



**MARTIN UNIVERSITY**  
Undergraduate Course Catalog  
2023-2025

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## MESSAGE FROM THE PRESIDENT

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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 "Communiversities", 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,

Dr. Sean Huddleston,

President & CEO

## ACCREDITATION

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

The Higher Learning Commission of the North Central Association 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.

## ORGANIZATIONAL MEMBERSHIPS

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Consortium for Urban Education (CUE)

Higher Learning Commission/North Central Association of Colleges and Schools (HLC)

Independent Colleges of Indiana (ICI)

Independent Colleges of Indiana Foundation

Indiana Council of Blacks in Higher Education

National Association of College Admissions Counselors

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

The American Association of Collegiate Registrars and Admissions Officers ( ACCRACO)

The Global Community for Academic Advising (NACADA )

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

## UNIVERSITY HISTORY

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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 U.S. 1-70. It comprises the new Education Building, the Andrew J. Brown Building, classrooms, bookstore, and a study area for students. 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. 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.

## MISSION STATEMENT

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Martin University's Mission is to provide excellence in educating and developing traditional and non-traditional students in an inclusive, supportive, and healthy collegiate environment.

## VISION

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Martin University's vision is to elevate the landscape while providing transformative opportunities, inclusive support, and service to our communities.

## CORE VALUES

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- 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.

## ACADEMIC OBJECTIVES

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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

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### **Main Number/Admissions Office**

317-543-3235

### **Mailing Address**

2186 North Sherman Drive  
Indianapolis, IN 46218

# ACADEMIC CALENDAR

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

## ADMISSIONS APPLICATION POLICIES AND PROCEDURES

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### Admissions Application

Martin University has a liberal admissions policy. To be admitted to the University, 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 Course Catalog or the Organizational Leadership Graduate Course Catalog. 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. Web address: <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](http://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. The Office of Admissions and Academic Affairs will discuss this option. 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

International students must be provided with I-20 Procedures to begin the admissions application process. The PDSO (Primary Designated School Official) and/or DSO (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 the Office of Admissions 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 the admissions process 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).

The prospective student must also provide proof of his or her financial responsibility, as well as proof of the financial responsibility of any sponsors. 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. Once a prospective student has received his/her I-20 form, he/she then takes the following steps:

1. Take a diagnostic test to determine English and mathematics placement.
2. Applicants whose native language is not English should plan to submit scores from the Test of English as a Foreign Language (TOEFL). 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.
3. 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.



# TUITION AND FEES

The following are current undergraduate tuition and fees and schedule.

\*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, an email is sent to the student portal, and is published on the website.

## Undergraduate Tuition & Fee Schedule Spring 2020, Summer 2020, Fall 2020

### TUITION

1 credit hr.	\$ 294.00
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### FEES

\*\*Various classes have fees, please see the official course schedule for complete details\*\*

Admission/Photo Fee (Undergraduate/ Non-refundable/One Time fee)	\$25.00
Student Activity Fee (Mandatory Fee/All students/All semesters)	\$30.00
Technology Fee (Mandatory Fee/All students/All semesters)	\$ 50.00
Safety and Public Services Fee (Mandatory Fee/All students/All semesters)	\$100.00
Book Fee (1-year subscription includes all books - Mandatory)	\$200.00
Drop-in Center	\$25.00
Identification Fee (Annually or to replace lost/damaged)	\$5.00
Enrollment Verification Fee	\$2.00
Transcript Fee (cost varies per delivery method)	\$10.00 & up
Late Registration Fee (First day of semester or later; paid at the time of registration)	\$100.00
Graduation Fee	\$100.00
Return Check Fee	\$35.00
ECE Program Fee	\$151.95
ACC 260 NBA Bookkeeper Certification	\$100.00
SSE 200 Professional Development Seminar	\$75.00
HUM 101 Introduction to Humanities	\$75.00
Laptop Computer (optional) – priced at current market value of the selected device – All Martin University courses require the use of a computer.	

\* COURSE FEES MAY BE ADDED; ALL TUITION & FEES ARE SUBJECT TO CHANGE

\*\*ENTRANCE FEES ARE NON- REFUNDABLE

# REFUND POLICIES

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## Withdrawal from the University

**Unofficial withdrawal** – a student who ceases to attend classes and fails to notify the University that he or she is officially withdrawing. May incur financial penalty.

**Official Withdrawal** – a student who informs the university of their intent to withdraw from all courses.

**Drop** – Ends the Saturday of the first week of an 8- week semester no grade earned; no financial penalty.

**Withdrawal from a course(es)** – Ends approximately the Saturday of the eighth week during a 16-week semester, or approximately the Saturday of the fourth week of an 8-week semester; grade of “W” earned.

**Withdrawal from the University** – When a student drops all his/her courses in any given semester and earns grades of “W” for every course in that term. Withdrawal from the University may occur any time during a semester. A student may withdraw from Martin University at any time. Since this is a formal act, students must have an exit interview and complete a withdrawal form at that time.

A student 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 mentor and then see the Registrar's Office.

## Fall and Spring Semesters

Students may receive a 100% refund of tuition and course specific fees, if the course is dropped before the end of the second full week of the semester, with no more than two attendances in the class. No refund of tuition and fees are offered after the end of the fourth full week of the semester (see below).

## Summer Term

Students may receive a 100% refund of tuition and course specific fees if the course is dropped before the end of the first full week of the summer term with no more than one attendance in the class.

**No refund of tuition and fees are offered after the end of the first full week of the semester.**

### Refund Policy

1st week of classes	100% refund of tuition and fees
2nd week of classes	100% refund of tuition and fees
3rd week of classes	50% refund of tuition and fees
4th week of classes	25% refund of tuition and fees
5th week of classes and later	No refund of tuition and fees

## 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

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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 twelve credit hours per semester. Semesters include two eight-week sessions. Half time and three- quarter time students complete from six to eleven 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 three semesters per academic year. Currently, the fall and spring semesters include two eight weeks long sessions. The summer semester is one eight weeklong session.

Students are advised to maintain their university enrollment continuously. Statistics prove 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 thirty credit hours each year during three semesters per 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

A student at Martin University is expected to attend all sessions of each class in which they are registered. Attendance is taken during the first week of class during an academic session (example, Session A attendance will be taken during the first week of Session A; Session B attendance will be taken during the first week of Session B) If a student misses the first week of classes during a session, the student will be dropped from the course(s). A student attendance at the beginning of a class establishes enrollment in the course.

## 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 semester. Late start allows a student who cannot attend the first week of class in an academic session in a semester 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 first be approved by the Registrar and second by the Bursar via a waiver.**

## Course Cancellations

Courses with low enrollment may be canceled during the first week of the semester. If a course must be canceled, the Registrar will send an email to students notifying them of the cancellation. A student success coach will notify students about registering for a differing course. 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. **Lecture, Seminar, and Laboratory Classes**

One credit hour is associated with an in-class meeting for 50 minutes of lecture per week for an entire semester, with a typical weekly out-of-class workload of 2-3 hours. An example would be that a 3-credit hour class would have a total of 150 minutes of in-class time including all activities per week with 6-9 hours of out-of-class work (e.g., unsupervised computer-aided-instruction, homework, research writing assignments, projects, etc.).

### 2. **Accelerated Courses**

Accelerated courses are offered in an 8-week format. In this 8-week format for a three-credit hour course, there would be 32 hours of contact time (4 hours per week for 8 weeks) and students would 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.

### 3. **Hybrid Courses**

Hybrid courses - a three-credit hour course would entail approximately 135 hours of any combination of the following activities: face-to-face classroom time, watching instructor-defined content (e.g., streaming video, reading lecture transcripts posted online, PowerPoint presentations, streaming audio), reading assigned course material, engaging in instructor defined interactive learning activities (e.g., discussion boards), and student-directed learning. These may average 2 - 3 weeks of face-to-face sessions in an 8-week semester.

### 4. **Distance Education**

#### **Bachelor of Science Business Administration (Online)**

Martin University's first Distance Education Degree Programs, Bachelor of Science Business Administration, will be taught in an asynchronous model. Students will access all courses and coursework, videos, and other course learning materials through the CANVAS LMS Martin currently has in place. Students will complete a variety of weekly assignments which may include discussion boards, written assignments, quizzes, video presentations, group projects. The courses will still be three credit hour courses. 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.

### 5. **Other**

In the case of off-campus practicum and internships, a formal university-wide policy would be counterproductive to the development of curricula. Instructors who 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 (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 (freshman)

**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 (a grade of C 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 and "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.

The Advanced Placement Examination of the College Board (AP) The College Level Examination of the College Board (CLEP)

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 transcripts; 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 in 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 award 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 which offer internal courses for their employees 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.) 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.
- d) Courses involving technology that were taken more than **five** years before enrolling at Martin University.
- e) Courses where no official transcript is provided.
- f) Skill based or college/university introductory courses.

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

Prior Learning Assessment (PLA) 130 is an intense research course that requires students to work independently and create a portfolio that demonstrates their prior learning. Martin University, as a member institution of the Council for Experiential Learning (CAEL), follows CAEL essential guidelines and practices for PLA. In accepting PLA earned credits, 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 course work within the semester in which the course is taken.

**10. *Guidelines for Application of Prior Learning Assessment (PLA) Credits toward Martin University General Education Requirements***



In accepting PLA earned credits, 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.

### **Prerequisites for Application to PLA 130**

To apply for PLA 130, a course that allows for portfolio development to demonstrate prior learning through employment, volunteerism and/or personal interest, a student must have fulfilled the following requirements:

- i. Successful completion of ENG 125, CTE 150 and ENG 135 (or equivalents)
- ii. Pursuing an undergraduate degree
- iii. Matriculation to MU with all official transcripts on file
- iv. 3+ years of "college-comparable" prior learning in volunteer or professional context
- v. Completion of PLA Pre-assessment: "Prior Learning Assessment – Am I a Good Candidate?"

### **Enrollment Process for PLA 130**

- i. Students must complete the PLA Pre-assessment.
- ii. STUDENTS MUST COMPLETE ORIENTATION BY ATTENDING THE FIRST-CLASS SESSION.
- iii. Students must commit to completing all coursework within the semester in which the course is taken.

### **Skills Competencies**

All degree-seeking transfer students, except those transferring 30 or more credit hours into Martin University, are required to take the writing, reading and math assessment placement tests. For students entering Martin University with fewer than 30 transfer credits, all general education requirements apply. Students entering with 30 or more transfer credits do not need to take SSE 100 but may take an elective to satisfy the credit requirement.

### **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 a 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 from a student's previous institutions have been received. All students who are admitted to the University as matriculated students are assigned a mentor. Matriculated students and their Student Success advisors are jointly responsible for making sure that all degree requirements are met. Admitted students are encouraged to meet with their mentor 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 mentor with administrative approval (VP) 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 mentor 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 mentor 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. Failure to do so will result in Transfer Students enrolling in courses they already took, but where there is no proof. Applicants, then, fall into one of three categories: official transcript provided with application, unofficial transcript provided, and 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, 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 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.

If an 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 will have one semester to provide an official transcript after which time students will be assigned courses as if no transfer credits would be available.

No courses can be transferred directly into Martin University without an **official** transcript, nor can Prior Learning Assessment be used to accept credits as a way around the need to obtain an official transcript.

## Transcripts

To order official transcripts students must go online to [martin.edu/registrar](http://martin.edu/registrar) and follow the prompts for the parchment service.

To order unofficial transcripts students can fill out the unofficial transcript request form and return to [registrar@martin.edu](mailto:registrar@martin.edu)

The Office of the Registrar cannot accept telephone requests for transcripts.

All transcript requests will be processed within one business day. 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.

\$10.00 parchment

\$10.00 in person

\$20.00 expedited (in person option)

\$0.00 unofficial

## 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 Student Services staff.
2. Returning students must consult with the assigned mentor and register online via the student portal.
3. See a counselor in the Financial Aid Office. See the Bursar and pay tuition and fees.
4. 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 from the Registrar informing the student of the rejection and the reason for rejection.
5. Students receive verification to attend class through the student portal.

## 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. A student who would like to be a transient student must 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 and the Transient Approval form from the Registrar's Office or on the website at [martin.edu/registrar](http://martin.edu/registrar).

## Change of Registration (Drop/Add)

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 mentor 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. 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 in a semester.

## 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 at the time when the student is actually doing the work for the internship or the practicum. When a student is working at an internship or a practicum site, the faculty member who offers the course must provide a roster as part of the permanent class record (Faculty Portal) for no later than the end of week one. The roster should detail each student name, practicum site, start and end date, site supervisor, and site contact information. This coordination cannot take place unless the student is officially registered for the internship or practicum course. The faculty member will be considered the "instructor" for the internship or practicum and will have all the responsibilities common to instructors, including site follow up and grade report.

Internships/Practicum must be identified before the start of the class and must correlate to the students' field of study. Faculty members who offer internship courses must secure internship sites related to the field of study before the start date of the course. Students are not responsible for finding internship sites although they can recommend a desired site.

The following guidelines outline the student internship/practicum experience for credit hours at Martin University:

1. Students must complete and pass SSE 200 Professional Development Seminar.
2. Students must register for an Internship course, before beginning the Internship, to receive college credit. Internship experience hours will not be awarded for experiences obtained before registering for the course.
3. A minimum of 25 hours must be completed in internship onsite activities.
4. A Martin University internship course instructor will oversee the student's internship experiences.

The duties of the internship course instructor include:

1. Assigning internship sites.
2. Ensure that student learning outcomes, and objectives are met during the internship.
3. provide a spreadsheet as part of the course record (Faculty Portal) no later than the end of week three (3) of the semester which details, the student's name, site, start and end date, site supervisor and site contact information for each student.
4. Maintain regular communication with the internship site supervisor on student progress.
5. Initiate evaluations from the site supervisor on the student's performance.
6. Assign a final grade for the internship experiences.
7. Assist in the resolution of disputes between the student and the site supervisor and/or internship site.
8. Meet in group or one-to-one with the students to discuss internship experiences.
9. Provide guidance as students complete the internship.
10. Provide a midterm and final evaluation of the student's performance.

Although the guidelines will, out of necessity, vary from one department to another, the following minimum content is appropriate to all:

1. Students must complete and pass SSE 200 Professional Development Seminar.
2. An initial meeting time and any other required meetings with the students;
3. Provide a spreadsheet to the department chair by the end of week three (3) of the semester which details, the site, start and end date, site supervisor and site contact information for each student;
4. A course outline and course objectives and student learning outcomes;
5. Any necessary instructions; and,
6. A description of the appropriate dress, for reasons of professionalism or as a representative of the university outside the classroom setting.

**Note: Please refer to the Graduate Catalog for information regarding Practicums and Internships for the graduate programs.**

### 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
<b>A</b>	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>B</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.

<b>C</b>	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.
<b>D</b>	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.
<b>F</b>	Quality and quantity of work are unacceptable and does not qualify the student to progress to a more advanced level of 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 semester (5 weeks in an 8-week semester). 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).
2. At the time of the incomplete request, the student must be in compliance with all course requirements as outlined in the course syllabus, including attending class weekly.
3. The instructor of a course initiates an incomplete request. Instructors will complete the Academic Action Form and submit requests and documentation to the Dean of Academic Affairs. The Dean of Academic Affairs must sign the form for final approval.
4. A student will be required to submit documentation in writing of the reason(s) why they are unable to complete the coursework at the time they request an Incomplete. The student and instructor must complete an "Agreement for Completion of Course" form outlining specific work required for course completion and expected date of completion. "Incompletes" must be completed by the following semester (for example, an Incomplete grade given in FA-19 session A must be resolved by the grade due date of SP-20 Session B). Failure to meet this deadline will result in an automatic F for the course.

### Student Grievance Policy

Students who have a grievance against staff and other students should complete a Grievance form and submit the form to the Director of Student Services. The Director will schedule a meeting with the student and attempt to resolve the issue. If the student believes that the issue was not resolved, the Director will



schedule a meeting with the student, their mentor and the Ombudsman. If the student believes that the issue is still unresolved, they may appeal to the Associate Dean of academic affairs. The Associate dean will schedule a meeting that includes the Title IX Compliance

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

## Grade Change Policy/Grade 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 Director of Student Services 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 Director of Student Services will send all documentation of concern and a request for a meeting to the Associate Dean of Academic Affairs. The Associate Dean may decide to meet with the student and the Director of Student Services to ask questions to understand the issues. The associate dean 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 Services.

## Honors Program

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

**Honors Program:** The Honors Program is held in the spring semester of the academic year for students who enroll in and complete at least 12 credit hours of course work that can be counted toward a degree. Qualifying GPAs for honors recognition are calculated based on the fall semester 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 semester who plan to walk in the prior spring commencement will not have honors denoted in the graduation program. However, those students will have the honors listed on their diplomas.

## 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
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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 60 hours at Martin University in order to obtain a degree from Martin University. 60 hours can be transferred in from other accredited institutions. Transfer credit will be determined by the Registrar's Office in conjunction with faculty for degree specific coursework. Students may receive a maximum of 60 hours PLA (Prior Learning Assessment). The conjunction of transfer credit and PLA will not exceed 86 hours total (requiring a residency of 34 hours to be taken at Martin University). Martin University graduate students will need to take all but a maximum of 6 hours at Martin University in order to obtain a degree from Martin University. 6 hours can be transferred in from other accredited institutions. 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 or Readmission

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, including payment of the admission fee.
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.
3. If readmitted, the student must not receive any grade below a "C." Any grade below "C" will result automatically in the student being placed on academic probation. Therefore, readmitted students are advised to keep in regular contact with their mentors.

**Note:** If a re-entry student was on Satisfactory Academic Progress (SAP) when they left the University, they must return on SAP warning and submit appropriate paperwork.

### 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.

## Satisfactory Academic Progress

Martin University students are expected to maintain satisfactory academic progress (SAP) during their matriculation at the University. SAP is evaluated in two ways, cumulative grade point average (GPA) and academic progress. To maintain SAP, all students must satisfy both the minimum cumulative GPA and minimum academic progress requirements established by the University. A detailed discussion of the specific cumulative GPA and academic progress requirements is presented below.

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

## Cumulative GPA

All students enrolled at Martin University are expected to maintain an adequate cumulative GPA during all semesters enrolled at the University. The minimum adequate cumulative GPA requirement is dependent on classification status (i.e., students enrolled in undergraduate courses vs. students enrolled in graduate courses) and the cumulative number of credits hours the student has attempted.

Minimum GPA requirements for undergraduate students.

Martin University requires that all Freshman and Sophomore students maintain a cumulative 1.5 GPA; Junior and Seniors maintain a cumulative 2.0 to meet GPA standards for SAP.

## Cumulative Academic Progress

All Martin University students are expected to successfully complete the courses in which they are enrolled. Academic progress is a measure of the extent to which a student is successfully completing his/her coursework. It is calculated by dividing the cumulative earned credit hours into the cumulative attempted credits hours. The resulting value is expressed as a percent ranging from zero (0) to 100. Higher percentages reflect a greater amount of success in completing courses and hence, greater cumulative academic progress.

## Minimal Academic Progress Requirements for Undergraduate Students

Undergraduate Students are expected to successfully complete at least two-thirds (70% rounded) of the cumulative attempted credit hours in which they are enrolled. A successfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade/mark was an A, B, C, or P (Grade D is considered passing for some elective courses).

An unsuccessfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade/mark was a D, F, NP, I or W. Please note that while final marks of Non-Pass (NP), Withdrawn (W), and Incompletes (I) do not count towards the cumulative GPA, they do count towards cumulative academic progress. Also, course work transferred to Martin University (identified as "TR" on the transcript) that counts towards a student's degree also counts towards cumulative credit hours attempted and cumulative credit hours completed.

Coursework that is transferred into Martin University that does not count towards a student's degree does not count towards the cumulative credit hours attempted and cumulative credit hours completed.

In general, Martin University only transfers credit that counts towards a degree. It is recognized however, that students sometimes change majors, and previous transferred credit may no longer count towards that major/degree. Because of these instances, any student who has credit transferred to Martin University must have this transfer credit re-evaluated if he/she changes his/her major.

Moreover, credit earned from prior learning assessment (PLA and identified as "G" on the transcript) also counts towards the cumulative credit hours attempted and cumulative credit hours completed if the credit applies to the student's degree. If the PLA credit does not count towards the student's degree, then the

PLA credit does not count towards the cumulative credit hours attempted and cumulative credit hours completed. A student with PLA credit who switches majors must have the PLA credit re-evaluated to determine if the credit continues to count towards his/her new major/degree. In cases where courses are retaken, the original course continues to count towards the cumulative hours earned and cumulative hours attempted.

The SAP requirements for undergraduate students discussed above are summarized below:

**SAP Requirements for Undergraduates:**

Total Attempted Credits	Minimum Cumulative GPA	Cumulative Academic Progress
1 – 59	1.5	66.67%
60+	2.0	66.67%

**Time Period for Evaluating SAP – End of Each Semester**

SAP is evaluated by the Student Success Manager at the end of each academic semester for each student. When evaluating SAP, both cumulative GPA and cumulative academic progress as defined above are examined. A student is considered to be achieving satisfactory progress when he/she meets the minimum cumulative GPA and minimum cumulative academic progress requirements. A student is considered making unsatisfactory academic progress if **either** the minimum cumulative GPA requirement and/or the minimum cumulative academic progress requirement are not met at the end of the academic semester in which he/she is enrolled.

**Consequences for Failing to Maintain SAP**

Martin University has a three-step process to be followed when a student does not meet the SAP requirements. This three-step process includes a warning status, probation status, and suspension/dismissal status. Each of these conditions is presented below.

**SAP Warning Status**

As a first step, any student who does not achieve satisfactory academic progress (per the minimum cumulative GPA and minimum cumulative academic progress requirements presented above) in a given semester will be placed on SAP Warning status. SAP Warning status is assigned by the Student Success Manager without appeal or other action by the student. The student is notified in writing of the SAP Warning status. While on SAP Warning status, the student has one academic semester to achieve satisfactory academic progress. If the student meets the SAP requirements at the end of the following semester, the SAP Warning is rescinded. In this case, the student is notified in writing by the Student Success Manager. No further action is required.

**SAP Academic Dismissal/Suspension**

At the time of notification from the student success office regarding a suspension status, the student will have **10 days** to submit a written appeal outlining mitigating circumstances.

The appeal letter should include the following:

- a. Mitigating circumstances that prevented the student from meeting the requirements of academic progress (e.g. death in the family, student illness or injury, other personal circumstances). Mitigating circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.

- b. Documentation that supports the student's basis for the appeal
- c. Steps the student has taken/will take to ensure future academic success
- d. If it is not possible for the student to achieve satisfactory academic progress with one successful probationary semester, the student must also submit an academic plan signed by their academic advisor. This plan should outline the student's academic goals for each semester (e.g., number of credit hours and cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time.

## Reinstatement Following Dismissal

Students are not eligible for reinstatement for at least three semesters after a SAP dismissal. To be reinstated after SAP dismissal, a student must present evidence to the SAP Committee that he or she is ready and able to make satisfactory progress. The SAP Committee is responsible for acting on requests for reinstatement after academic dismissal. Reinstatement is a formal process in which the student petitions the University in writing for reinstatement. As part of this petition, the student must provide evidence that he/she can achieve academic success and maintain satisfactory academic progress. If a student is reinstated, the student would be required to follow terms and conditions outlined by the SAP Committee that promote future academic success and SAP. The student must agree to these conditions in writing before being reinstated to the University.

If the SAP committee denies reinstatement, the student may appeal the decision to the Associate Dean of Academic Affairs, who will use only the material presented to the SAP Committee to review the case. After examining the evidence, the Associate Dean of Academic Affairs will render a decision on reinstatement. This decision is final. A student denied reinstatement by the SAP Committee, and the Associate Dean of Academic Affairs may petition for reinstatement to the University the following semester, using the same process contained in this subsection. Students may appeal to the University President.

**Note:** This policy does not determine financial aid eligibility.

## SAP Probation Status

Students who return after a suspension/dismissal or who appeals a suspension/dismal will be placed on probation status. As part of the probation, the student will be required to follow an academic plan developed by the SAP Committee designed to move the student into making satisfactory academic progress. The academic plan must be signed by the student and Student Success Manager. The student will be notified in writing of Probation Status. The student will be on SAP Probation for the following academic semester. At the end of the semester in which the student is on SAP probation, the student must meet the requirements of SAP to avoid dismissal from the University. If the student achieves SAP requirements, at the end of the semester, the SAP Committee will rescind the SAP probation. If the student does not achieve SAP requirements at the end of probation status, the student will be dismissed and will not be eligible to return for three semesters. The Student Success Manager will notify the student in writing.

**Note:** Re-Entry students who leave on SAP will re-enter the University on probation status if they left the University on SAP.

## 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**. The credit course assists students in setting goals, describes how the educational system works and teaches students how to solve problems they will encounter in higher education.

## Class Attendance

Martin University is not an attendance taking University. However, failure to attend classes regularly will impact a student's grade. Students are required to attend the first week of courses in a Semester in order to be captured as attending Martin University for Financial Aid purposes. Failure to attend during the first week of a Session will result in the student being dropped from the course. Students are responsible for regular and punctual attendance at all scheduled classes and laboratories. 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 affect their grades negatively. Poor attendance may also affect students' financial aid negatively.

## 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. The Final Project must be completed in residence.
6. Completion of any elective hours to reach the 120 earned hours minimum requirement

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 Mentors

Upon entry to the University, a student is assigned an academic mentor to assist and guide him/her in all academic endeavors. Students are encouraged to consult with their mentors at least once each semester and about any academic concerns. The mentor has the responsibility of monitoring the student's academic progress. Mentors also assist students in developing degree plans and selecting courses. Students bear the responsibility for the completion of their degree plans, for seeking the mentors' advice, and for having their preliminary graduation requirements approved by their mentor and Academic Affairs to make sure completion of prerequisites and other requirements are met. Three semesters before graduation, mentors 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 mentors. The



mentor retains the student's degree plan, and the mentor is the first to recommend graduation when a student has met all requirements.

## Gateway Courses

Students must complete at least SSE 100, ENG125, ENG 135 and CTE 150 before they begin the major and minor fields of study. In consultation with the mentor, a degree audit is applied to guide the student toward graduation.

## Degree Audit

Degree Audit is a tool that students can access via their student portal in order to track their academic progress toward graduation.

## Major

Majors at Martin University 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 include 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. **A minor must be in a degree program offered by the University.**

## 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 will be significantly higher than the normal 120 credits required for a single major. Students who intend to pursue a double major must first obtain the consent of their Academic Mentor. 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.

## Final Project/Capstone Course

Each major requires a Final Project/Capstone Course. For the Final Project, 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 final project/capstone. Students must complete their final project/capstone, no later than the fall semester preceding their semester of graduation.

## 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, Spring, or Summer semesters of an academic year. Students who have 9 hours or less to complete in the summer semester 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.

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

Martin University informs students and concerned others of the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act and the federal regulations implementing its provisions, with which this University complies, were adopted to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide the opportunity for informal and formal hearings to correct and expunge inaccurate or misleading data. Students may schedule a record review with the Registrar. Student records must be kept confidential and may be reviewed only by the proper officials of the University. Students who wish to have their academic or financial records available (such as to a parent or spouse) may do so by filling out the Third-Party Release Form on file in the Registrar's Office.

## **Disability Statement**

Many students who transition into a university environment may be accustomed to significant previous assistance from family members and professionals in obtaining necessary services related to the effects of disabilities and health problems. Students may be faced with discussing personal information about an established or newly acquired disability with University personnel, perhaps for the first time.

These kinds of sensitive discussions are best held with individuals who are familiar with accommodations that the University can provide. It is best to meet with a student to build a team approach for planning accommodations based on the resources available to the student. This approach proves to be most beneficial to the student and the respective faculty and the staff members who need to be included in the conversation. Students, whose disabilities may be defined by the Americans with Disabilities Act (ADA), are highly encouraged to have these conversations early with faculty and staff at Martin University.

Any individual with a pre-existing disability, over time, has developed mechanisms and strategies for coping with the challenges of academic life; and those with newly acquired health difficulties may not be as familiar with some effective strategies, which may help them to maximize their University experience. Individuals have the right to differing accommodations based on their training and experiences. All educational buildings, classrooms, and restroom facilities are accessible by wheelchair. It should be noted that some disabilities, often denoted as "invisible disabilities," may not be noticeable to everyone. However, may require significant accommodations, nonetheless.

Martin University encourages discussions between students and faculty or appropriate staff to work out agreements, which are beneficial to both students with particular needs and the requirements of courses. Appropriate accommodations can allow all students equally to demonstrate their ability and knowledge in courses. All students who would like to speak directly with staff about these situations may do so by contacting the Director of Student Services and Enrollment located on the 1<sup>st</sup> Floor of the Administration Building.

## **Drug-Free Environment**

Martin University, through its policies and programs, is dedicated to providing 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**

Smoking is limited to outside designated areas on the University campus.

### **Non-Discrimination Code**

Martin University shall not exclude any student based on race, religion, age, ethnic origin, gender, or disability.

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](http://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**

The majority of 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 (Student Portal).

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 honest and act with integrity at all times. 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 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:

## Literacy Support

Literacy: The condition of being knowledgeable enough to turn your reading material into thoughtful writing and interpretation.

The goal of the literacy support is to help students become knowledgeable enough in their reading ability to interpret and demonstrate that knowledge in writing. The purpose of the literacy support is to assist students in developing the following skills:

1. To comprehend course material through developing skills in understanding vocabulary,
2. To identify main ideas and details, summarizing, interpreting,
3. To explain reading materials, using them to create new applications.

Also, students will learn ways to organize ideas in the reading material to enable them to understand information, apply it to other situations, and create new applications and hypotheses.

Students in literacy support will become life-long learners through vocabulary development, will develop reading comprehension, and learn how to apply new information to previous knowledge to form hypotheses and discover better ways to live and work.

## Writing Support

Martin University's mission has always been to aid and assists 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. By suggesting changes, we guide writers in implementing and understanding revision strategies. Revision, ultimately, is the writer's responsibility. Our primary goal is to help Martin students acquire the knowledge, confidence, and tools that they need to help "write themselves into the world." Writing support instructors will not edit or proofread papers. Nor will they do students' reading or thinking or writing. Instead, their goal is to teach students to do these things themselves to become better, more confident writers.

## 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

The Ombudsman is available to students who encounter personal issues while enrolled in school. The Ombudsman has an office in Academic Affairs 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, confidentially providing consultation and recommending strategies to resolve issues. For students with complaints, the Ombudsman may refer students to the Title IX Director Compliance Officer or the Director of Student Services for grievances. The Ombudsman may be required to participate in the investigation and resolution of 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 form is located at the back of this handbook, in the Student Services Department and with mentors.

## Prerequisites

Before registering for classes at Martin University, students should read each course description carefully to ensure that they are registering for the courses needed to meet their educational goals. Students should also make an appointment with their mentor who will help develop a Degree Plan and determine the classes that are needed. Many courses restrict enrollment to students who meet a level of preparation that is essential for them to succeed in those courses. These restrictions are called *prerequisites*. Courses may also have a *recommended preparation* or *recommended concurrent enrollment* that will also enhance chances for success in these classes. Students may be able to meet course prerequisites throughout the curriculum if they have completed coursework at another college or university. Proof of successful course completion (courses must have been completed with a grade of "C" or better, for "course credit") should be submitted to the Registrar.

Students will not be able to enroll in courses which have a prerequisite that has not been met.

## UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES

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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. They are:

### COMMUNICATION SKILLS

Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression.

- Create a written summary of the main ideas extracted from information gathered. (CS1)
- Effectively organize communications, ensuring there is a clear introduction and in conclusion, the content is well-sequenced and there are appropriate transitions. (CS2)
- Know and use the active listening skills. (CS3)
- Make effective presentation, formatting and stylistic choices when developing communication. (CS4)
- Translate or explain what written information means and/or how it can be used. (CS5)
- Understand the role of context, audience and purpose when developing a communication. (CS6)
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information. (CS7)
- Use high-quality, credible, relevant sources to support writing. (CS8) · Use visual representations such as graphs, charts or graphics to enhance the
- meaning of the message that is being communicated. (CS9)
- When communicating, use language that is appropriate to the audience. (CS10)

### CRITICAL THINKING AND QUANTITATIVE REASONING

Critical thinking and quantitative reasoning provide students with the knowledge, skills, and perspectives needed to appreciate many viewpoints, a key measure of a liberal areas education. It serves as the foundation for all intellectual activity, including problem-solving, inquiry, and decision-making. Philosophical learning promotes informed reflection on various areas, topics, and figures in philosophy.

Students learn to formulate and defend solutions to philosophical and ethical issues related to social, cultural, economic, and political factors that affect communities.

Students will be able to gather and synthesize relevant information, evaluate alternatives and implement creative and effective solutions.

- Clearly and completely state and describe a problem/issue. (CT1)
- Consider the context, costs, benefits and consequences of potential solutions to problems or issues. (CT2)
- Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it. (CT3)
- Develop a plan to implement a solution to a problem or issue. (CT4)
- Evaluate information to identify limitations and biases. (CT5)
- Identify quality sources for data and information pertinent to a problem or issue being examined. (CT6)
- Identify the best solution to a problem or issue. (CT7)
- Use creativity and alternate thinking to brainstorm new ideas and possible solutions to problems or issues. (CT8)
- Use rules or frameworks to provide context for and understand problems or issues. (CT9)
- Use well-designed search strategies to gather data and information. (CT10)

## **CULTURAL AWARENESS**

Martin University students encounter a broad spectrum of human values and behaviors that are different from their own. In doing so, students develop a broader understanding of who they are, individual potential, and the kind of dangers that threaten individuals, families, communities, and nations, and to develop an understanding of what they see as the meaning of life. As students of Martin University are prepared to become future leaders who value human life and diversity, the following courses have been identified to provide them with knowledge about who they are and their role in shaping the future of the world in which we live.

Students will be able to understand how culture affects their everyday decisions.

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences.(CA1)
- Seek to understand how their actions affect both local and global communities. (CA2)
- Address the world's most pressing and enduring issues collaboratively and equitably. (CA3)
- Explain how similar actions can be understood differently depending on cultural context. (CA4)
- Evaluate the impact of culture on individuals and groups. (CA5)
- Demonstrate the ability to articulate his/her key cultural traditions. (CA6)
- Demonstrate a basic appreciation of the diversity of the human experience. (CA7)
- Be able to compare and contrast diversity in human history. (CA8)
- Demonstrate a basic ability to analyze and evaluate the interconnectedness of local, national, and global communities.(CA9)

## **WORKFORCE ESSENTIALS PROFESSIONALISM**

Workforce essential courses will provide students with the knowledge of computers, professional etiquette, and community service knowledge that will facilitate students' preparation for the workplace and educational experience across the curriculum. Students will understand the nature and role of the workforce and become competent to enter the workforce and advance in their careers effectively.

Students will:

- Demonstrate an adequate understanding of computing fundamentals, including hardware, basic software, and operating systems. (WE1)
- Demonstrate an adequate ability to use the internet and apply technical knowledge and skills in real-life situations. (WE2)
- Demonstrate a basic attitude of civic mindedness. (WE3)
- Demonstrate an adequate ability to reflect his/her moral and ethical choices in making career decisions. (WE4)
- Practice professionalism and ownership demonstrate professional growth and learning. (WE5)
- Demonstrate appropriate professional and self-management practices. (WE6)
- Demonstrate personal accountability. (WE7)
- Demonstrate ethical behavior. (WE8)
- Demonstrate teamwork. (WE9)

## UNIVERSITY GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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### **New Student Experience**

SSE100 Student Success in Higher Education

Upon completion of the new student experience requirement, 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

### **English**

ENG 125 Composition I

Upon completion of the literature distribution requirement, 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.

ENG 135 Composition II

- Analyze and evaluate information
- Identify the need for research to draw conclusions, formulate inferences, solve problems, and make decisions.
- Evaluate, select, organize, synthesize, and ethically document information from multiple sources using both informal and formal formats, as appropriate for diverse writing situations.
- Effectively communicate ideas appropriate to their discipline using standard English, through written and verbal communication.



## **History**

### HIS 161 Emancipatory Narratives

Upon completion of the history distribution requirement, 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

### AFS 328 African American History

- Develop a familiarity with the historiographical development of African American History from Reconstruction to the Civil Rights Movement
- Analyze the African American experience from its beginnings in the seventeenth century to general emancipation in 1865 in order to identify ways in which developments during that time period, including developments in African-American music, have influenced contemporary American culture and events;
- Discuss American slavery and the struggle for African American freedom and equality within the general historical context for the development of the United States
- Demonstrate an understanding of the interplay of politics, economics, and cultural changes

## **Philosophy**

### PHI 201 Critical Thinking

Upon completion of the philosophy distribution requirement, 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

### PHI 350 Philosophy of Religion

- Develop basic concepts and central problems of the philosophy of religion.
- Discuss various philosophers with respect to religious problems.
- Create the fundamental philosophical skills of critical reading, thinking, and writing, and learn how to apply these skills within the field of Philosophy of Religion
- Design critical analysis of issues arising within philosophical discourse, the creative and critical construction of arguments, careful and clear writing, and reflective engagement with central implications inherent in worldview presuppositions.

## **Fine Arts**

### MUS 150 Music Appreciation

Upon completion of the fine arts distribution requirement, successful students will be able to:

- Demonstrate the understanding and use of public performance as a means for engaging communities, creating cultural awareness, and providing ethical leadership.
- Analyze music as a means of supporting developing careers in music teaching and/or performance.
- Interpret a common body of western literature and individual repertory by written and oral means.
- Discuss music for individual studio and group settings for active listening educational purposes.

## **Global Awareness**

HUM 153 Appreciation of Languages

Upon completion of the global awareness distribution requirement, successful students will be able to:

- Understanding of the social functions of language and the roles they play in culture.
- Show appreciation of how language and communication work to affect the socio-cultural world.
- Analyze the role of language in everyday interactions.
- Demonstrate the values associated with ways of speaking and their social and personal consequences.
- Knowledge of contemporary issues in language policy and ability to take a public and professional role in these issues.

## **Communication**

COM201 Introduction to Public Speaking

Upon completion of the communication distribution requirement, successful students will be able to:

- Analyze and synthesize information to make reasoned, well-organized arguments in written work and oral presentations with introductions, thesis statements, supporting evidence, and conclusions appropriate to the discipline
- Use credible evidence, integrated, and documented accurately according to styles preferred in the major.
- Demonstrate proficiency in standard edited American English, including correct grammar, sentence structure, word choice, and punctuation
- Present written work that employ the organizational techniques, formats, voice, tone, technology, and genres (oral, written, and/or visual) typical for purpose(s) and audience(s) in the discipline and/or workplace

COM 400 Cross Cultural Communication

- Engage in pre-writing, planning, writing, revising, and editing as a process for achieving effective communication.
- Describe how cultural values affect communication styles
- Recognize the concept of 'face' and examples of how 'face' is expressed in some cultural contexts
- Distinguish how written and verbal expressions might vary across cultures
- Compare how non-verbal expressions might vary across cultures.

## **Mathematics & Science**

MAT100 College Math for Liberal Arts

Upon completion of the mathematics distribution requirement, successful students will be able to:

- Interpret quantitative information (i.e., formulas, graphs, tables, models, and schematics) and drawn inferences from them.
- Define and Formulate a problem quantitatively and use appropriate arithmetical, algebraic, and/or statistical methods to solve the problem.
- Evaluate logical arguments using quantitative reasoning.
- Communicate and present quantitative results effectively.

BIO 100 Intro to Life Sciences

Upon completion of biology distribution, successful students will be able to:

- Understand how living systems are interconnected and interacting.
- Review real-world cases and apply self-assessment tools for new concepts and ideas.
- Apply critical thinking when synthesizing data analysis problems.

## **Social Sciences**

INT 270 Research Methods

Upon completion of the social sciences distribution requirement, successful students will be able to:

- Explain ideas, using sound reasoning and empirical evidence rather than relying on unsupported opinion.
- Apply current social science knowledge to describe a contemporary issue.
- Analyze how individuals, groups, institutions, and other contextual factors interact with one another.
- Discuss how symbols, events, practices, or experiences are understood from the view of at least two different groups (e.g., national, racial/ethnic, gender, social class, political, religious, age).
- Define reasons for adherence to relevant disciplines' professional code of ethics.

SOC 200 Principles of Sociology

- Effectively use sociological concepts, theories, and frameworks to analyze, explain, and address significant social problems and public issues.
- Develop quantitative and qualitative research to investigate sociological questions and issues.
- Apply sociological and communication expertise to express yourself and interact effectively with people from diverse backgrounds in a variety of academic and community contexts.
- Analyze the relationship between social, political, and/or economic institutions and human behavior.
- Apply problem solving skills to both personal and social issues.

## **Humanities**

HUM 101 Introduction to Humanities

Upon completion of the humanities distribution requirement, successful students will be able to:

- Introduce students to the breadth, diversity, and creativity of human experience as expressed in the humanities and arts,
- Develop students' ability to think critically and independently about the world,

- Develop students' ability to apply concepts and skills in a focused thematic area through sustained critical inquiry,
- Engage students to reflect on their responsibilities to others in local, national, and global communities.

## **Information Technology**

CTE 150 Microcomputer Applications

Upon completion of the information technology distribution requirement, successful students will be able to:

- Describe the technology systems needed to support business operations
- Formulate and manage effective project plans
- Plan resource needs and methodologies for IT projects.
- Develop an understanding for the use of Microsoft office suites

## **Service-Learning Leadership**

SLL 200 Introduction to Service Learning and Leadership

Upon completion of the service-learning leadership distribution requirement, 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.

# **MARTIN WORKS PROGRAM**

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Martin University's Urban Work College model will be the first to focus on working adult students. Work Colleges are institutions that intentionally and programmatically integrate work, learning, and service as core components of the student's educational experience. Within this model, institutions can collaborate with employers and community agencies to provide opportunities for students to apply their classroom learning to the workplace while also serving their institutions or community. However, at most Work Colleges, the employment experience for students happens through on-campus work assignments that may or may not be aligned with their fields of study. All the current Work Colleges in the United States primarily serve students between the ages of 18-24 who are commonly referred to as "traditional" students. In many cases, the students participating in the work program gain valuable work experience that can help them begin rewarding careers after they graduate. Federally designated Work Colleges require that at least 50% of participating students have undergraduate status at their institutions, be enrolled full-time, and reside on campus. Based on these criteria, the current model appears to favor institutions that primarily serve traditional students. However, research on Work Colleges also indicates that the model is especially beneficial for serving low-income and underrepresented students who may not be experiencing the same levels of success as others

## **Focus on Transformation and Collaboration**

Martin University is developing a new Urban Work College model that supports working adult students. We believe that the successful development and implementation of a new Urban Work College model for working adult students would be transformational. Most of our students

are over the age of 25 and are (1) financially independent, (2) currently or previously employed, and are (3) attending the University for professional development and advancement. Some wish to start or transition into a new career, while others are seeking to position themselves for greater opportunities in their current jobs. Their prior work experience offers our employer partners the benefit of working with students who are workforce ready.

Under this model, Martin University is developing a market niche, focusing our undergraduate and graduate degree programs in areas of high current and future workforce demand.

Academics	Career	Community
<p>Martin University offers eight-week terms, allowing students to complete their degree programs in less time than traditional semester-based academic calendars. Faculty will work with employers to develop curricular offerings that result in learning outcomes that are relevant for current and future workforce demands. Stackable credentials will also be embedded in academic programs, enabling students to earn in-demand credentials that also help satisfy degree requirements.</p>	<p>Students will receive paid work assignments in their fields of study at employer partner locations, applying classroom learning to real-world career settings. Employer partners will provide career experiences through internships, externships, co-ops, and other methods that offer career and professional development experiences for students. Employers may be asked to supplement wages for students participating in the program and assigned to their work locations.</p>	<p>Students will be required to perform a minimum of 40 hours of community service per academic year through service-learning assignments, structured community service activities sponsored by the university, or volunteer service they arrange and perform on their own. This helps to develop our students as servant leaders. Community service provides psychological, social, and cognitive benefits to students and offers the ability to be active members of their communities.</p>

## MARTIN UNIVERSITY GENERAL EDUCATION COURSES

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### General Education Core (39 Hours)

#### New Student Experience (3 Hours)

SSE100 Student Success in Higher Education

#### Humanities (3 Hours)

HUM 101 Introduction to Humanities

#### History (3 hours)

HIS 161 Emancipatory

AFS 328 African American History

**English (6 Hours)**

ENG 125 Composition I  
ENG 135 Composition II

**Social Science (3 Hours)**

INT 270 Research Methods  
SOC 200 Principles of Sociology

**Fine Arts (3 Hours)**

MUS 150 Music Appreciation

**Math & Science (3 Hours)**

MAT100 College Math for Liberal Arts  
BIO 100 Intro to Life Sciences

**Information Technology (3 Hours)**

CTE 150 Microcomputer Applications

**Global Awareness (3 Hours)**

HUM 153 Appreciation of Languages

**Philosophy (3 Hours)**

PHI 201 Critical Thinking  
PHI 350 Philosophy of Religion

**Communication (3 Hours)**

COM201 Introduction to Public Speaking  
COM 400 Cross Cultural Communication

**Service Learning (3 Hours)**

SLL 200 Introduction to Service Learning and Leadership

# MARTIN UNIVERSITY PROGRAMS

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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 Applied Science Degree ( BAS)**

The Bachelor of Applied Science degree (BAS) is a bachelor's degree specifically designed to provide workplace skills. The BAS degree offers two concentrations, Healthcare Management and Software Applications. The BAS program will prepare students to work in management level positions in science, and vocational and technical environments based on the students' choice of concentration. The program is designed to enhance student's knowledge, analytical abilities and critical thinking skills and prepare them for upward mobility in their field of study. 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.

## **Healthcare Management (Concentration)**

### **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 associated.
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 for Healthcare Professionals (3 Cr)
- HCM 201 Introduction to Healthcare Systems (3 Cr)
- HCM 203 Risk Management in Healthcare Settings (3 Cr)
- ECO 201 Principles of Microeconomics (pre-req) (3 Cr)
- ECO 202 Principles of Macroeconomics (3 Cr)
- HCM 270 Management of Healthcare Organizations (3 Cr)
- HCM 280 Healthcare Law and Ethics (pre-req) (3 Cr)
- HCM 301 Healthcare Marketing/Marketing Management (3 Cr)
- HCM 307 Healthcare & Managerial Finance (3 Cr)
- HCM 321 Healthcare Administration (3 Cr)
- HCM 361 Managing Diversity in Healthcare (3 Cr)



- HCM 420 Quality Performance and Improvement Management (3 Cr)
- HCM 430 Healthcare Policy and Strategy (3 Cr)
- HCM 431 Auditing for Healthcare Organizations (3 Cr)
- HCM 461 Organizational and Human Behavior (3 Cr)
- HCM 495 Practicum (1040 Hours)

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

- HPH 105 Epidemiology (3 Cr)
- HPH 200 Public health Administration (3Cr)
- HPH 203 Bioethics (3 Cr)
- HPH 205 Environmental Health (3 Cr)
- HPH 301 Health Disparities (3 Cr)
- HPH 401 Health, Wealth, and Poverty (3 Cr)

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

- HCM 210 Introduction to Recreation, Leisure, and Aging (3 Cr)
- HCM 240 Introduction to Gerontology (3 Cr)
- HCM 250 Nutrition for Eldercare (3 Cr)
- HCM 310 The Aging Process - Eldercare (3 Cr)
- HCM 320 Aging, The Aged and Family Care (3 Cr)
- HCM 350 Death, Dying, and Bereavement

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 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, businesslaw, economics, finance, management, and organizational behavior, and marketing.
2. Students will evaluate business problems from the perspective of multiple business disciplines andformulate, 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 im portance of diversity or inclusion in the workplace.

#### **Business Administration Course Requirements**

- ACC 201 Principles of Accounting I (3 cr hours)
- BUS 200 Business Communications (3 cr hours)
- BUS 201 Introduction to Business (3 cr hours)

- BUS 220 Business Law (3 cr hours)
- BUS 301 Supervisory Techniques (3 cr hours)
- BUS 400 Leadership Development Skills (3 cr hours)
- BUS 416 Business Ethics & Social Responsibilities (3 cr hours)
- BUS 461 Organizational Behavior (3 cr hours)
- BUS 499 Capstone/Final Project (3 cr hours)
- CIS 151 Computer Information Systems (3 cr hours)
- CTE 200 Advanced Microcomputer Applications (3 cr hours)
- ECO 201 Principles of Microeconomics (3 cr hours)
- HRS 313 Management of Human Resources (3 cr hours)
- INT 267 Statistical Methods (3 cr hours)
- MKT 201 Principles of Marketing (3 cr 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 Criminal Justice**

The Criminal Justice Program combines the study of criminal law, and law enforcement, in a practical yet creative manner. This course of study will prepare students for a variety of careers in or related to the justice system. Students who choose this degree path will find that there are a variety of career choices. Careers in public safety include front-line positions such as state and local law enforcement officers, parole and probation officers, border guards and corrections officers. Additionally, students can pursue careers in federal law enforcement including the Federal Bureau of Investigation (FBI), and the U.S. Department of Homeland Security.

Required courses are listed under the BS Criminal Justice Courses. Students seeking a degree in Criminal Justice are encouraged to take Prior Learning Assessment (PLA).

### **Student Learning Outcomes**

1. Students will explain the origins of criminal behavior, society's response to crime, and the consequences of crime to society, utilizing multiple perspectives.
2. Students will explain social injustices and social harms within criminal justice systems.
3. Students will compare theoretical frameworks to the causes and prevention of crime, the processes of criminalization, and the impact that crime has on society.
4. Students will discuss the relationships between the courtroom and its procedures, the criminal law, and issues of criminal procedure (due process vs. crime control).
5. Students will apply critical thinking skills to police reports through effective report writing.

### **Criminal Justice Course Requirements**

- CRJ 100 Intro to Criminal Justice (3 cr hours)
- CRJ 150 Criminology (3 cr hours)
- CRJ 200 Criminal Law (3 cr hours)
- CRJ 250 Introduction to Law Enforcement (3 cr hours)
- CRJ 275 Crime and Public Policy (3 cr hours)
- CRJ 320 Criminal Investigations (3 cr hours)
- CRJ 340 Court Procedure & Testimony (3 cr hours)
- CRJ 350 Corrections (3 cr hours)
- CRJ 360 Juvenile Delinquency (3 cr hours)
- CRJ 370 Probation and Parole (3 cr hours)
- CRJ 381 Race, Ethnicity, and Gender Issues (3 cr hours)

- CRJ 400 White Collar Crime (3 cr hours)
- CRJ 499 Capstone/ Final Project (3 cr hours)
- ENG 235 Research and Writing (3 cr 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.

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 and more.

#### **Student Learning Outcomes**

1. Students will support child development and learning by understanding primary theories used in early childhood development and education.
2. Students will demonstrate knowledge of children's patterns of learning specific to developmental domains.
3. Students will create family and community relationships with particular attention to integrating knowledge of cultural diversity in educational learning environments settings.
4. Students will apply developmentally appropriate approaches to build meaningful curriculum and positive guidance strategies.
5. Students will apply knowledge of health and safety issues affecting child development within learning environments.

#### **Early Childhood Education Course Requirements**

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

### **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 must complete the Early Childhood Education program 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 and Neglect on Young Children (Part 1) (3 Cr)
- EDU 366 Understanding the Effects of Abuse and Neglect on Young Children (Part 2) (3 Cr)
- EDU 401 Social & Emotional Learning (3 Cr)
- EDU 402 Trauma Informed Classroom (3 Cr)
- EDU 403 Fostering Healthy School Wide Climate (3 Cr)
- PSY 316 Introduction to Counseling (3 Cr)

### **Bachelor of Science (BS) 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 in order 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 develop the ability to critically analyze and evaluate research.
2. Students will demonstrate the ability to communicate effectively in oral and written forms in a variety of contexts.
3. Students will reflect thoughtfully in order to develop the foundations of critical thinking and inquiry.
4. Students will demonstrate professional dispositions that reflect a commitment to promote social justice and educational equity in diverse communities.
5. Students will demonstrate technological and informational literacies for personal academic growth and for facilitating learning in the elementary classroom.

### **Liberal Arts Course Requirements**

- ENG 235 Research and Writing (3 Cr)
- ANT 201 Cultural Anthropology (3 Cr)
- ENG 225 Intro to Literature (3 Cr)
- HUM 101 Introduction to Humanities (3 Cr)
- HIS 172 Issues in American History (3 Cr)
- HIS 320 Modern History (3 Cr)

- HIS 400 African American Social and Political Thought (3 Cr)
- LIB 499 Capstone/Final Project (3 Cr)

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.

### **The Bachelor of Science Degree in Psychology**

Upon completing the Psychology program, students will be able to describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Students will be able to apply basic research methods in psychology, including research design, data analysis, and interpretation. Students will also be prepared to use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

#### **Students Learning Outcomes:**

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

#### **Students may take the following courses for a Minor in Addictions Counseling (18 hours).**

- PSY 301 Group Dynamics (3 Cr)
- PSY 310 Addictions Counseling (3 Cr)
- PSY 220 Introduction to Addictions (3 Cr)
- PSY 320 Multicultural Counseling (3 Cr)
- PSY 383 Counseling the Dysfunctional Family (3 Cr)
- Physiology of Addictions (3 Cr)

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 Teachers Prep**

Martin University's Teachers 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 – 3 and K – 6.

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

## **Teachers Prep Program**

### **Student Learning Outcomes for Teachers 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 teacher understands 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 designs and implements 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.

#### **Required Courses for Teacher Prep Program Pre – K - 6**

- MAT 208 Math for Elementary Teachers I (3 Cr)
- HIS 172 Issues in American History (3 Cr)
- MAT 209 Math for Elementary Teachers II (3 Cr)
- CTE 295 Technology in Education (3 Cr)
- BIO 100 Life Sciences (3 Cr)
- ECE 202 Practicum (3 Cr)
- ECE 205 Child Development and Behavior Modification (3 Cr)
- ECE 212 Introduction to Exceptional Children (3 Cr)
- ECE 308 Curriculum II: K - 3rd (3 Cr)
- EDU 106 Introduction to Urban Education (3 Cr)
- EDU 107 Culturally Responsive Teaching (3 Cr)
- EDU 300 Quality Use of Assessment for Elementary Teachers (3 Cr)
- EDU 340 Math/Science Education (3 Cr)
- EDU 350 Developmental Reading (3 Cr)



- EDU 352 Diagnostic and Corrective Reading (3 Cr)
- EDU 355 Integrated Teaching Methods I K - 3rd (3 Cr)
- EDU 356 Integrated Teaching Methods II 4th - 6th (3 Cr)
- EDU 360 Reading/Math Curriculum (3 Cr)
- EDU 365 Understanding the Effects of Abuse & Neglect on Young Children - Part I (3 Cr)
- EDU 366 Understanding the Effects of Abuse & Neglect on Young Children - Part II (3 Cr)
- EDU 401 The Social Impact of Trauma on Behavior Learning (3 Cr)
- EDU 402 Trauma Informed Classrooms (3 Cr)
- EDU 403 Fostering Healthy Schoolwide Climate and Culture (3 Cr)
- EDU 410 Teaching Writing in Elementary Grades (3 Cr)
- EDU 415 Data-Driven Instruction (3 Cr)
- EDU 494 A Student Teaching K - 3rd (3 Cr)
- EDU 495 B Student Teaching 4th - 6th (3 Cr)

### **Required Major Courses for Teacher Prep Program Pre-K – 3**

Students who have graduated from Martin University with a BS Degree in Early Childhood Education may enter the Teachers Preparation Pre-K-3 Grade licensure program. The general core curriculum courses from the Early Childhood Education degree will transfer to satisfy those requirements. Students will be required to complete the courses listed below to be eligible to apply for teaching licensure.

- MAT 208 Math for Elementary Teachers I (3 Cr)
- CTE 295 Technology in Education (3 Cr)
- ECE 201 Intro to Early Childhood Education (3 Cr)
- ECE 202 Practicum (3 Cr)
- ECE 204 Creative Art & Music for Children (3 Cr)
- ECE 205 Child Development and Behavior Modification (3 Cr)
- ECE 212 Introduction to Exceptional Children (3 Cr)
- ECE 215 Emergent Literacy in Early Childhood Education (3 Cr)
- ECE 303 Health, Nutrition, & Movement in Young Children (3 Cr)
- ECE 305 Mathematics and Science in Play for Young Children (3 Cr)
- ECE 307 Curriculum I: Infants and Toddlers (3 Cr)
- ECE 308 Curriculum II: K - 3rd (3 Cr)
- ECE 402 Parent and Community Education (3 Cr)
- EDU 106 Introduction to Urban/ Community Education (3 Cr)
- EDU 107 Culturally Responsive Teaching (3 Cr)
- EDU 300 Quality Use of Assessment for Elementary Teachers (3 Cr)
- EDU 340 Math/Science Education (3 Cr)
- EDU 350 Developmental Reading (3 Cr)
- EDU 365 Understanding the Effects of Abuse & Neglect on Young Children - Part I (3 Cr)
- EDU 366 Understanding the Effects of Abuse & Neglect on Young Children - Part II (3 Cr)
- EDU 401 The Social Impact of Trauma on Behavior Learning (3 Cr)
- EDU 402 Trauma Informed Classrooms (3 Cr)

- EDU 403 Fostering Healthy Schoolwide Climate and Culture (3 Cr)
- EDU 494 A Student Teaching Pre-K (3 Cr)
- EDU 495 B Student Teaching K - 3rd Grade (3 Cr)
- Childcare
- Teaching assistance
- Community-based children's programs
- After school programs

## COURSE LISTING

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### ACCOUNTING COURSES:

#### **ACC 201 Principles of Accounting I (3 Cr)**

**Prerequisites:** CTE 150 & MAT 100. 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 Cr)**

**Prerequisites:** None: 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 Cr)**

**Prerequisite:** 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 Intro to Life Sciences (3 cr)**

**Prerequisite:** None. The course is introductory, which 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 Cr)**

**Prerequisite:** 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 Cr)**

**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 Cr)**

**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 Cr)**

**Prerequisites:** 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 Cr)**

**Prerequisites:** BUS 200, BUS 201. This course helps students recognize the need for effective technical writing in an 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 Cr)**

**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 Cr)**

Examines business procedures, protocol, and policies, includes staff coordination, business ethics, time management, and interviewing techniques.

### **BUS 361 Management of Diversity (3 Cr)**

**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 Cr)**

**Prerequisite:** BUS 201. Provides an overview of the international business' environment. Global business management, marketing, supply chain management, and finance serve as the primary focus of the course. Entering international markets and financing an international business will be explored.

### **BUS 400 Leadership Development Skills (3 Cr)**

**Prerequisites:** 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 Cr)**

**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 Cr)**

**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 Cr)**

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

### **BUS 499 A Capstone/Final Project I (1.5 Cr)**

**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.

### **BUS 499 B Capstone/Final Project I (1.5 Cr)**

**Prerequisites:** ENG135. This course is Part II for students from 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.

### **SCM 343 Operations and Supply Chain Management (3 Cr)**

**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.

### **LDR 256 Experiential Learning and Leadership (3 Cr)**

**Prerequisites:** None. This course will introduce students to experiential learning as a learning method that allows students to develop their business acumen and self-actualization through intentional enhanced reflective thinking and academically structured career readiness focused badging. Students will explore the various types of experiential learning and leadership development modules to learn how they can utilize the knowledge and skills gained and how to apply those disciplines to their own curriculums and areas they are currently servicing.

## **COMMUNICATIONS COURSES:**

### **COM 201 Introduction to Public Speaking (3 Cr)**

**Prerequisite:** 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 Cr)**

**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 Cr)**

**Prerequisite: 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 students during their initial semester of enrollment.

### **SSE 200 Professional Development Seminar (3 Cr)**

**Prerequisites: None.** Professional Development Seminar: This course provides students with 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.

## **CRIMINAL JUSTICE COURSES:**

### **CRJ 100 Introduction to Criminal Justice (3 Cr)**

**Prerequisite: None.** The criminal justice system, criminality, the corrections system and society's reactions to crime.

### **CRJ 150 Introduction to Criminology (3 Cr)**

**Prerequisite: None.** Studies crime as deviant behavior, including past and present theories of crime causation, theory and specific types of crime, criminological topologies, theories and research and assessment of criminology theories.

### **CRJ 200 Criminal Law (3 Cr)**

**Prerequisite: CRJ 100.** Examines the legal system of the United States and the State of Indiana as they apply to criminal procedures, due process of law, and Supreme Court interpretations of constitutional rights. Review of the laws of arrest, search, and seizure.

### **CRJ 250 Introduction to Law Enforcement (3 Cr)**

**Prerequisite: CRJ 100.** A survey of issues in law enforcement, including law enforcement theories and approaches; police administration, organization, discretion, subculture, and legal constraints; patrol; investigations; and police/community relations.

### **CRJ 275 Crime and Public Policy (3 Cr)**

**Prerequisites: CRJ 200.** This course is designed to introduce students to the process by which criminal law and criminal justice policies are crafted and implemented in the American political process. In this class, students will learn basic concepts about public policymaking across local, state and national governments as well as the unique challenges of developing effective crime control policies.

### **CRJ 320 Criminal Investigations (3 Cr)**

**Prerequisites: CRJ 200 250,** and junior or senior standing, or permission of the department chairperson. Deals with the processes used by a criminal investigator in solving crimes. Special emphasis will be given to the crime scene search, recordation, and processing of evidence. If time permits the course will also get into report writing and case preparation.

### **CRJ 340 Court Procedure and Testimony (3 Cr)**

**Prerequisites:** CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. This course examines criminal procedure, due process, and related issues that confront a person charged with criminal offenses on both state and federal levels. Reviews the admissibility of evidence at court proceedings, i.e., hearings, arraignments, and trials, as well as subject matter that can be covered while testifying. Explores options of what concerned others can do to help someone going through the process.

### **CRJ 350 Training in Corrections (3 Cr)**

**Prerequisites:** CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. Explores the corrections system in America from its European origins to its present condition. The focus is on examining the latest treatment programming, educational and training strategies and security issues in correctional facilities and community corrections.

### **CRJ 360 Juvenile Delinquency (3 Cr)**

**Prerequisites:** CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. Explores factors and conditions contributing to delinquency, deviant behavior in contemporary society, control and treatment of offenders and prevention programs.

### **CRJ 370 Probation and Parole (3 Cr)**

**Prerequisites:** CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. Probation and parole as an integral part of the overall criminal justice system; analyzes the organization, operation, and results of some systems.

### **CRJ 381 Race, Ethnic, & Gender Issues in Criminal Justice (3 Cr)**

**Prerequisites:** CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. Examination of racial, ethnic, and gender issues in the criminal justice system. The course will examine overrepresentation of specific ethnic groups in the criminal justice systems and examination of theories of minority crime causations.

### **CRJ 400 White Collar Crime (3 Cr)**

**Prerequisites:** CRJ 150, 200 and 60+ Credit Hours. This course will focus on crimes committed in corporate America. The course will examine the treatment of white-collar criminals in comparisons with traditional criminal offenders.

### **CRJ 499 A Capstone/Final Project I (1.5 Cr)**

**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.

### **CRJ 499 B Capstone/Final Project I (1.5 Cr)**

**Prerequisites:** ENG135. This course is Part II for students from 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.



## EARLY CHILDHOOD EDUCATION COURSES:

### **ECE 201 Introduction to Early Childhood Education (3 Cr)**

**Prerequisite: 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 childcare 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 Cr)**

**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 Cr)**

**Prerequisite: 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 Cr)**

**Prerequisites: ENG 125.** 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 Introduction to Exceptional Children (3 Cr)**

**Prerequisites: EDU 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.

### **ECE 215 Emergent Literacy in Early Childhood Education (3 Cr)**

**Prerequisites: ENG 125, ENG 135, and ECE 201.** 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 Cr)**

**Pre-requisites: None.** 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: Early Childhood (3 Cr)**

**Prerequisites: ECE 201, and ECE 202.** 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 Cr)**

**Prerequisites: ECE 201, ECE 202, MAT 100, and Science Elective.** 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 Cr)**

**Prerequisites: ENG 125; ECE 201, and ECE 202.** 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/Kindergarten (3 Cr)**

**Prerequisites: ECE 202.** 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 Cr)**

**Prerequisite: ENG 125, ECE 201, and ECE 202.** 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 Cr)**

**Prerequisites: ENG 135, ECE 201, and ECE 202.** 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 Final Project: Practicum II-Supervised Teaching Early Childhood A (1.5 Cr)**

**Education. Prerequisites: ENG 135, 60+ Credit Hours.** Practicum II for junior/senior students to observe and teach effectively in two different early education settings, serving children of two different age groups and with varying abilities, under the supervision of the university faculty and the classroom teacher. Weekly seminars focus on the refinement and integration of curricula of early childhood programs. Working with parents, and supervised experience in working with interdisciplinary teams of professionals are encouraged. Ten weeks of full time teaching 240-300 clock hours (four days per week, six hours per day) are required.

### **ECE 499 Final Project: Practicum II-Supervised Teaching Early Childhood B (1.5 Cr)**

**Education. Prerequisites: ENG 135, 60+ Credit Hours.** Practicum II for junior/senior students to observe and teach effectively in two different early education settings, serving children of two different age groups and with varying abilities, under the supervision of the university faculty and the classroom teacher. Weekly seminars focus on the refinement and integration of curricula of early childhood programs. Working with parents, and supervised experience in working with interdisciplinary teams of professionals are encouraged. Ten weeks of full time teaching 240-300 clock hours (four days per week, six hours per day) are required.

## **For Trauma Informed Care Minor**

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

**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) (3 cr) 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 (3 cr)**

**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 (3 cr)**

**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 (3 cr)**

**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 Cr)**

**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 Cr)**

**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 Cr)**

**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.

## **PRE-K-6 GRADE TEACHERS PREP PROGRAM COURSES:**

### **EDU 106 Introduction to Urban Education (3 Cr)**

**Prerequisites: None.** This survey course is designed to enhance students' knowledge of urban schooling, especially as related to dynamics of race, class, and culture. Along with an observational opportunity in urban schools, the course provides analysis of the following: historical, socioeconomic, and political factors influencing urban education; the distribution of opportunity in cities and their schools; and effective instructional and organizational practices that close the achievement gap, including multicultural education, the development of positive school cultures, and the use of community services and resources.

### **EDU 107 Culturally Responsive Teaching (3 Cr)**

**Prerequisites: None** This course, culturally responsive teaching, introduces students to the theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work. The course covers general principles and approaches to culturally responsive teaching such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and the local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in elementary education A recurrent and central question of the course is: How do teachers develop culturally responsive instructional practices in their particular disciplinary domain to maximize students' learning opportunities?"

### **EDU 205 Child Development (Embedded Pre-K) (3 Cr)**

**Prerequisite: 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.

### **CTE 295 Technology in Education (3 Cr)**

**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.

### **EDU 300 Quality Use of Assessments (Embedded Pre-K)(3 Cr)**

**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 340 Science Education/Experiential Learning (3 Cr)**

**Prerequisites: BIO 100.** Students will develop an understanding of the methodologies and approaches to teaching 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 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 and scientific concepts.

### **EDU 350 Developmental Reading (Pre-K Embedded) (3 Cr)**

**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 Cr)**

**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: Math & Science (3 Cr)**

**Prerequisites:** MAT 120. 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 (3 Cr)**

**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 Curriculum Development (Embedded Pre-K) (3 Cr)**

**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) (3 Cr)**

**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) (3 cr)**

**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 (3 Cr)**

**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 (3 CR)**

**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 (3 CR)**

**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 410 Teaching Writing in Elementary Grades (3 Cr)**

**Prerequisites: ENG 135.** This course is designed to strengthen and broaden the beginning teacher's knowledge of theories of language and literacy development in young children. This course explores ways educators can enhance language and literacy development through age appropriate, research-based approaches in diverse classrooms. 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 415 Data-Driven Instruction (3 Cr)**

**Prerequisites: EDU 300.** This course addresses using test results and class assessments to guide instruction in the K-12 classroom. Growth model statistics and the process of gathering and interpreting test data are addressed in this course. This course will provide an overview of assessment practices in the classroom, focusing on traditional testing, formative and summative assessment and modifications for special populations. In addition, an overview of assessment practices with a focus on alternative forms of assessment and evaluation will be provided. Readings regarding current thought on a much larger picture of assessment and evaluation will be provided, discussed, and acted upon. Please be reminded that the course/syllabus is a general plan for the course and deviations may be necessary.

### **EDU 494 A Student Teaching (Kindergarten) (1.5 Cr)**

**Prerequisites: Permission Only, 60+ Credit Hours. Admission to the Student Teacher Program.** Full-time supervised student teaching in grades K-6 for a min. of 10 weeks in an elementary school accredited by Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. The grade is S/F. Expanded Description: Student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 10-16-week period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor. 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 494 B Student Teaching (Kindergarten) (1.5 Cr)**

**Prerequisites: Prerequisites: Permission Only, 60+ Credit Hours admission to the Student Teacher Program.** Full-time supervised student teaching in grades K-6 for a min. of 10 weeks in an elementary school accredited by Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. The grade is S/F. Expanded Description: Student teacher will plan, deliver, manage, assess, and



reflect upon the entire classroom situation for full days and weeks over the specified 10-16-week period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor. 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.

## ENGLISH COURSES:

### **ENG 125 Composition I (3 Cr)**

**Prerequisite: 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 Cr)**

**Prerequisite: 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 Cr)**

**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 Cr)**

**Prerequisite: 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 307 Managerial Finance (3 Cr)**

**Prerequisite: ACC 202.** 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.



## HEALTH CARE MANAGEMENT COURSES:

### **HCM 150 Therapeutic Communication for Health Care Professionals (3 Cr) 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 Cr)**

**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 Cr)**

**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.

### **ECO 201 Principles of Microeconomics (3 Cr)**

**Prerequisites: None.** This course helps establish an analysis of resource allocation under market systems with emphasis on theories of consumer and the firm. Topics include process under venue, market structures, the role of government and the impact on interventions in the market systems and market failures.

### **ECO 202 Principles of Macroeconomics (3 Cr)**

**Prerequisites: ECO 201.** This course examines the factors that affect the economy as a whole. Topics include the monetary system, production, employment, income, business cycles, fiscal and monetary policy.

### **HCM 270 Management of Healthcare Organizations (3 Cr)**

**Prerequisites: HCM 201.** This course will increase the understanding of the processes involved in merging human talents, needs and aspirations of the client-centered health care organization. It builds on the theory and practice of leadership and communication skills to develop knowledge, skills and abilities in human resources planning, recruitment, selection, and evaluation. Topics include job analysis, performance appraisal, compensation, quality of working life, continuing professional education, collective bargaining, employee rights, career planning, etc.

### **HCM 280 Healthcare Law and Ethics (3 Cr)**

**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 301 Healthcare Marketing/Marketing Management (3 Cr)**

**Prerequisites: HCM 201.** This course examines health-related motivation and behavior through the study of relevant psychological, sociological, and educational theory and research.

Emphasis is on application of behavioral and behavior-change theories and constructs in designing effective health marketing, promotion, and education programs.

### **HCM 307 Healthcare & Managerial Finance (3 Cr)**

**Prerequisites:** ECO 201 & 202. This course helps establish a framework for the study of financial management concepts applied in health care organizations, which includes resource allocation, cost accounting and controls, interpretation of financial data for purposes of planning, controlling, and evaluation.

### **HCM 321 Healthcare Administration (3 Cr)**

**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 361 Managing Diversity in Healthcare (3 Cr)**

**Prerequisites:** SOC 200 and HCM 201. This course will give students an idea of the range of cultural behaviors and the need to understand differing patients' actions from the perspective of the healthcare provider. Students will also explore some alternatives when it comes to providing culturally competent empathy. The purpose of this class is to increase the student's familiarity and comfort with concepts of cultural analysis, and to show how these notions can increase awareness and understanding of others, as well as their own life experiences in the healthcare setting.

### **HCM 420 Quality Performance and Improvement Management (3 Cr)**

**Prerequisites:** HCM 201 and HCM 307. 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**

**Prerequisites:** 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 Cr)**

**Prerequisites:** HCM 201 and HCM 307. 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.

### **HCM 461 Organizational and Human Behavior (3 Cr)**

**Prerequisites:** COM 400. In this course students examine organizational behavior as well as the roles and responsibilities of management and leadership within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives. Students also focus on understanding organizational values, mission, and

vision; management and leadership principles to help manage change; and effective delivery of services in an increasingly global environment.

### **HCM 495 Practicum (1040 Hours)**

**Prerequisites: Departmental permission:** This course provides a detailed exploration of social work practice across the continuum of healthcare services including health promotion, disease prevention, and community-based, acute, tertiary, and end of life care. Students are provided with the necessary knowledge, skills, and ethical understandings required for competent practice as a healthcare social worker as well as an understanding of historic, current, and anticipated conditions shaping practice. Particular attention is devoted to the Patient Protection and Affordable Care Act of 2010 and the expanded opportunities for social workers including the integration of physical and behavioral healthcare, interdisciplinary care, and evidence-based approaches to disease prevention, health promotion, and chronic disease management. Social work practice is explored within the context of the psychosocial consequences of illness, the structure of the healthcare delivery system, technological advances, changing economic and regulatory practices, as well as ethical, political, and legal considerations. Social determinants of health including class, race, gender, sexual orientation is also analyzed.

## **Healthcare Management - Public Health Concentration**

### **HPH 105 Epidemiology (3 Cr)**

**Prerequisites: 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 Cr)**

**Prerequisites: 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 Cr)**

**Prerequisites 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 Cr)**

**Prerequisites: 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 Cr)**

**Prerequisites:** HCM 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 Cr)**

**Prerequisites:** 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.

## **HISTORY COURSES**

### **HIS 161 Emancipatory Narratives (3 Cr)**

**Prerequisite:** 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 Cr)**

**Prerequisite:** NONE. This course studies different issues of the development of the United States, and the importance of historical leadership.

### **HIS 320 Modern History (3 Cr)**

**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.

### **AFS 328 African American History (3 Cr)**

**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 400 African American Social and Political Thought (3 Cr)**

**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 Cr)**

**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 moral, 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 Cr)**

**Prerequisite: 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 Cr)**

**Prerequisite: 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 Cr)**

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

### **SLL 200 Service-Learning Leadership (3 Cr)**

**Prerequisite: 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 need 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 Cr)**

**Prerequisite: NONE.** Students will learn to conceive, plan, implement, and report social science research. Qualitative and quantitative methodologies are covered with an emphasis on the student's major-related interests.

### **LIB 499 A Capstone/Final Project I (1.5 Cr)**

**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.

### **LIB 499 B Capstone/Final Project I (1.5 Cr)**

**Prerequisites: ENG135.** This course is Part II for students from 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 focus 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.

## **MATH COURSES:**

### **MAT 100 College Math for Liberal Arts (3 Cr)**

**Prerequisite: 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 Cr)**

**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 Cr)**

**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.

### **INT 267 Statistical Methods (3 Cr)**

**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.

## **MANAGEMENT COURSES:**

### **MGT 201 Principles of Management (3 Cr)**

**Prerequisite: ENG 125.** 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 Cr)**

**Prerequisite: ENG 125.** 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 Cr)**

**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.

### **MUSIC COURSES:**

#### **MUS 150 Music Appreciation (3 Cr)**

**Prerequisite:** 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 Cr)**

**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 Cr)**

**Prerequisite:** 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.

### **PRIOR LEARNING ASSESSMENT COURSE:**

#### **PLA 130 Prior Learning Assessment (3 Cr)**

**Prerequisite:** ENG 125, ENG 135, CTE 150. Students will assemble a portfolio containing relevant documents to provide a basis for receiving college credit for prior learning. The portfolio includes an educational autobiography, goals statement, evidence of learning and reflective narratives that tie experiential learning to course objective and learning outcomes. This course counts in the degree plan as a Liberal Arts elective.

### **PSYCHOLOGY COURSES:**

#### **PSY 101 Introduction to Psychology (3 Cr)**

**Prerequisite:** NONE. Overview of contemporary scientific approaches to the human psyche. Includes the study of learning and 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 Cr)**

**Prerequisite:** PSY 101. Studies the developmental process from birth to death. Examines physical changes, cognitive factors and personality traits, and the theories that have been developed to explain changes that are associated with the growth and aging processes.

### **PSY 220 Introduction to Addictions (3 Cr)**

**Prerequisite:** PSY 101. Students enrolled in this course acquire the fundamental knowledge, histories, theories, and basic information needed to pursue and become a substance abuse counselor. 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 230 History and Systems of Psychology (3 Cr)**

**Prerequisite:** PSY 101. Survey of psychology and its evolution as a natural science; philosophical and scientific trends and modern theories.

### **PSY 280 African American Psychology (3 Cr)**

**Prerequisite:** PSY 101. Behavior and personality reviewed from within the cultural context. A review of primary sources of research on the topic. Chapters, books, and journal articles written by leading professionals in their respective areas are studied. Includes an examination of the experience of African Americans.

### **PSY 301 Group Dynamics (3 Cr)**

**Prerequisite:** PSY 101. Explores psychological and theoretical foundations of group counseling; 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 Cr)**

**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 which frequently co-occur alongside 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 counsellor to provide evidence-based knowledge, counseling tools and hands-on skills that assist in the recovery and healing process of substance dependent behaviors.

### **PSY 312 Crisis Intervention (3 Cr)**

**Prerequisites:** None. Identifies the network of people working in addictions. Course studies include the techniques of intervention, the dynamics of relapse, and locations of the community support systems.

### **PSY 315 Assessment and Treatment Planning in Addictions (3 Cr)**

**Prerequisites:** PSY 220. This course provides instruction related to the assessment and treatment planning for persons with substance use issues.

### **PSY 316 Introduction to Counseling (3 Cr)**

**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.



**PSY 320 Multicultural Counseling (3 Cr)**

**Prerequisites:** PSY 220. This course provides an in-depth study of theories and research concerning counseling with members of minority groups.

**PSY 325 Professional Ethics (3 Cr)**

**Prerequisites:** PSY 220. This course will present the guidelines associated with the ethical practice of mental health counseling.

**PSY 350 Abnormal Psychology (3 Cr)**

**Prerequisites:** PSY 101. Explores theories of various mental disorders with emphasis on history, classification, cause, development, treatment, and prevention.

**PSY 360 Origins and Theories of Personality (3 Cr)**

**Prerequisites:** PSY 101. Examines the major theories of personality, with emphasis on definition, development, motivation, assessment of, and changes in, personality.

**PSY 364 Social Psychology (3 Cr)**

**Prerequisites:** PSY 101. Studies the individual in social situations, including socialization, social perception, social motivation, attitudes, social roles, and small group behavior.

**PSY 365 Cognitive Psychology (3 Cr)**

**Prerequisites :** PSY 101. Explores information processing theories from historical antecedents through current theories. Ethnic thought patterns are surveyed.

**PSY 370 Learning and Motivation (3 Cr)**

**Prerequisite:** PSY 101. Examines the processes that underlie everyday behavior in humans and other animals. Surveys the history and development of theories addressing why we initiate behaviors, and why we respond in the manner we do in specific situations.

**PSY 383 Counseling the Dysfunctional Family (3 Cr)**

**Prerequisites:** PSY 101, PSY 220, and PSY 310. Presents a basic understanding of family dynamics, studying the dysfunctional family system. Defines codependency, survival roles, and the adult children. Examines the Twelve Steps as counseling tools in assisting the healing process.

**PSY 390 Physiological Psychology (3 Cr)**

**Prerequisites:** PSY 101. Examines the connection between the nervous system and behavior. Includes the study of the structure and function of the neuron, the central and peripheral nervous systems, and the neurotransmitters that are involved in human behavior.

**PSY 395 Physiology of Addictions (3 Cr)**

**Prerequisites:** PSY 101 and PSY 220. Explores the way drugs act on the nervous system and the consequences of drug use for the nervous system and body. Examines the effect of drugs at the neuron level, in specific brain structures and on the senses and human behavior.

**PSY 495 Practicum/Internship (3 Cr)**

**Prerequisites:** SSE 200. Under close supervision, the student undertakes on-the-job counseling practice with individuals and groups.

**PSY 499 A Capstone/Final Project I (1.5 Cr)**

**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.

### **PSY 499 B Capstone/Final Project I (1.5 Cr)**

**Prerequisites:** ENG135. This course is Part II for students from 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.

## **RELIGIOUS STUDIES COURSES<sup>1</sup>**

### **RES 101 Old Testament Survey**

**Prerequisite: 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 Cr)**

**Prerequisite: 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 103 Introduction to the Study of Religion (3 Cr)**

**Prerequisite: NONE.** This course is an introduction to the nature of religion, including research, analysis, and interpretation of religious experiences. It will utilize historical, anthropological, sociological, psychological, philosophical, and phenomenological approaches to view elements of religion in their cultural contexts.

### **RES 150 Introduction to Religious Education (3 Cr)**

**Prerequisite: NONE.** This course introduces theories, principles, methods, and models of religious education for churches, religious schools, and other educational institutions.

### **RES 200 Introduction to World Religions (3 Cr)**

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

### **RES 210 Topics in Religion (3 Cr)**

**Prerequisite: NONE.** This is an open course designed in response to interests in Religion.

### **RES 211 The Philosophy of Martin Luther King, Jr. (3 Cr)**

**Prerequisite: 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 233 Contemporary Issues in Christian Counseling (3 Cr)**

**Prerequisite: NONE.** The course introduces Students to critical contemporary issues in counseling, such as divorce, remarriage, premarital counseling, abortion, adoption, altar counseling, co-dependency, addictions, and sexual issues.

### **RES 250 Principles of Servant Leaders (3 Cr)**

**Prerequisite: NONE.** This course examines principles of servant leadership through a variety of disciplinary perspectives, including but not limited to, both male and female contributions from the fields of sociology, anthropology, psychology, and theology.

### **RES 255 Study of Judaism and Islam (3 Cr)**

**Prerequisite: NONE.** Required. The course examines comparative tenets between Judaism and Islam.

### **RES 329 Comparative Religions (3 Cr)**

**Prerequisite: NONE.** In this course, students will explore the commonalities and distinctions that run between the religious traditions of the world. The focus will be on sociological aspects of religion as well as doctrinal aspects of religion.

### **RES 345 Life and Teachings of Jesus (3 Cr)**

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

### **RES 350 Philosophy of Religion (3 Cr)**

**Prerequisite: NONE.** This course explores traditional concepts and problems that have occupied philosophers as well as theologians, including the existence of God, the nature and destiny of humanity, the relationship between faith and reason, the relationship between faith and science, free will and determinism, the diversity of religious experiences, and religious language. (3 Cr)

### **RES 365 Study of Hinduism and Buddhism (3 Cr)**

**Prerequisite: NONE.** Required. The course examines comparative tenets between Hinduism and Buddhism.

### **RES 405 Principles of Pastoral Care (3 Cr)**

**Prerequisite: 60+ Credit Hours.** This course is an analysis of the theories, techniques, and practices for effective pastoral service in the church.

### **RES 407 Preparation and Delivery of Religious Messages (3 Cr)**

**Prerequisites: 60+ Credit Hours.** This course examines basic principles of hermeneutics (the art and science of interpretation) as well as homiletics (the art and science of preaching). It also provides students with practice and evaluation in the preparation of a sermon and the development of effective techniques for delivery.

### **RES 411 Religious Institutional Administration (3 Cr)**

**Prerequisites: 60+ Credit Hour.** This course reviews and analyzes theories and methods of church management. It emphasizes elements of administration such as leadership, delegation, communication, and budgeting in contemporary settings.

### **RES 499 A Capstone/Final Project I (1.5 Cr)**

**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.

### **RES 499 B Capstone/Final Project I (1.5 Cr)**

**Prerequisites: ENG135.** This course is Part II for students from 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.

## **SOCIOLOGY COURSES:**

### **SOC 200 Principles of Sociology (3 Cr)**

**Prerequisite: 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 acquires the necessary academic background to participate in the course.

## **MARTIN UNIVERSITY FACULTY**

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### **Brewer, David, Ph.D.**

BA English & History, Northwestern University  
MBA Management, Eastern University  
Ph.D. Organizational Leadership, Eastern University

### **Bridges, Terrance, EdD**

BA Pastoral Ministries Taylor University  
MA Executive Development for Public Service, Ball State University  
CAGS Christian Education Leadership, Regent University  
EdD Organizational Leadership, Northcentral University

### **Carter, Viveca, EdS**

BS Secondary English, Auburn University  
MS Secondary English, Purdue University  
EdS School Administration, Indiana State University

### **Dickerson, Tony Jean, EdD**

BS Special Education and Elementary Ed, Lincoln University  
MS Education, Curriculum & Instruction, University of Central Missouri  
EdD Educational Leadership, University of Kansas

### **Dix, James PhD**

BS Organizational Communications  
MS Public Affairs & Management  
D.H.E. Doctorate in Philosophy Education, Training, & Performance

### **Doane, Rebecca PhD**

BS Psychology  
MA Human Resource Management  
PhD Education with Specialty in Early Childhood Education

### **Ejim, Monique PhD**

MEd Rutgers University

PhD Advanced Studies in Human Behavior, Capella University

### **Hathaway, Bradford PhD (Part-time)**

BS Mathematics, Purdue University

MS Education, Indiana University

PhD Psychology, Grand Canyon University

### **Mitchell, Michael, MS, ABD**

BS Criminology, Indiana State University

MS Criminal Justice, University of Cincinnati

PhD Criminal Justice, Indiana University, In Progress-ABD

### **Steuerwald, Brian, PhD, HSPP**

BS Psychology, Indiana University-Purdue University at Indianapolis

MA Clinical Psychology, Ball State University

PhD Psychology, University of North Carolina at Greensboro

### **Thomas, Jack PhD, HSPP**

BA Psychology and Sociology, Indiana University

PhD Clinical Psychology, Indiana University

## **GLOSSARY OF TERMS**

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Academic Student Progress (ASP)	Students are expected to maintain satisfactory academic progress (ASP) during their matriculation at the University. ASP is evaluated in two ways: cumulative grade point average (GPA) and academic progress. To maintain ASP, all students must satisfy both the minimum cumulative GPA and minimum academic progress requirements established by the University.
Andragogy	The art or science of teaching adults or helping adults learn. Andragogy is based on a humanistic conception of self-directed and autonomous learners where teachers are defined as facilitators of learning.

Distance Education	<p>Distance Education is a completely online teaching method. Students will access all courses and course work, videos, and other course learning materials through the CANVAS LMS programs Martin currently has in place.</p> <p>Students will complete a variety of weekly assignments which may include discussion boards, written assignments, quizzes, video presentations, group projects.</p>
Face-to-Face	Instructor-led, in-person, in-classroom setting.
Dual Enrollment	Courses taught to high school students for which the students receive both high school credit and college credit.
Hybrid	<p>A three-credit hour course would entail approximately 135 hours of any combination of the following activities: face- to-face classroom time, watching instructor-defined content (e.g., streaming video, reading lecture transcripts posted online, PowerPoint presentations, streaming audio), reading assigned course material, engaging in instructor defined interactive learning activities (e.g., discussion boards), and student-directed learning. These may average 2 - 3 weeks of face-to-face sessions in an 8- week semester.</p>
Prior Learning Assessment (PLA)	<p>An intense research course requiring students to work independently and create a portfolio demonstrating their prior learning and work experience. Students must commit to completing all course work within the semester in which the course is taken.</p>