy the completion of the B.S or B.A. degree. Students must demonstrate how all components of their major fits together as one. This course focuses on applicable principles through the examination of the undergraduate programs and onsite experience, by compiling a capstone/final project that is representative of each student's discipline of study.

MANAGEMENT COURSES:

MGT 201 Principles of Management (3 Credit Hours)

Prerequisite: ENG 125, BUS 201. Studies the management functions of planning, organizing, leading and controlling. Focuses on skills development and the human side of the organization. Examines various management theories, individual and group decision-making processes, organizational structures, individual and group behavior, motivation, leadership, communication, and organizational quality. Introduces individual and organizational career planning.

MARKETING COURSES:

MKT 201 Principles of Marketing (3 Credit Hours)

Prerequisite: ENG 125, BUS 201. Studies fundamentals of marketing and marketing functions, including planning, pricing, promotion, and distribution of goods and services to present and future customers.

MKT 313 Principles of Retail Management (3 Credit Hours)

Prerequisites: BUS 201, MGT 201. This course explores principles of management, operations, and supply chain management specifically related to the retail environment. Students will learn from their own businesses (if applicable) and a sample business set up for class purposes: how to track and manage their retail financials; how to manage inventory and merchandising; and how to manage staff in what is traditionally a high-turnover environment.

MATH COURSES:

INT 267 Statistical Methods (3 Credit Hours)

Prerequisite: None This course studies the basic principles and techniques of statistical analysis and applications of statistics to various disciplines. Students are introduced to the use of descriptive and inferential statistics in the behavioral and social sciences. The student will learn to carry out statistical analysis both by hand and with the aid of computer programs. The student will also learn to interpret the results of the statistical analysis and draw appropriate conclusions.

MAT 100 College Math for Liberal Arts (3 Credit Hours)

Prerequisites: None. This is a course in college level mathematics that covers a broad spectrum of math topics with emphasis on how math is used in solving real-world problems. Topics covered: number systems, mathematical modeling, polynomials, factoring, equations, problem-solving. Euclidean geometry, non-Euclidean geometries, exponents, radicals, logarithms, permutations, combinations, statistics, graphs, functions, and linear equations.

MAT 208 Math for Elementary Teachers I (3 Credit Hours)

Prerequisites: MAT 100. This course provides students with foundational knowledge and understanding of school mathematics. Content will include common mathematical knowledge, problem solving, reasoning and proof, number sense, numerical operations, spatial sense, patterns, relationships and functions, and algebraic thinking. This course will address specific content/academic standards, including Indiana math standards while aligning to the Indiana Developmental Standards for Educators and Indiana Content Standards for Educators.

MAT 209 Math for Elementary Teachers II (3 Credit Hours)

Prerequisites: MAT 100, MAT 208. This course provides students with foundational knowledge and understanding of school mathematics. Content will include common mathematical knowledge, problem solving, reasoning and proof, number sense, numerical operations, spatial sense, patterns, relationships and functions, and algebraic thinking. This course will address specific content/academic standards including Indiana Developmental Standards for Educators. The course will primarily be conducted in-person, though occasionally there will be online assignments and readings.

MUSIC COURSES:

MUS 150 Music Appreciation (3 Credit Hours)

Prerequisites: None. Introduces music of the world both within the confines of the history of serious art/music of the Western world and in the larger context of folk, popular and non-Western or ethnic styles. Emphasizes the basic elements of music, such as form, style, and historical development.

PHILOSOPHY COURSES:

PHI 201 Critical Thinking (3 Credit Hours)

Prerequisite: **ENG 125.** Reasoning is a pervasive human activity – a fundamental means by which we develop as people and society. The University exists to support the creative, focused, and self-conscious use of reason. Therefore, the analysis of reasoning is a crucial part of a university student's intellectual development. In this course, students will be introduced to the flow of reasoning from premise to conclusion. Students will learn to discern the premises of an argument, determine its conclusion(s), and analyze the argument's logical structure. (Which premises lead to which sub-conclusions? How do the sub-conclusions ultimately lead to the conclusion? etc.) Students will also learn the basics concerning how to classify different types of reasoning, and how to evaluate the strength of an argument.

PHI 350 Philosophy of Religion (3 Credit Hours)

Prerequisites: **None.** In this course, students explore classic concepts and problems that have fascinated philosophers as well as religionists; these include the existence of God, the nature, and destiny of humanity, the relationship between faith and reason, the nature of evil, free will and determinism, the diversity of religious experiences, and religious language.

PSYCHOLOGY COURSES:

PSY 101 Introduction to Psychology (3 Credit Hours)

Prerequisites: **NONE.** This course is an overview of contemporary scientific approaches to the human psyche. It provides a broader understanding of research methods and other learning concepts like memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, and developmental and social psychology.

PSY 212 Lifespan Development (3 Credit Hours)

Prerequisites: **PSY 101.** This course is designed to study the developmental process from birth to death. It examines physical changes, cognitive factors, and personality traits. It also reviews the theories that have been developed to explain changes that are associated with the growth and aging processes.

PSY 220 Introduction to Addictions (3 Credit Hours)

Prerequisites: **PSY 101.** Students enrolled in this course acquire the fundamental knowledge, histories, theories, and basic information needed to pursue and become substance abuse counselors. This foundational understanding provides verifiable facts on the cognitions, behavior, and emotions associated with addictive thinking, along with other holistic models, which examine addiction from the physical, mental, emotional, and spiritual aspects. The course integrates basic theories and understanding in dealing with people who struggle with substance use disorders.

PSY 280 African American Psychology (3 Credit Hours)

Prerequisites: **PSY 101.** This course is designed to explore the intersection of race, culture, behavior, and personality of individuals from within their cultural context. It uses narratives and personal experiences to analyze the mental, physical, psychological, spiritual, and holistic counseling perspectives to improve the well-being and experiences of a diverse culture. This course utilizes the primary sources of research topics, books, and journal articles written by

leading professionals in their respective areas.

PSY 301 Group Dynamics (3 Credit Hours)

Prerequisites: PSY 101. This course teaches the students the importance of building teamwork in counseling. It explores the psychological and theoretical foundations of group counseling and analyzes the dynamics of groups, including the growth of small groups, identification of group states, and facilitation of the group process.

PSY 310 Addictions Counseling (3 Credit Hours)

Prerequisites: PSY 101 and PSY 220. This course explores the inner world of addictive behaviors by providing knowledge and counseling skills, particularly on the complex health concerns that frequently co-occur alongside the mental and physiological health of individuals with substance use disorders. This course further explores the biological, psychological, social, and spiritual aspects of addictions and recovery. The course highlights the several counseling theories and skills that enable a substance abuse counselor to provide evidence-based knowledge, counseling tools, and hands-on skills that assist in the recovery and healing process of substance-dependent behaviors.

PSY 315 Assessment and Treatment Planning in Addictions (3 Credit Hours)

Prerequisites: PSY 220. This course provides instruction related to assessment and treatment planning for persons with substance use issues. It is designed to teach students the concepts associated with psychological assessments and other assessment reports that include client conceptualization, provisional diagnosis, and treatment considerations.

PSY 316 Introduction to Counseling (3 Credit Hours)

Prerequisites: PSY 101. Students enrolled in the course will learn the introductory counseling techniques associated with the major theories of mental health treatment. This course is also designed to review some foundational communication skills that counselors use to build rapport with their clients. Micro-counseling, humanistic, psychoeducational, behavioral, cognitive, and psychodynamic techniques will be emphasized.

PSY 320 Multicultural Counseling (3 Credit Hours)

Prerequisites: PSY 220. This course provides an in-depth study of theories and research concerning counseling with members of minority groups. Students enrolled in the course are equipped with culturally competent skills in counseling a pluralistic and diverse population.

PSY 325 Professional Ethics (3 Credit Hours)

Prerequisites: PSY 220. This course examines the ethical principles that promote integrity, accountability, and responsible conduct in the professional practice of mental health counseling.

PSY 350 Abnormal Psychology (3 Credit Hours)

Prerequisites: PSY 101. This course focuses on the study of unusual patterns of behavior, emotions, and thoughts within the context of mental disorders. It examines what deviates from societal norms, how these deviations impact individuals, and how they can be understood, predicted, treated, and prevented. Additionally, it emphasizes the historical classification of these behaviors.

PSY 360 Origins and Theories of Personality (3 Credit Hours)

Prerequisites: PSY 101. Explores major theories of personality, emphasizing definitions, development, motivation, assessment, and how people change. It investigates psychodynamic, humanistic, behavioral, and biological perspectives on understanding personality.

PSY 364 Social Psychology (3 Credit Hours)

Prerequisites: PSY 101.. This course examines how people's thoughts, feelings, and behaviors are influenced by others. It covers social contexts such as socialization, social perception, social motivation, attitudes, social roles, and small group dynamics.

PSY 365 Cognitive Psychology (3 Credit Hours)

Prerequisites : PSY 101. This course explores information processing theories from historical to contemporary contexts. It examines how mental processes influence behavior, including perception, attention, memory, language, problem-solving, and decision-making, while also considering ethnic and cultural thought patterns.

PSY 370 Learning and Motivation (3 Credit Hours)

Prerequisite: PSY 101. Explores the underlying processes that drive everyday behavior in humans and animals. It reviews the historical development of theories that explain why we engage in certain behaviors and how we react in specific situations.

PSY 383 Counseling the Dysfunctional Family (3 Credit Hours)

Prerequisites: PSY 101, PSY 220, and PSY 310. This course surveys the basic understanding of family dynamics and conceptualizes the notion of a dysfunctional family system. It emphasizes the concepts of diversity in family functioning, different theories and models of family therapy, and other counseling tools in assisting the healing process of individuals in the family.

PSY 390 Physiological Psychology (3 Credit Hours)

Prerequisites: PSY 101. This course examines the connection between the nervous system and human behavior. It covers the structure and function of neurons, along with the roles of the central and peripheral nervous systems. Additionally, the course explores how neurotransmitters influence human behavior.

PSY 395 Physiology of Addictions(3 Credit Hours)

Prerequisites: PSY 101 and PSY 220. This course is designed to examine the basic issues related to drug use and treatment options. It reviews the effects of substance use on the nervous system and the resulting consequences on both the nervous system and the entire physiology of the user. It focuses on the effects of drugs at the neuronal level, in specific brain structures, and on human senses and behavior, including perception, consciousness, mood, emotions, and cognition. Additionally, this course aims to explore the connection between academic knowledge and practical applications in the field of addiction studies.

PSY 495 Practicum/Internship (3 Credit Hours)

Prerequisites: SSE 200 and PSY 350. Under close supervision, students undertake on-the-job counseling practice with individuals and groups. This course is designed to enable students to learn through the observation of professional counselors. Students enrolled in this course will relate the learned theories to the practical application of counseling skills. Students will be required to record their observations and secure the essential internship hours as they work with different counselors and different people needing psychological counseling.

PSY 499 A Capstone/Final Project (3 Credit Hours)

Prerequisites: ENG135 and PSY 350. This course is for all undergraduate disciplines who are completing a capstone/final project to satisfy the completion of the B.S. or B.A. degree. Students must demonstrate how all components of their major fit together as one. This course focuses on applicable principles through the examination of the undergraduate programs and onsite experience, by compiling a capstone/final project that is representative of each student's discipline of study.

RELIGIOUS STUDIES COURSES:

RES 101 Old Testament Survey (3 Credit Hours)

Prerequisites: None. The Old Testament story unfolds in unique historical, social, political, and spiritual settings. Along with contemporary approaches to the interpretation of Scripture, this course combines responsible historical- critical and literary approaches to the Old Testament with an ever-present concern for how to apply what we read to our lives and the lives of those around us.

RES 102 New Testament Survey (3 Credit Hours)

Prerequisites: None. The New Testament story unfolds in unique historical, social, political, and spiritual settings. Along with contemporary approaches to the interpretation of Scripture, this course combines responsible historical-critical and literary approaches to the New Testament with an ever present concern for how to apply what we read to our lives and the lives of those around us.

RES 200 Introduction to World Religions (3 Credit Hours)

Prerequisites: None. This course is an introductory survey of the major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam.

RES 211 The Philosophy of Martin Luther King, Jr. (3 Credit Hours)

Prerequisites: None. This course examines the practical application of the theories and the teachings of Reverend Martin Luther King, Sr., and the Reverend Martin Luther King, Jr. in light of world events and everyday life.

RES 255 Study of Judaism and Islam (3 Credit Hours)

Prerequisites: None. The course examines comparative tenets between Judaism and Islam.

RES 345 Life and Teachings of Jesus (3 Credit Hours)

Prerequisites: None. This course explores the life and message of Jesus and their impact on the social and theological climate of 1st century Palestine.

RES 365 Study of Hinduism and Buddhism (3 Credit Hours)

Prerequisites: None. Required. The course examines comparative tenets between Hinduism and Buddhism.

SOCIOLOGY COURSES:

SOC 200 Principles of Sociology (3 Credit Hours)

Prerequisites: None. Students explore the "Sociological Imagination" including social stratification, social interaction, religion, industrialization, modernity, culture, and deviance.

Note: For those courses which have no specifically listed prerequisite, it is understood that the academic advisor will check the master course list (for prerequisites) to ensure that the student possesses the necessary academic background to participate in the course.

MARTIN UNIVERSITY FACULTY

Name	Degrees/University
Brewer, David, PhD	Ph.D. in Organizational Leadership - Eastern University MBA in Management - Eastern University BA in English and History - Northwestern University
Dickerson, Tony Jean, EdD	EdD in Educational Leadership and Policy Studies - University of Kansas EdS in Administration - University of Missouri - Kansas City MS in Education, Curriculum & Instruction - University of Central Missouri BS in Special Education and Elementary Ed - Lincoln University (MO)
Doane, Rebecca, PhD	Ph.D. in Education with Specialty in Early Childhood Education. Northcentral University- Prescott City, AZ MS in Human Resource Management with Specialty in Functional Human Resource Management. Walden University- Minneapolis, MN BA in Behavioral Sciences with Minor in Deaf Cultural Studies. North Central University- Minneapolis, MN
Ejim, Monique, PhD	Ph.D. in Advanced Studies in Human Behavior MEd Program in Learning, Cognition and Development - Rutgers, The State University of New Jersey (New Brunswick, NJ) MS in Advanced Social Sciences. Catholic University of Leuven, Belgium MS in Educational Sciences. Catholic University of Leuven, Belgium
Evans, Bryan, MBA	Ph.D. in Organizational Leadership (in process), Indiana Wesleyan University MBA in Finance Information Systems, DeVry University BS in Project Management and Administration, ITT Technical Institute
Hannon, Adrianna, MS	MS in Elementary Education and Special Education (Dual Certification) - Arizona State University BS in Early Childhood Education - Arizona State University
Hathaway, Bradford, PhD (Part-Time)	Ph.D. in Psychology - Grand Canyon University MS in Education - Indiana University BS in Mathematics - Purdue University
Hunt, Marva, MS	MS in Management - Indiana Wesleyan University BS in Business Administration - Martin University
Steuerwald, Brian, PhD, HSPP	Ph.D. in Clinical Psychology - The University of North Carolina at Greensboro MA in Clinical Psychology - Ball State University BS in Psychology - Indiana University-Purdue University at Indianapolis
Thomas, Jack, PhD, HSPP (Part Time)	Ph.D. in Clinical Psychology - Indiana University AB in Psychology and Sociology - Indiana University