



**YOUR FUTURE
STARTS HERE.**

Undergraduate Course Catalog

MARTIN UNIVERSITY
2018-2020

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MESSAGE FROM THE PRESIDENT

Dear Students:

Welcome to Martin University! We are truly happy to have you with us. This is a very important step for you and at Martin; we understand the significance of the event. Congratulations on taking this key step in your professional career. You have made the right decision.

At Martin, we are fully prepared to assist and support you in this wonderful opportunity. Your decision to attend Martin was a great one and we are committed to working with you to enable you to achieve your educational goal.

The key to being a successful student at Martin University is to apply yourself academically and take advantage of the support services provided by the University. We can't be successful if you are not successful. So, take the opportunity to get to know and embrace what the University's learning community has to offer. Our dedicated faculty and staff members are here to serve and support you. I want your experiences at Martin University to be both enjoyable and rewarding.

Please use this catalog to obtain information you need for academic achievement and educational success. If you have questions or concerns, please do not hesitate to ask me or any Martin University faculty or staff member. We are here to ensure your success.

Again, Welcome to Martin University and the next valuable step in your educational journey. I am glad you chose to join us.

Sincerely,

Dr. Eugene G. White, President
Martin University

ACCREDITATION

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

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

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

UNIVERSITY HISTORY

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

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

The main campus, was opened in 1987; it is located two blocks west of Sherman Drive off 22nd Street within view of 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

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.

Values

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

- Professionalism (In all personal interactions, products produced, and University activities)
- Communication (Clear, appropriate, thoughtful and intelligent)
- Support and Respect for All (People, Relationships, Citizenship, Families and Social Justice).

Martin University offers baccalaureate and master's degrees.

The University recognizes that students vary in their personal circumstances, work environments, career goals, prior learning experiences, and educational needs. These factors are taken into consideration so that equal educational opportunity may become a reality for all who wish to pursue a degree. Martin University does not restrict learning to the usual age span, time frame, or learning spaces of traditional higher education. The program is student-centered, with each degree individually planned to meet the educational and career goals of the student. The specific degree, i.e., Bachelor of Arts, Bachelor of Science, Master of Arts, or Master of Science is determined by the student's overall plan. Martin stands ready to serve community needs with educational and service programs.

ACADEMIC OBJECTIVES

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 so they can determine which are most effective for themselves;
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 arts curriculum;
8. To provide each student with occupationally relevant experiences;
9. To create experiences that encourage student learning through interaction with fellow students and with faculty in a positive environment; and
10. To empower students to become active, positive leaders in their communities through the knowledge, skills and abilities they acquire in the University.

CONTACT INFORMATION

Main Number	317-543-3235
Main Fax Number	317-543-4790
Admissions/Recruiting	317-543-3235
Financial Aid Office	317-917-3314
Bursar	317-543-3250
Human Resources	317-917-3365
Registrar	317-917-3327
Security	317-917-3336
Academic Affairs	317-543-4890
Website address	www.martin.edu

Mailing Address:

Martin University
2186 North Sherman Drive
Indianapolis, IN 46218

ACADEMIC CALENDAR

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

ADMISSIONS APPLICATION POLICIES AND PROCEDURES

Admissions Application

Martin University has a liberal admissions policy. To be admitted to the University, all applicants must complete and sign an admission application, register with Selective Service (males), provide an official high school, G.E.D. or H.S.E. transcript and show two pieces of identification with one piece of identification to verify citizenship, which must be picture identification. Applicants to the undergraduate and graduate programs must pay an application fee. Applicants may also be admitted, 1) under the Ability-to-Benefit program or 2) with an Associate Degree from an accredited school. Undergraduate applicants must complete an assessment evaluation (waivers are available to those who qualify). Applicants applying to graduate programs must refer to the Community Psychology Graduate Course Catalog and the Urban Ministry Studies Graduate Course Catalog. Once admitted into Martin University, students are eligible to schedule classes with either the Office of Admissions, a mentor or other faculty member. 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.

Financial Aid

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

Non-Degree Seeking Students

Students may take courses at Martin University as non-degree-seeking candidates. Non-degree seeking students must meet the minimum placement assessment score requirements equivalent to ATB requirements (waivers will be considered for those who qualify). 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) for International Students and is certified to process International students and will initiate the application process for immigrant applicants who desire to attend Martin University. International students planning to attend Martin University should contact enrollment management personnel to be provided with the I-20 Procedures.

Martin University is authorized under federal law to enroll non-immigrant students. To obtain a non-immigrant student visa, the prospective student must complete an application for admission and ask the University to complete an I-20 form. The I-20 form is the first step in a formal request for a non-immigrant student visa.

Before the University can fill out an I-20 form, the prospective student must provide documentation to the Admissions Office verifying birthplace, nationality, and graduation from high school (or equivalent).

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

Once all documentation has been provided to the University, a prospective student already in the United States may take or send the completed I-20 form to the Immigration and Naturalization Service (INS). The INS will eventually inform the student whether he/she will be granted a non-immigrant student visa. Prospective students who have provided all necessary documentation to the University and are not already in the United States may arrange to have a completed I-20 form sent to them. The student is then expected to take the completed I-20 form to the American Embassy in his/her country of residence and request a non-immigrant student visa from the Embassy. 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 FALL 2018, SPRING 2019, SUMMER 2019

TUITION

1 credit hr. = \$ 535.00	11 credit hrs. = \$5,885.00
2 credit hrs. = \$1,070.00	12 credit hrs. = \$6,420.00
3 credit hrs. = \$1,605.00	13 credit hrs. = \$6,955.00
4 credit hrs. = \$2,140.00	14 credit hrs. = \$7,490.00
5 credit hrs. = \$2,675.00	15 credit hrs. = \$8,025.00
6 credit hrs. = \$3,210.00	16 credit hrs. = \$8,560.00
7 credit hrs. = \$3,745.00	17 credit hrs. = \$9,095.00
8 credit hrs. = \$4,280.00	18 credit hrs. = \$9,630.00
9 credit hrs. = \$4,815.00	19 credit hrs. = \$10,165.00
10 credit hrs. = \$5,350.00	20 credit hrs. = \$10,700.00
21 credit hrs. = \$11,235.00	

FEES

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

Admission/Photo Fee (Undergraduate/Non-refundable/Onetime 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)	\$180.00
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	\$ 37.00
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

(Revised 6.5.18)

REFUND POLICIES

Withdrawal from the University

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 withdrawal 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.

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.

Fall and Spring 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 the cost of textbooks. Students seeking to return textbooks and receive a refund must process the return with the Virtual Textbook Service (see the Bursar).

ACADEMIC POLICIES AND PROCEDURES

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

Student Course Load

A full-time undergraduate student completes a minimum of twelve credit hours per semester. Half time and three-quarter time students complete from six to eleven credit hours. Fewer than six credit hours per term 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 terms per academic year. Currently, the fall and spring terms are sixteen weeks long, and the summer term is eight weeks long.

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 mentor 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. If a student misses the first two classes (weeks) in the fall or spring or the first class (week) in the summer and during an Intensive class, they will be administratively withdrawn from that course. Student attendance at the beginning of a class establishes enrollment in the class.

Late Start Policy

Late start must be approved prior to the start of a semester. If it is approved for the semester all faculty, and staff will be notified prior to the start of the semester.

Late start allows a student who cannot attend the first two classes (weeks) in fall and spring and the first class (week) in summer and for intensive classes 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 Academic Affairs.

Note: Late start allowances may vary and must first be approved by Academic Affairs 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, mentors will contact the students who were enrolled in the class to register them for another 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 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 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. Laboratory Classes

One credit hour is associated with a class meeting for 50 to 200 minutes per week for an entire semester (or the equivalent 750 to 3,000 semester-minutes, excluding final exams, in other meeting formats). Two semester credit hours could be earned for a class meeting for 150 to 300 minutes per week of the semester. (The overlap in minutes in class allows for departmental discretion)

3. Lab Discussion

One semester credit hour is associated with a class meeting 50 to 150 minutes per week of the semester. This 50 to 150 minute session is used to discuss proper techniques, calculations, pit falls, science, etc. associated with the lab to be performed.

4. Four (4) Credit Hour Course

Some courses may be offered for four credit hours. To ensure that the course content reflects the additional work equivalent to approximately 12 hours of "seat time," **a unique assignment** will be embedded in the course work that will allow students to more thoroughly develop the learning

outcomes and gain a deeper understanding of the course concepts and topics of study. The additional course work will be clearly defined in the body of the syllabus along with a clear outline for the means of assessment. Students should understand that upon successful completion, they will earn four (4) credit hours.

Courses are only offered for four (4) credit hours during fall and spring semesters. Courses offered during summer semester are three (3) credit hours.

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:

090 - Foundation Courses on advice of counselor (credit does not apply to degree)

100 - Survey, introductory, and required/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 on an "A to F" scale, as determined by the sending institution for the course to be eligible to transfer. Grades of P (pass) or S (satisfactory) are acceptable with official documentation verifying that they represent successful completion of a specific course at a C or above.

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.

When reviewing a course for content, a two-thirds yardstick is used. 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. College Coursework in High School

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 on 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
- g. In any and all cases, Martin University reserves the right to accept or reject transfer credits at their discretion.

10. Prior Learning Assessment (PLA) Credit Limits and Residency Requirement

Prior Learning Assessment (PLA) 130 is an intense, 16 week course that requires students to work independently and create a portfolio that demonstrates their prior learning. Students must commit to completing all course work within the 16 week semester.

Students may not receive more than 60 credit hours through the PLA process. Also, not more than 50% of the courses in the student's major may be provided through PLA. In all cases, students must take at least 34 credit hours of course work at Martin University to receive their undergraduate degree. This is the residency requirement. Credits received through PLA will be noted on the transcript with a "G" for granted. These courses will count toward graduation but will not be graded, so they will not count toward the student's GPA.

11. 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:

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

Enrollment Process for PLA 130

- Student must complete the PLA Pre-assessment.
- STUDENTS MUST COMPLETE ORIENTATION BY ATTENDING THE FIRST CLASS SESSION.
- Students must commit to completing all coursework within the 16 week semester.

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 fully. 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 course work 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 mentors 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 actually be represented in more than one category.

Student Services 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 Academic Affairs Curriculum Committee 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 applicant is candidate for Prior Learning Assessment.

Student Services will register applicants in any core or major course for which pre-requisites have been met. Mentors will register students for subsequent semesters.

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 plan.

Student Services will register applicants in core courses for which the prerequisite have 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 no transcript is presented with a completed application, applicants must take the Placement test and will be placed in courses according to resulting scores. If 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. Should students obtain an official transcript later.

The University will attempt to place transfer courses on the degree plan, but in no case will a student be allowed to replace any Martin course with a transferred course. 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

A written request for an official transcript is made to the Registrar's Office at least seven working days before the document is needed. All accounts must be paid before a transcript will be issued. A fee for each transcript must accompany the request.

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 Student Services. Returning students must consult with the assigned mentor (or Academic Affairs) and complete a registration form.
2. See a counselor in the Financial Aid Office. See the Bursar and pay tuition and fees.
3. 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.
4. Students see the Registrar where they will be enrolled in the courses. Students receive verification to attend class through the student portal.

Cross-Registration

Cross-registration provides the opportunity for a Martin University student to attend other schools in the vicinity of Indianapolis that are members of the Consortium for Urban Education (CUE) for one class per semester if the student needs the class at a certain time and it is not being offered at Martin University. The cross-registration is not available during the summer. The other schools may accept the Martin University student if there is available seating in the class for that student. Students may take a limited number of cross-registered classes during their degree program. Cross-registration courses cannot be taken during the semester of the student's graduation. A student who cross-registers for a class at a participating CUE college or university shall pay tuition for that class at Martin University, at the regular Martin University tuition rate.

This service is provided by the Consortium for Urban Education (CUE). The colleges and universities that participate in this program are Martin University, IUPUI, Marian University, Franklin College, Ivy Tech Community College, Butler University, and the University of Indianapolis. Students may obtain full information about cross registration from the Registrar's Office.

Change of Registration (Drop/Add)

A student's class schedule is considered final when approved by the Registrar's Office. If the student initiates a change in that schedule, a fee will be charged. If the University initiates the change (e.g., when a class is

canceled because of insufficient enrollment), the fee is not charged. 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 two weeks of the fall or spring semester, or the first week of the summer and intensive class semesters, to receive a grade of "W" (for late-start the third week of fall or spring and week two of summer semesters). See the Academic Calendar for the final date for each semester that a student can withdraw without penalty. 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. A drop from a course is not official until the student, and the student mentor signs the Drop/Add form. Once students have officially withdrawn from courses, they may apply for refunds according to the stipulations in the refund policy. Failure to drop a course 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 second week of the fall or spring semester and during the first week of the summer semester (for late-start the third week of fall or spring and week two of summer semesters).

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 spreadsheet as part of the permanent class record (Faculty Portal) for no later than the end of week three (3) of the semester. The spreadsheet should details 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 of 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. Students seeking an internship or practicum must complete SSE 200 prior to participation.

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:
 - a. Assigning internship sites;
 - b. Ensure that student learning outcomes, and objectives are met during the internship;

- c. 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;
 - d. Maintain regular communication with the internship site supervisor on student progress;
 - e. Initiate evaluations from the site supervisor on the student's performance;
 - f. Assign a final grade for the internship experiences;
 - g. Assist in the resolution of disputes between the student and the site supervisor and/or internship site;
 - h. Meet in group or one-to-one with the students to discuss internship experiences;
 - i. Provide guidance as students complete the internship;
 - j. Provide a midterm and final evaluation of the student's performance.
5. Although the guidelines will, out of necessity, vary from one department to another, the following minimum content is appropriate to all:
- a. Students must complete and pass SSE 200 Professional Development Seminar;
 - b. An initial meeting time and any other required meetings with the students;
 - c. 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;
 - d. A course outline and course objectives and student learning outcomes;
 - e. Any necessary instructions; and,
 - f. A description of the appropriate dress, for reasons of professionalism or as a representative of the university outside the classroom setting.

Veterans' Registration

Students who are veterans are responsible for notifying the Bursar Office when certification to the Veterans' Administration is desired and when changes occur that affect benefits. The Registrar sends a grade report to the Veterans' Administration when requested by the Veteran's Administration.

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 Equivalences

Grade	Description of Work
A	Stands out as excellent performance. Has unusually sharp insights into the material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in the progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "a" student is, in fact, an example for others to follow.

B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a college student. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, and initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F	Quality and quantity of work are unacceptable and does not qualify the student to progress to a more advanced level 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)
- T** Transferred

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 (10 weeks in a 16 week semester). Incompletes are not available for Intensive courses or summer 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 attendance requirements.
3. The instructor of a course initiates an incomplete request. Instructors will complete the Academic Action Form and submit request and documentation to Academic Affairs. The V.P. for Academic Affairs must sign the form for final approval.
4. Adjunct instructors may not give an incomplete grade.
5. 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 within six weeks of the approval date. After six weeks, failure to meet this deadline will result in an automatic F for the course.

Student Grievance Policy

Students who have a grievance against administrators, staff and/or other students should complete a Grievance Form and submit it 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 Vice President for Academic Affairs. The VP will schedule a meeting that includes the Title IX Compliance Director and others who may provide information that can assist in resolving the issue. The student must provide all documentation (written) from all previous grievance meetings including a copy of the original Student Grievance form at the time the appeal meeting is requested. The decision of VP and Title IX Compliance Director will be forwarded to the University President. All grievances must be filed within ten (10) business days of the offense.

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

Note: All academic related concerns (e.g. attendance, faculty, etc.) should be submitted to the Office of Academic Affairs.

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 30 days of the issue of the grade. Grade change request forms are available in the Office of Academic Affairs. Students should carefully document their concern on this form, including assignment/grade dates. A grievance made after 30 days will not be considered.
2. If the grievance is not resolved between the student and the faculty member, the student should speak to his/her mentor who will review and work to resolve the issue with the student. The student, if still dissatisfied, may ask the mentor to schedule a meeting with the professor, the mentor, mentee, and ombudsman. The mentor will document what transpired in the meeting and the resolution.
3. If the grievance is not resolved through the meeting process, and the student chooses to pursue a further remedy, the mentor will send all documentation of concern and a request for a meeting to the VP of Academic Affairs. The VP may decide to meet with the student and mentor to ask questions to understand the issues. The VP will send notice of the final decision within 48 hours. The decision of the VP is final. Grade disputes may be appealed to the President of the University only after the options above have been exhausted.

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

GPA's 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 GPA's for Graduation Honors recognition are calculated based on the fall semester grades before the Commencement Ceremony.

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	0-30
Sophomore	31-60
Junior	61-90
Senior	90+

A minimum of 120 credit hours is required for graduation if all other requirements have been met. All students will complete a minimum of 34 credit hours at Martin University to satisfy Martin University's residency requirements.

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 Academic Affairs and, if approved, 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

Revised degree plans were instituted in spring 2018 that include a recommended sequence for completing courses, for students to take at each level. Courses are offered based on student needs and a course rotation, including summer semester, which allows for successful future course registration and timely graduation. All efforts will be made to honor older degree plans. However, if a student stops attending and returns, it is their responsibility to provide their old degree plan. If a student cannot produce their old degree plan, they must transfer to the current degree plan for their program.

Grade Reports

Student grades are posted in the Student Portal when the Registrar's Office has received a grade for every course taken by the student during the semester.

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 credit hours the student has attempted.

Minimal Cumulative GPA Requirements for Undergraduate Students

Undergraduate students who have attempted between one (1) and 59 credit hours must maintain a minimum cumulative GPA of 1.75 during each semester. Undergraduate students who have attempted 60 or more credit hours must maintain a cumulative GPA of 2.25 during each semester. This policy applies to both degree seeking and non-degree seeking students enrolled in undergraduate courses at the University. All undergraduate courses are taken at Martin University in which letter grades of A, B, C, D, and F are awarded count towards the cumulative GPA in determining SAP, even courses that were retaken (designated as an "R" on the transcript). Remedial courses (i.e. courses with numbers less than 100) do not count towards the cumulative GPA. Courses with a Pass (P) or Non-Pass (NP) final mark do not count towards the cumulative GPA. Courses in which the student Withdrew (W) or received an Incomplete (I) do not count towards the cumulative GPA. Grades associated with courses completed at another institution of higher learning and transferred to Martin University do not count towards the cumulative GPA.

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 credit 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 counts 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	1.75	70%
60+	2.25	70%

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

The University will dismiss/suspend a student if the student's completion rate and/or cumulative GPA do not return to a satisfactory level after the SAP Warning status have been applied. The SAP Committee will give a student a written notice of academic dismissal/suspension if all of the following conditions are met:

1. The student has been given a SAP Warning.
2. SAP Warning status was not rescinded.

Students receiving a dismissal from the university from the SAP Committee may appeal the dismissal. The appeal process will consist of a written summary from the student to the SAP Committee along with relevant supporting documents, indicating the challenges the student is having in achieving SAP and the actions to be taken by the student to achieve SAP. It is the discretion of the SAP Committee to accept or deny the appeal. The SAP Committee's appeal determination will be provided in writing to the student, and their mentor. Students who do not initiate an appeal process will be dismissed from the University and must follow the reinstatement procedures for dismissed students discussed below to be re-admitted into the University.

Students receiving a dismissal from the SAP Committee after filing an appeal from the committee may submit a final appeal directly to the Vice President of Academic Affairs. The VP of Academic Affairs will review the issues involved, and may request an interview with the student. After gathering information and evaluating the SAP Committee decision and the student information the VP of Academic Affairs will render a final decision. No additional evidence may be presented at this time. The VP for Academic Affairs will use the information presented in the appeal to the SAP Committee to render a decision. There are no further appeals after this. However, students may always appeal to the University President. Failure to follow the developed plan may result in immediate dismissal.

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 VP of Academic Affairs, who will use only the material presented to the SAP Committee to review the case. After examining the evidence, the VP of Academic Affairs will render a decision on reinstatement. This decision is final. A student denied reinstatement by the SAP Committee, and VP 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 a student repeats a course for which the original grade was "D" or "F," both the original grade and the last grade received will be used to compute the grade point average. The original grade will continue to appear on the transcript.

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 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.

Note: All students entering on the Ability to Benefit (ATB) program must take SSE 100 during their first semester.

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

Class Attendance

Martin University is not an attendance taking University. However, failure to attend classes regularly will impact a student's grade. Students are responsible for regular and punctual attendance at all scheduled classes 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.

Instructors are required to record and report attendance for the duration of the semester.

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 34 credit hours in residence.
4. Completion of the general education curriculum component.
5. Completion of all requirements of the student's academic department; No grade below C in any English courses will be applied to degree requirements and the Final Project must be completed in residence.

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

Each 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. Any Drop/Add or other academic changes are initiated with the mentor.

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.

Note: See the Mentor Handbook for more details on the responsibilities of a mentor.

Degree Plan: Majors and Minors

Students should complete at least ENG 101 and CTE 150 before they begin the major and minor fields of study. In consultation with the mentor, a degree plan is made to guide the student toward graduation.

Major

Majors at Martin University require a minimum of 12 courses (36 credit hours), including the student's Final Project/Capstone Course, and/or Internship. In some programs, more than 36 hours in the major area may be required, and these courses will be noted on the degree plan. Additional hours for specific majors are defined under each department's section of this catalog. 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. **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 the Office of Academic Affairs. 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 obtain approval from the Office of Academic Affairs.

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.

Convocations

During each semester, Martin University offers convocations for students. Convocations may include performances, speakers, films, or other presentations to enhance the students' learning experiences at the University. All events that are considered for convocation credit are listed on the Academic Affairs bulletin board.

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 since the previous commencement. All members of the academic community, including the Board of Trustees, administration, faculty, adjunct faculty, current students, graduates, and alumni/alumnae are invited to participate in this event. Students who arrive late, do not participate in rehearsal, and/or are unprofessionally dressed will not be allowed to participate in the Commencement Ceremony. Students must clear all accounts to be eligible to graduate.

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.

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 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 1st Floor of the Administration/ Education 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.

Institutional Review Board

The Institutional Review Board (IRB), a competent body of professionals and community members, established and trained according to Health and Human Services guidelines, monitors research at Martin University. The IRB oversees research involving human subjects at Martin University, keeping in mind the realities of vulnerable populations. The work of the IRB encourages and enhances both faculty research and publication and student participation in that research.

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. Changes will be announced on bulletin boards, electronically (e.g. student email) and in other places as the University deems appropriate.

University Policies

Policies of Martin University are published in this catalog and the *Student Handbook*. New policies or policy changes are publicly displayed. Students should regularly read the academic bulletin board. 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 hybrid (HY) or distance-delivered (DD) courses. During regular semesters, online students enrolled in HY courses will meet at least 5 times in a regular classroom setting; online students enrolled in DD course will meet a maximum of 4 times in a regular class setting. These meeting times are reduced to 3 and 2 respectively for an abbreviated (summer and intensive) semester. Note that all final exams are conducted in a classroom setting at Martin University.

Students who enroll in HY or DD 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. They 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 Office of Academic Affairs. It is the responsibility of the Office of Academic Affairs to receive all such allegations and then to investigate all pertinent records, or carry out any other actions that would cause the truth or falseness of any such allegations to be revealed.

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 English courses, students must do their proofreading (typing by another is permitted if acknowledged).

SPECIAL PROGRAMS

Student Success Center (SSC)

The Student Success Center (SSC) was established to enhance support services for freshmen and sophomore 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 nor 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.

Other Support

All classrooms have Promethean Active Boards. There are three computer labs at the University.

Early-Alert System

The purpose of the early alert system is to identify students who are performing below "C" level in their classes 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 assistance 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.

Mentor/Mentee Program

The goal of the Mentor/Mentee program is to partner with faculty from the beginning of a student's academic journey to assist the student in meeting the demands and challenges necessary to succeed in their academic endeavors and to attain their goals. All students are assigned a faculty mentor whose goal is to promote student success by counseling students in academic and career choices and assisting with registration and course selection. By way of guidance, the mentor will help to expand the student's ability to accomplish his or her educational, career goals and objectives.

If returning students have any questions about the degrees offered by Martin University or the degree requirement, they should check the course catalog and make an appointment to consult with their assigned faculty mentor.

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. Please consider this when planning your sequence of courses.

MARTIN UNIVERSITY GENERAL EDUCATION CORE CURRICULUM

General Education Core Curriculum for BA and BS Degree	Required Credit Hours
Effective Communication	12 crs
Critical Thinking and Quantitative Reasoning	6 crs
Understanding the World and Valuing Diversity	6 crs
Workforce Essentials	9 crs
Total Credits	33 crs

Each of the general education core competencies has specified student learning outcomes and required courses that are listed below.

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

Effective Communication

Effective communication is a means by which Martin University students can express themselves through both verbal and written mediums. It serves as a springboard in which students can articulate their ideas effectively across the curriculum and in multiple disciplines. Writing and speaking courses will present Martin University students with numerous and varied opportunities to practice their written and rhetorical skills.

Learning Outcomes for Effective Communication

Student's written communication will demonstrate:

1. Good organization and structure.
2. Grammatical soundness.
3. Adequately expressed content.
4. A sense of the writer.
5. A sense of the audience.

Student's oral communications will demonstrate:

1. An adequately introduced topic.
2. The rate and volume of speech are paced proficiently.
3. Adequate use of voice inflection and tone.
4. Adequate eye contact.
5. Body language that does not distract from the presentation.
6. Proper organization and logical transitions.

Required Effective Communication Courses

ENG 125 College Composition I	3 crs
ENG 135 College Composition II	3 crs
COM 201 Introduction to Public Speaking	3 crs
SSE 100 Student Success in Higher Education	3 crs

Note: ENG 125, ENG 135, each require students obtain a grade of C or better to be considered as having passed the class. Failure to obtain a C or better will result in the student re-taking the class.

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 arts 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.

Learning Outcomes for Critical Thinking and Quantitative Reasoning

Students will:

1. Ask appropriate questions.
2. Demonstrate an ability to gather relevant information independently.
3. Efficiently and creatively, sort through information.
4. Reason logically, skillfully, and impartially from gathered information.
5. Show an ability to reach reliable and trustworthy conclusions.
6. Recognize the limits of conclusions.
7. Ability to reason by symbolic, numerical, or geometric means.
8. Adequate problem solving skills to reason by symbolic, numerical, or geometric means.
9. Adequate ability to apply mathematical knowledge and skills to solve problems in real-life situations.

Required Critical Thinking and Quantitative Reasoning Courses

MAT 100 College Math	3 crs
PHI 201 Critical Thinking	3 crs

Understanding the World and Valuing Diversity

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 at 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.

Learning Outcomes for Understanding the World and Valuing Diversity

Students will:

1. Demonstrate the ability to articulate his/her key cultural traditions.
2. Demonstrate a basic appreciation of the diversity of the human experience.
3. Be able to compare and contrast diversity in human history.
4. Demonstrate a basic ability to analyze and evaluate the interconnectedness of local, national, and global communities.

Course Requirements for Understanding the World and Valuing Diversity

HIS 161 Emancipatory Narratives	3 crs
ANT 201 Cultural Anthropology	3 crs

Workforce Essentials

All students graduating from Martin University will be prepared for the 21st Century workplace by offering them courses that will prepare them to become workforce literate. 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 chosen careers effectively.

Learning Outcomes for Workforce Essentials

Students will:

1. Demonstrate an adequate understanding of computing fundamentals including hardware, basic software, and operating systems.
2. Demonstrate an adequate ability to use the Internet and apply technological knowledge and skills in real-life situations.
3. Demonstrate a basic attitude of civic-mindedness.
4. Demonstrate an adequate ability to reflect his/her moral and ethical choices in making career decisions.
5. Practice professionalism and ownership demonstrate professional growth and learning.
6. Demonstrate appropriate professional and self-management practices.

Required Workforce Essential Courses

CTE 150 Microcomputer Applications	3 crs
SSE 200 Professional Development Seminar	3 crs
SLL 200 Introduction to Service Learning and Leadership	3 crs

Note: All Martin University students are required to take SSE 200 except students in the Teacher Prep program. See the Teachers Prep Program Catalog for the program requirements.

Service-Learning and Servant Leadership

Promoting academic excellence through service learning is a critical component of the goal of higher education. It allows students to make connections between academic learning and real-life experiences. Service learning will allow Martin University students to become civic-minded, develop a sense of social responsibility while examining moral and ethical issues related to their career choices. In the past years, Martin University's academic programs incorporated various internships with the major curricular activities as service learning opportunities for the students. Our goal is to expand these opportunities by creating partnerships with programs, sites, and non-governmental organizations that serve the Indianapolis community and specialize in providing service learning and leadership opportunities.

MARTIN UNIVERSITY PROGRAMS

Martin University offers 9 undergraduate degree programs.

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

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

Academic Affairs Department Level Student Learning Outcomes:

1. Articulate significant social, literary, and political perspectives found in humanities.
2. Critically analyze ideas and cultural values that have profoundly influenced Western culture, using appropriate support.
3. Identify or create key elements of individual expression within the theater and/or literature.
4. Explain how historical and social contexts influence various types of expression.
5. Creatively integrate education and leadership skills into effective domestic and global service.
6. Be broadly educated citizens and capable, ethical, and competent business leaders with the demonstrated ability to meet organizational and societal needs.
7. Demonstrate acquired technical, social interaction, and communication skills necessary to perform as effective supervisors, leaders, managers and appropriately prepared for graduate studies.
8. Structure, analyze, evaluate, and support an argument both orally and in writing in the social sciences.
9. Interpret, compare, and contrast ideas in the social sciences.
10. Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences.
11. Demonstrate knowledge of historical and contemporary issues in the social sciences.
12. Demonstrate scientific knowledge and skills in scientific reasoning.
13. Demonstrate mathematical knowledge and skills

Bachelor of Science Degree in Addictions Counseling

Martin University offers coursework for addictions treatment and other human services professionals in Addictions Counseling. Individuals with either certificate can not only better serve their clients, but also increase their employment options. Mental health professionals need additional training in addictions counseling to provide services for clients struggling with this issue. Addictions professionals increasingly need to either qualify for treatment positions or to advance into program administration. Substance abuse appears to be a growing trend. According to the Bureau of Labor Statistics, substance abuse and behavioral counselor jobs are on track to increase exponentially between 2012 and 2022.

Student Learning Outcomes

Upon completion of the Addictions Counseling major, students will be prepared to:

1. Apply knowledge and skills appropriate for employment in entry-level positions in the addictions counseling field.
2. Apply knowledge of human behavior, emotions, and mental processes as they relate to addiction and addictive behavior.
3. Apply knowledge of social, psychological, and physiological processes as well as theoretical models associated with addiction.
4. Use entry-level assessment and treatment skills associated with addiction in individual, family, and group settings.
5. Apply scientific research, evaluation, and statistical methodology as related to addiction.
6. Demonstrate an ability to provide leadership, appreciate diversity, weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of addiction counseling as a discipline.

Required Courses for Addiction Counseling Majors

PSY 101	Introductions to Psychology	(3 Cr)
PSY 212	Lifespan Development	(3 Cr)

PSY 220	Introduction to Addictions	(3 Cr)
PSY 267	Statistics for the Behavioral and Social Sciences	(3 Cr)
PSY 280	African American Psychology	(3 Cr)
PSY 300	Research Methods	(3 Cr)
PSY 301	Group Dynamics	(3 Cr)
PSY 310	Addictions Counseling	(3 Cr)
PSY 312	Crisis Intervention	(3 Cr)
PSY 350	Abnormal Psychology	(3 Cr)
PSY 360	Origins and Theories of Personalities	(3 Cr)
PSY 364	Social Psychology	(3 Cr)
PSY 383	Counseling the Dysfunctional Family	(3 Cr)
PSY 395	Physiology of Addictions	(3 Cr)
PSY 495	Practicum	(3 Cr)
PSY 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Bachelor of Applied Science Degree (BAS)

The Bachelor of Applied Science degree (BAS) is a bachelor 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

Upon completion, students will be able to:

1. Demonstrate an advanced understanding of business terms, functions, law, leadership, and health management.
2. Develop an understanding of their professional strengths and motivations and the sectors of health management best suited for their service.
3. Demonstrate an understanding of supervisory techniques, business ethics, organizational behavior, technological literacy, and how they apply in the health management environment.
4. Develop professional acumen to provide solutions for the world's complex health management problems.

Required Courses for Healthcare Management Majors

BIO 201	General Biology & Lab	(5 Cr)
BIO 202	General Biology 1 & Lab	(5 Cr)
BIO 270	Management of Healthcare Organizations	(3 Cr)
BIO 280	Ethics & Professionalism for Healthcare Managers	(3 Cr)
BIO 307	Microbiology & Lab	(5 Cr)
BIO 310	Genetics	(4 Cr)
BIO 321	Anatomy & Physiology 1 & Lab	(5 Cr)

CHM 215	Forensic General Chemistry	(3 Cr)
CHM 201	General Chemistry 1 & Lab	(5 Cr)
BUS 201	Introduction to Business	(3 Cr)
BUS 220	Business Law	(3 Cr)
BUS 361	Management of Diversity	(3 Cr)
ENG 235	Research Writing	(3 Cr)
MAT 205	Statistical Methods	(3 Cr)
MGT 201	Principles of Management	(3 Cr)
BIO 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Software Applications (Concentration)

Student Learning Outcomes

Upon completion, students will be able to:

1. Demonstrate an advanced understanding of business terms, functions, law, leadership, technology, and management principles.
2. Discuss their professional strengths and motivations and the sectors of business best suited for their service.
3. Demonstrate an understanding of supervisory techniques, business ethics, business strategy, organizational behavior, technological literacy, and how they apply in today's business world.
4. Explain business acumen as it relates to providing solutions for the world's complex business problems.

Required Courses for Software Applications Majors

BUS 201	Introduction to Business	(3 Cr)
BUS 220	Business Law	(3 Cr)
BUS 361	Management of Diversity	(3 Cr)
BUS 495	Practicum/Internship	(3 Cr)
CIS 151	Computer Information Systems	(3 Cr)
CIS 258	Web Design	(3 Cr)
CTE 200	Advanced Microcomputer Applications	(3 Cr)
CTE 301	Database Development	(3 Cr)
CTE 310	Database Development 1	(3 Cr)
CTE 320	Database Development 2	(3 Cr)
CTE 400	Web Design	(3 Cr)
CTE 410	Introduction to Programming	(3 Cr)
ENG 235	Research Writing	(3 Cr)
MAT 205	Statistical Methods	(3 Cr)
MGT 201	Principles of Management	(3 Cr)
BUS 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

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

Upon completion of the Business Administration major, students will be able to:

1. Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe and explain the ethical obligations and responsibilities of business.
4. Apply decision-support tools to business decision making.
5. Construct and present effective oral and written forms of professional communication.

Required Courses for Business Administration Majors

ACC 201	Principles of Accounting 1	(3 Cr)
ACC 202	Principles of Accounting II	(3 Cr)
BUS 200	Business Communications	(3 Cr)
BUS 201	Introduction to Business	(3 Cr)
BUS 220	Business Law	(3 Cr)
BUS 301	Supervisory Techniques	(3 Cr)
BUS 307	Research Methods for Business	(3 Cr)
BUS 400	Business Leadership Development Skills	(3 Cr)
BUS 416	Business Ethics and Social Responsibility	(3 Cr)
BUS 461	Organizational Behavior	(3 Cr)
CIS 151	Computer Information Systems	(3 Cr)
ECO 201	Principles of Microeconomics	(3 Cr)
ECO 202	Principles of Macroeconomics	(3 Cr)
ENG 235	Research Writing	(3 Cr)
FIN 307	Managerial Finance	(3 Cr)
HRS 313	Management of Human Resources	(3 Cr)
MAT 205	Statistical Methods	(3 Cr)
MGT 201	Principles of Management	(3 Cr)
MKT 201	Principles of Marketing	(3 Cr)
BUS 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Bachelor of Arts/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. These degree tracks will be useful in preparing students interested in employment in the corporate or private security arena such as corporate security specialists, private security personnel, and investigators.

Careers: 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. Students will have the knowledge necessary to pursue careers in public safety administration which range from policy analysts and agency managers, to administrators of state and local government agencies.

Student Learning Outcomes

Upon completion of the Criminal Justice major, students will be able to:

1. Students will comprehend and evaluate plans and responses to ethical dilemmas associated with a career in criminal justice.
2. Students will evaluate positive and negative aspects of emerging trends in the field of criminal justice.
3. Students will comprehend and analyze local, state and federal law enforcement agencies: their jurisdictions and relationships.
4. Students will comprehend and analyze private security industry and its impact on public safety.
5. Students will comprehend and analyze local, state and federal courts' jurisdictions and relationships.
6. Students will comprehend, analyze and evaluate local, state and federal correctional agencies' jurisdictions and relationships.

Required Courses for Criminal Justice Majors

CRJ 100	Introduction to Criminal Justice	(3 Cr)
CRJ 150	Introduction to Criminology	(3 Cr)
CRJ 200	Criminal Law	(3 Cr)
CRJ 270	Research Methods	(3 Cr)
CRJ 275	Crime and Public Policy	(3 Cr)
CRJ 320	Criminal Investigations	(3 Cr)
CRJ 340	Court Testimony	(3 Cr)
CRJ 350	Training in Corrections	(3 Cr)
CRJ 360	Juvenile Delinquency	(3 Cr)
CRJ 370	Probation and Parole	(3 Cr)
CRJ 381	Race, Ethnic, and Gender Issues	(3 Cr)
CRJ 400	White Collar Crime	(3 Cr)
CRJ 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Law Enforcement (Concentration)

Students seeking a Bachelor of Science Degree in Criminal Justice Law Enforcement will take interdisciplinary courses that explore the impact of world religions, cultures, ethnicities, and languages on business/economic systems and global conflict. Students are required to complete six credits of a foreign language or culture. The Criminal Justice Law Enforcement Program provides a broad understanding of the criminal justice system in the United States and a fundamental knowledge of the social and behavioral sciences. The core program is designed to enhance the student's analytical and problem solving abilities. It will promote in depth critical reading and writing skills, verbal communication and listening skills, and general research skills. This track is exceptional for those students who wish to proceed to law school. Students are encouraged to take PLA 130 Prior Learning Assessment.

Careers: Career opportunities, stemming from a concentration in this area include court clerks, bailiffs, paralegals, law office assistants, law librarians, research personnel in public law, victim, and witness advocates, and social work assistants.

Required Courses for Criminal Justice Law Enforcement (Concentration)

CRJ 100	Introduction to Criminal Justice	(3 Cr)
CRJ 150	Introduction to Criminology	(3 Cr)
CRJ 200	Criminal Law	(3 Cr)
CRJ 270	Research Methods	(3 Cr)
CRJ 275	Crime and Public Policy	(3 Cr)
CRJ 320	Criminal Investigations	(3 Cr)
CRJ 340	Court Testimony	(3 Cr)
CRJ 350	Training in Corrections	(3 Cr)
CRJ 360	Juvenile Delinquency	(3 Cr)
CRJ 370	Probation and Parole	(3 Cr)
CRJ 381	Race, Ethnic, and Gender Issues	(3 Cr)
CRJ 400	White Collar Crime	(3 Cr)
CRJ 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Bachelor of Science Degree in Early Childhood Education

The 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. The program is committed to developing 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.

The Early Childhood Education faculty also is committed to a vision of excellence and exemplary service in the preparation of teachers of young children. Specifically, each student in the program will be able to (a) recognize different learning styles (b) understand the stages of child development (c) think analytically about teaching experiences and practices (d) interact competently with peers, other professionals, parents, and community members (e) develop a professional knowledge of the standards for teaching young children (f) make informed judgments and decisions that apply theoretical knowledge to practical situations (g) understand the social and human dimensions of teaching and learning (h) understand the community in which they serve, and (i) develop a forward-thinking attitude in designing curriculum and educational programs.

Careers: Students who complete this degree find employment in childcare centers, home care, and ministry childcare programs.

Student Learning Outcomes

Through learning and practicum experiences, students will be able to:

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

Required Courses for all Early Childhood Education Majors

ECE	201	Introduction to Early Childhood Education	(3 Cr)
ECE	202	Practicum in Early Childhood Education	(3 Cr)
ECE	204	Creative Art and Music for Children	(3 Cr)
ECE	205	Child Development	(3 Cr)
ECE	212	Introduction to Exceptional Children	(3 Cr)
ECE	215	Emergent Literacy for Young Children	(3 Cr)
ECE	303	Nutrition, Health and Movement for Young Children (0 through 8 years of age)	(3 Cr)
ECE	304	Developmentally Appropriate Guidance for 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: Pre-School	(3 Cr)
ECE	401	Administration of Programs for Young Children	(3 Cr)
ECE	402	Parent and Community Education	(3 Cr)
SOC	270	Research Methods	(3 Cr)
ECE	499	Final Project: Practicum II Supervised Teaching of Young Children	(4 Cr)
MAT	205	Statistical Methods	

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Bachelor of Arts Liberal Arts Degree

The BA in Liberal Arts program offers a diverse learning experience for students. Skills obtained from the required courses can determine the value of the degree in securing employment after college.

Regardless of the specialization of the degree, two fundamental concepts are the focus of the degree. They are communication and critical thinking.

Careers: Graduates with a BA in Liberal Arts have secured employment as teachers (with licensure), technical writers, artists, counselors, event organizers, public relations managers, (https://study.com/articles/25_Great_Jobs_for_Humanities_Majors.html).

Student Learning Outcomes

Upon completion of the Liberal Arts major, students will be able to:

1. Express ideas in coherent, creative, and appropriate forms, orally and in writing.
2. Apply their reading abilities to interconnect an understanding of resources to academic, professional, and personal interests.
3. Students will master verbal communication and public speaking skills.
4. Communicate the impact that historical leadership has on an area, a country, or the world.
5. Demonstrate a clear, concise, and thorough use of creative and critical thinking and demonstrate how to communicate clearly and effectively.
6. Explore, appreciate, and participate in the Liberal arts as they relate to society, culture, and history.

Courses Required for B.A. in Liberal Arts Majors

HUM	101	Introduction to Humanities	(3 Cr)
HUM	153	Appreciation of Languages	(3 Cr)
AFS	328	African-American History	(3 Cr)
MUS	301	History of Black Music	(3 Cr)

RES	200	Introduction to World Religions	(3 Cr)
SOC	270	Research Methods	(3 Cr)
PHI	300	World Philosophies & Perspectives	(3 Cr)
ENG	350	Comparative Studies in Literature	(3 Cr)
HIS	320	Modern History	(3 Cr)
HIS	400	African American Social and Political Thought	(3 Cr)
LIB	450	Capstone/ Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Bachelor of Science (BS) Liberal Arts Degree

The Liberal Arts Degree give students a unique opportunity to develop a multi-disciplinary and carefully focused course of study, which fulfills traditional University requirements while providing the flexibility for students to shape their college degree. The Bachelor of Science Liberal Arts Degrees consists of a required number of credit hours earned in the Liberal Arts Core complemented by a full range of electives earned from any of the departments of the University. The overall object of the Bachelor of Science Liberal Arts degree program is to provide students with educational opportunities to obtain an interdisciplinary degree, one that is often highly desirable in today 's rapidly changing world.

Completing the BS Liberal Arts degree provides students with basic preparation for many careers and graduate programs.

Careers: BS Liberal Arts graduates work in various professional fields, including education, law, government, healthcare, real estate, social service, and private industry. Many BS Liberal Arts students have gone on to graduate programs such as anthropology, business, divinity studies, education, fine arts, international affairs, law, library science, management, nursing, public health, and social work.

Student Learning Outcomes

Upon completion of the Liberal Arts major, students will be able to:

1. Express ideas in coherent, creative, and appropriate forms, orally and in writing.
2. Apply their reading abilities to interconnect an understanding of resources to academic, professional, and personal interests.
3. Students will demonstrate strong verbal communication and public speaking skills.
4. Communicate the impact that historical leadership has on an area, a country, or the world.
5. Demonstrate a clear, concise, and thorough use of creative and critical thinking skills.
6. Explore, appreciate, and participate in activities that relate to society, culture, and history.

Required Courses for B.S. in Liberal Arts Majors

ENG	201	Introduction to Literature	(3 Cr)
HUM	101	Introduction to the 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	450	Capstone/ Final Project	(4 Cr)

Upon completing the general education required courses, students may choose a concentration from electives.

The Bachelor of Science Degree in Psychology

The Bachelor of Science in Psychology degree program at Martin University exposes students to a broad range of thinking about psychology and provides opportunities for research experience. Students who complete the psychology degree program have the skills to be successful in a range of vocations related to counseling and mental health as well as prepare them for professional and graduate training programs.

Careers: Graduate of the BS in Psychology program find employment as correctional officers, police officers, psychiatric technicians, social work assistants, administrative service managers, community service managers, and health educators (<https://www.psychologydegree411.com/careers/>).

Students Learning Outcomes:

Upon completing the Psychology program, students will be able to:

1. Describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Apply psychological principles to personal, social, and organizational issues.
5. Demonstrate the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Required Courses for Psychology Majors

PSY 101	Introduction to Psychology	(3 Cr)
PSY 212	Life Span Development	(3 Cr)
PSY 230	History and Systems of Psychology	(3 Cr)
PSY 267	Statistics for the Behavioral and Social Sciences	(3 Cr)
PSY 280	African American Psychology	(3 Cr)
PSY 300	Research Methods	(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	Physiological Psychology	(3 Cr)
PSY 494	Independent Research in Psychology	(3 Cr)
PSY 495	Practicum/Internship	(3 Cr)
PSY 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

The Bachelor of Science Degree in Religious Studies

Martin University's degree in Religious Studies contributes to students' understanding of the beliefs and actions of diverse peoples and cultures. The program also contributes to the student's self-understanding by exploring major tenets of his/her own culture. The major in religious studies is designed to provide a rich grounding in the liberal arts and world religions. **Careers:** This degree is particularly appropriate for students considering employment in government, health, law, education, international business, social work, or media.

Students Learning Outcomes:

Upon completion of the Religious Studies major, students will be prepared to:

1. Identify how significant persons, events, and movements have impacted both the religious world and the world at large;
2. Compare and contrast at least two major world religions in detail;
3. Respond to the questions of the definition, origin, significance and purpose of religion;
4. Demonstrate basic knowledge of diverse religious traditions;
5. Participate constructively in the ongoing, academic and inter-faith dialogue currently underway in the field of religious studies;
6. Articulate an understanding of their vocation and how to function as a servant leadership within that vocation.

Required Courses for Religious Studies Majors

MAT 205	Statistical Methods	(3 Cr)
RES 103	Introduction to the Study of Religion	(3 Cr)
RES 150	Introduction to Religious Education	(3 Cr)
RES 200	Introduction to World Religions	(3 Cr)
RES 255	Study of Judaism/Islam	(3 Cr)
RES 211	The Philosophy of Martin Luther King, Jr.	(3 Cr)
RES 250	Principles of Servant Leadership	(3 Cr)
RES 300	Sociology of Religion	(3 Cr)
RES 329	Comparative Religions	(3 Cr)
RES 350	Philosophy of Religions	(3 Cr)
RES 365	Study of Hinduism/Buddhism	(3 Cr)
RES 499	Capstone/Final Project	(4 Cr)

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Christian Ministry (Concentration-Minor)

The Christian Ministry concentration of the Religious Studies degree will prepare students to become a minister or to serve in other areas of ministry. This program builds a strong foundation in biblical and studies along with the skill set needed to become well-trained, well-grounded and well-equipped for the student's unique calling. Students must complete the Religious Studies program core and the 6 courses listed below to earn a BS Religious Studies - Christian Ministry degree.

Careers: Students who complete this program seek employment as children's & youth ministry, church administration (Associate Pastor, Worship Leader, Bible Study Leader, etc.), human services, missions work, parachurch ministry, religious education.

Required Courses for Religious Studies Majors Christian Ministry (Concentration-Minor)

RES 101	Survey of the Old Testament	(3 Cr)
RES 102	Survey of the New Testament	(3 Cr)
RES 233	Contemporary Issues in Christian Counseling	(3 Cr)
RES 405	Principles of Pastoral Care	(3 Cr)
RES 411	Religious Institutional Administration	(3 Cr)
RES 407	Preparation and Delivery of Religious Messages	(3 Cr)

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

Core beliefs undergird the Martin University Teachers Prep Program and expectations for teacher candidates who enter. These beliefs focus on the importance of developing new teachers in urban education who:

1. Have strong content and pedagogical knowledge, combined with the habits of learning that demonstrate the ability to research and resource the needs of students under their charge.
2. Collaborate and communicate with learners, educators, and community to create learning spaces and opportunities that reflect the best practices and related needs of students.
3. Create positive change through strong demonstration of leadership based on equity and advocacy.
4. Reflect upon their practice and consistently grow and improve as professionals, seeking feedback and professional development in so doing.
5. Utilize data drawn from varied, high quality assessment to improve teaching and learning.
6. Value the diversity of all learners and create safe and inclusive environments for positive student growth, both academically and socially.

Student Learning Outcomes for Teachers Prep Program

The following standards are central to the Martin University Teachers Prep Program 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.

Program Requirements

(Note: See the Teachers Prep Program Catalog for all Policies and Procedures)

Freshman students who are interested in majoring in Teachers Prep Program at Martin University should (after admission to the University) begin by declaring their major and enrolling in first year Core courses. **Education majors must be aware that the academic program in the Teachers Prep Program requires successful completion of three important Benchmarks as students progress through the program. Failure to successfully complete each Benchmark as assigned will prohibit students from moving forward to the completion of the program.**

Required Courses for Teacher Prep Program Pre – K - 6 Majors

COURSES AND BENCHMARKS

Year One	CRS	34
CTE 150 Microcomputer Applications		3
SPA 101 Elementary Spanish I		3
PHI 201 Introduction to Critical Thinking		3
ENG 125 College Reading		3
ENG 135 College Writing		3
HIS 161 Emancipatory Narratives		3
SSE 100 Student Success in Higher Education		3
COM 201 Introduction to Public Speaking		3
HIS 172 Issues in American History		3
MAT 130 Intermediate Algebra		3
BIO 100 Introduction to Life Sciences for Non-Majors		4
Optional: EDU 100 Prep for Educational Assessment		1

Year Two	CRS	37
CTE 295 Technology in Education		3
EDU 205 Child Development (embedded P -k)		3
ECE 204 Creative Art & Music in Education		3
ENG 235 Research Writing		3
EDU 107 Culturally Responsive Teaching * (embedded field experience)		3
MAT 208 Math for Elementary Teachers I		3
MAT 209 Math for Elementary Teachers II		3
EDU 106 Introduction to Urban Education*		3
EDU 340 Science Education/Experiential Learning		3
EDU 350 Developmental Reading (embedded P-3)		3
ECE 303 Nutrition, Health, and Movement		3
SLL 200 Introduction to Service Learning and Leadership* (embedded field experience)		4

*Denotes field experience

BENCHMARK I: Delineates requirements for eligibility to enroll in Education Courses.:
 CASA Must be Successfully Completed by the end of Year Two (Core Academic Skills Assessment);
 Transcript Review; Reflective Narrative; CPR, Background Check, Heimlich Training, 34 Credits (see
 Assessment and Evaluation Overview)

COURSES AND BENCHMARKS

Year Three	CRS 36
ECE 312 Introduction to Exceptional Children	3
EDU 355 Integrated Teaching Methods 1 (Math & Science -embedded Pre-K)	3
EDU 356 Integrated Teaching Methods 2 (Reading, Language/Social Studies)*	3
EDU 360 Curriculum Development (embedded with Pre-K)	3
EDU 300 Quality use of Assessment for Elementary Teachers (Pre-K embedded)	3
EDU 450 Internship/Practicum	3
EDU 309 Student Engagement/Classroom Management	3
ECE 215 Emergent Literacy in Early Childhood Education	3
EDU 352 Diagnostic and Corrective Reading	3
ENG 304 Literature in Language and Culture	3
EDU 410 Teaching Writing in Elementary Grades	3
Elective	3
BENCHMARK II: Delineates requirements for acceptance into Senior Year Coursework with Supervised Teaching. Includes Student Microteaching & Portfolio Presentation; Written Assessment: Philosophy of Education (see Assessment and Evaluation Overview)	

Year Four	CRS 19
EDU 415 Data-Driven Instruction	3
EDU 494-PreK Final Project: Supervised Teaching	4
EDU 495- Elem. Ed Final Project: Supervised Teaching (K)	4
EDU 496- Elem. Ed Final Project: Supervised Teaching (1-6)	4
EDU 499 Pre-Service Teaching Capstone Seminar	4
BENCHMARK III: Identifies the Requirements for Graduation and Licensure: CPR/AED Training & Suicide Prevention Training; Successful Completion of Degree Requirements; Portfolio Presentation TOTAL 123 CRS (see Assessment and Evaluation Overview)	

Students may be required to take additional electives in the field of study to satisfy the degree requirements.

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.

These students will be transfer students.

Year One (at Martin University)	CRS 32
CTE 150 Microcomputer Applications	3
ENG 125 125 College Composition I	3

ENG 135	College Composition II	3
HIS 161	Emancipatory Narratives	3
SSE 100	Student Success in Higher Education	3
ECE 201	Introduction to Early Childhood Education	3
ECE 202	Practicum in Early Childhood Education	3
BIO 100	Introduction to Life Sciences for Non-Majors	4
CTE 295	Technology in Education	3
COM 201	Introduction to Public Speaking	3
Optional: EDU 100 Prep for Educational Assessment		1

Year Two	CRS 36
EDU 205 Child Development (embedded PreK)	3
ECE 204 Creative Art & Music in Education	3
MAT 130 Intermediate Algebra	3
EDU 340 Science Education/Experiential Learning	3
EDU 350 Developmental Reading (embedded P-3)	3
ECE 303 Nutrition, Health, and Movement	3
ECE 307 Curriculum I: Infants and Toddlers	3
SLL 200 Introduction to Service Learning and Leadership* (embedded field experience)	3
PHI 201 Introduction to Critical Thinking	3
ECE 312 Introduction to Exceptional Children	3
ECE 215 Emergent Literacy in Early Childhood Education	3
EDU 410 Teaching Writing in Elementary Grades	3
*Denotes field experience	
BENCHMARK I: Delineates requirements for eligibility to enroll in Education Courses.: CASA Must be Successfully Completed by the end of Year Two (Core Academic Skills Assessment); Transcript Review; Reflective Narrative; CPR, Background Check, Heimlich Training, 34 Credits (see Assessment and Evaluation Overview)	

Year Three	CRS 36
EDU 106 Introduction to Urban Education*	3
EDU 107 Culturally Responsive Teaching	3
ECE 304 Developmentally Appropriate Guidance	3
EDU 356 Integrated Teaching Methods 2 (Reading, Language/Social Studies)*	3
EDU 352 Diagnostic and Corrective Reading	3
ENG 304 Literature in Language and Culture	3
MAT 208 Math for Elementary Teachers I	3
ECE 305 Mathematics and Science in Play for Young Children	3
EDU 401 Administration of Programs for Young Children	3
ECE 402 Parents and Community Education	3
Elective	3
Elective	3
BENCHMARK II: Delineates requirements for acceptance into Senior Year Coursework with Supervised Teaching. Includes Student Microteaching & Portfolio Presentation; Written Assessment: Philosophy of Education (see Assessment and Evaluation Overview)	

Year Four	CRS 18
EDU 300 Quality use of Assessment for Elementary Teachers (Pre-K embedded)	3
EDU 360 Curriculum Development (embedded with Pre-K)	3
ECE 494- Final Project: Practicum II, Supervised Teaching (PreK) Combo with	
EDU 495- Elem. Ed Final Project: Supervised Teaching (K) 8 weeks each	4
EDU 496- Elem. Ed Final Project: Supervised Teaching (1-3)	4
EDU 499 Capstone Seminar	4
BENCHMARK III: Identifies the Requirements for Graduation and Licensure: CPR/AED Training & Suicide Prevention Training; Successful Completion of Degree Requirements; Portfolio Presentation (see Assessment and Evaluation Overview)	
TOTAL 122 CRS	

*Students may be required to take additional electives in the field of study to satisfy the degree requirements.

Required Major Courses for MU Teachers Prep Program Pre K-3 Transfer Students

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.

These students will be transfer students.

Year One	CRS 33
MAT208 Math for Elementary Teachers	3
CTE 295 Technology in Education	3
EDU 106 Introduction to Urban Education	3
EDU 107 Culturally Reponsive Teaching	3
EDU 350 Development Reading P-3	3
EDU 300 Quality use of Assessment for Elementary Teachers (Pre-K embedded)	3
EDU 360 Curriculum Development (embedded with Pre-K)	3
EDU 356 Integrated Teaching Methods Reading, Language, Social Studies	3
EDU 340 Science Education/Experiential Learning	3
EDU 304 Literature in Language and Cultural	3
EDU 410 Teaching Writing in Elementary Grades	3
BENCHMARK I: Delineates requirements for eligibility to enroll in Education Courses.: CASA Must be Successfully Completed by the end of Year Two (Core Academic Skills Assessment); Transcript Review; Reflective Narrative; CPR, Background Check, Heimlich Training, 34 Credits (see Assessment and Evaluation Overview) BENCHMARK II: Delineates requirements for acceptance into Senior Year Coursework with Supervised Teaching. Includes Student Microteaching & Portfolio Presentation; Written Assessment: Philosophy of Education (see Assessment and Evaluation Overview)	

Year Two	CRS 24
EDU 300 Quality use of Assessment for Elementary Teachers (Pre-K embedded)	3
EDU 205 Child Development (Embedded Pre-K)	3
EDU 309 Student Engagemnet/Classroom Management	3
EDU 312 Introduction to Exceptional Children (Special Needs)	3
EDU 495- Elem. Ed Final Project: Supervised Teaching (K) 8 weeks each	4
EDU 496- Elem. Ed Final Project: Supervised Teaching (1-3)	4
EDU 499 Capstone Seminar	4
<p>BENCHMARK III: Identifies the Requirements for Graduation and Licensure: CPR/AED Training & Suicide Prevention Training; Successful Completion of Degree Requirements; Portfolio Presentation (see Assessment and Evaluation Overview) Note: This is a list of the courses for the program major. This list does not include General Core Curriculum Courses.</p>	

Martin University Ability to Benefit (ATB) Program

Martin University will admit students who have not earned a high school diploma or its recognized equivalent (e.g., GED/HSE) based on the requirements defined in section 484 (d) (2) of the Higher Education Act. The Ability to Benefit (ATB) implies that a prospective student/applicant has the capability and aptitude to perform the academic work required to complete a college-level program of study.

Ability to Benefit ATB Application and Enrollment Procedure

A prospective student/applicant who applies under the Ability-to-Benefit criteria must take the following steps:

1. Begin the Martin University (MU) admissions application process by:
 - a. Completing a Martin University application for admissions
 - b. Providing two pieces of identification
 - c. Providing verification of Selective Service Registration (males only)
 - d. Select one of the ATB eligible course of study (Early Childhood Education, Microsoft Office Specialist, or National Bookkeeper Certification)
2. Schedule an appointment to meet with the Financial Aid Department to complete the Free Application for Federal Student Aid (FAFSA)
3. Schedule an appointment to take the Accuplacer Assessment
 - Ability to Benefit (ATB) passing scores: Reading Comprehension=55, Sentence Structure=60, Arithmetic=34
4. Meet with the admissions advisors and review the the test results
5. If the assessment requirements are met, the student is admitted to the program. Student will attend New Student Orientation
6. If the assessment requirements are **not met**, the student must schedule an appointment to re-take the Accuplacer Assessment.
 - Attend the HSE (e.g., High School Equivalency Prep program available on Martin University campus) and utilize the Plato on-line prep programs (in the Student Success Center) to increase college readiness and academic skills.
7. Re-take Accuplacer Assessment (if Applicable)
8. Register and attend Martin University courses

Ability-to-Benefit (ATB) Alternative Early Childhood Education (PRE PAC) Certification

Martin University Early Childhood Education Certification program will address a skill set necessary for success in early childhood education settings. Students will earn 60 college credits, which will prepare them to continue in higher education if they desire. The PRE-PAC (Pre Professional Assessments & Certification) Competency Assessment and

Certification will be targeted for individuals preparing for careers related to early childhood education such as those associated with:

- Child care
- Teaching assistance
- Community-based children’s programs
- After school programs

PRE PAC EARLY CHILDHOOD EDUCATION CERTIFICATION COURSES:

- ECE 201 Introduction to Early Childhood Education
- ECE 202 Practicum in Early Childhood education
- ECE 204 Creative Art & Music in Early Childhood Education
- ECE 205 Child Development
- ECE 212 Introduction to Exceptional Children
- ECE 215 Emergent Literacy in Early Childhood Education
- ECE 303 Nutrition, Health and Movement for Young Children
- ECE 305 Mathematics and Science in Play for Young children
- ECE 307 Curriculum I Infants & Toddlers
- ECE 308 Curriculum II Preschool/Kindergarten
- ECE 401 Administration of programs for Young Children
- ECE 402 Parents & Community Education
- CTE 150 Microcomputer Applications
- ENG 125 College Composition I
- ENG 135 College Composition II
- ENG 235 Research Writing
- MAT 100 College Math for Liberal Arts
- SSE 200 Professional Development Seminar
- SLL 200 Introduction to Service Learning and Leadership
- ECE 499 Final Project

Semester one	Semester two	Semester three
<ol style="list-style-type: none"> 1. CTE 150 2. ECE 201 3. ENG 125 4. SSE 200 	<ol style="list-style-type: none"> 1. ECE 202 2. ECE 212 3. ENG 135 4. MAT 100 	<ol style="list-style-type: none"> 1. ECE 303 2. ECE 307
Semester Four	Semester Five	Semester Six
<ol style="list-style-type: none"> 1. ECE 204 2. ECE 205 3. ECE 308 <p>PRE PAC Pre-Test</p>	<ol style="list-style-type: none"> 1. ECE 215 2. ECE 305 3. ECE 401 4. ECE 402 	<ol style="list-style-type: none"> 1. ECE 499 2. SLL 200 <p>PRE PAC certification</p>
<p>Students must complete 120 Field Experience (Internship hours) schedules may vary Example: 4 hours per day for 5 days per week = 20 hrs. per week 6 weeks = 120 hrs. Pre-Pac Family and Consumer Sciences Credentialing Examine</p>		

Ability-to-Benefit (ATB) Alternative Microsoft Office Specialist (MOS) Certification Program

Martin University Microsoft Office Specialist (MOS) Certification program will provide students with a deeper understanding of Microsoft Office applications. Students who take and pass the required courses will be prepared to receive a Microsoft Office Specialist (MOS) certification in Microsoft Word, PowerPoint, Excel and/or Access. MOS certification provides students with workplace skills, industry-recognized certification and the computing skills that companies are looking for in employees.

Students will earn 60 college credits, which will prepare them to continue in higher education if they desire. The Microsoft Office Specialist (MOS) Certification program will be targeted for individuals preparing for careers related to Computer Office Skills such as those associated with:

- Office Assistant
- Data entry
- General Office Management Specialist
- Customer Service Specialist

MICROSOFT OFFICE SPECIALIST CERTIFICATION COURSES:

- ACC 201 Principles of Accounting I
- CTE 150 Microcomputer Applications
- CTE 200 Advanced Microcomputer Applications
- CTE 301 Database Development
- CTE 400 Web Design
- ENG 125 College Composition I
- ENG 135 College Composition II
- MAT 100 College Math for Liberal Arts
- SSE 200 Professional Development Seminar
- BUS 200 Business Communications
- BUS 201 Introduction to Business
- BUS 220 Business Law
- BUS 301 Supervisory Techniques
- CIS 151 Computer Information Systems
- CIS 258 Web Design
- MKT 201 Principles of Marketing
- MGT 201 Principles of Management
- BUS 305 Business Seminar: Entrepreneurship
- BUS 495 Practicum/Internship

Semester one	Semester two	Semester three
1. BUS 201 2. CTE 150 3. ENG 125 4. SSE 200	1. ENG 135 2. CTE 200 3. MAT 100	1. BUS 220 2. MGT 201 3. MKT 201
Semester Four	Semester Five	Semester Six
1. CTE 301 2. BUS 200 3. BUS 301	1. ACC 201 2. CTE 400 3. BUS 495	1. CIS 151 2. CIS 258 3. BUS 305

Students must complete 120 Field Experience (Internship hours) schedules may vary.

Example:

4 hours per day for 5 days per week = 20 hrs. per week 6 weeks = 120 hrs.

Ability-to-Benefit (ATB) Alternative National Bookkeeper Association (NBA) Certification

Martin University's National Bookkeeper Association (NBA) Certification program will enable students to develop the knowledge and skills necessary to perform bookkeeping accurately and efficiently. NBA is a leading provider of bookkeeping education and certification.

Students will earn 60 college hours credits, which will prepare them to continue in higher education if they desire. The NBA Certification program will be targeted for individuals preparing for careers related to Bookkeeping such as those associated with:

- Bookkeepers
- Data entry
- General Office Management Specialist
- Customer Service Specialist

NATIONAL BOOKKEEPING ASSOCIATION CERTIFICATION COURSES:

- ACC 260 NBA Bookkeeper Certification
- CTE 150 Microcomputer Applications
- CTE 200 Advanced Microcomputer Applications
- ENG 125 College Composition I
- ENG 135 College Composition II
- MAT 100 College Math for Liberal Arts
- SSE 200 Professional Development Seminar
- ACC 201 Principles of Accounting I
- ACC 202 Principles of Accounting II
- BUS 301 Supervisory Techniques
- BUS 416 Business Ethics & Social Responsibilities
- ACC 300 Computer Applications in Accounting
- ACC 310 Cost Accounting
- ACC 431 Auditing
- BUS 461 Organizational Behavior
- MGT 201 Principles of Management
- CIS 151 Computer Information Systems
- BUS 305 Business Seminar: Entrepreneurship
- BUS 495 Practicum/Internship

Semester one	Semester two	Semester three
1. ACC 201 2. ENG 125 3. CTE 150 4. SSE 200	1. ENG 135 2. CTE 200 3. ACC 202 4. MAT 100	1. BUS 305 2. MGT 201 3. CIS 151
Semester Four	Semester Five	Semester Six

1. ACC 300 2. BUS 301 3. BUS	1. ACC 301 2. BUS 200 3. BUS 220 4. ACC 431	1. ACC 260 2. BUS 495
Students must complete 120 Field Experience (Internship hours) schedules may vary Example:4 hours per day for 5 days per week = 20 hrs. per week, 6 weeks = 120 hrs.		

Course Listing Alphabetized by Topic

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)

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

ACC 260 NBA Bookkeeper Certification (3 Cr)

Prerequisites: None. Students will learn accounting principles for bookkeeping and the language of business: To analyze business transactions utilizing T-accounts; to prepare a general journal and how to make adjustments to the ledger using a worksheet; to prepare closing entries, and the post-closing trial balance; to account for sales, accounts receivables, and cash receipts; to manage cash; to account for purchases, accounts payable, and cash payments. Students will learn to complete payroll computations, records, and payment; compute payroll taxes, deposits, and reports. Students will be able to account for accruals, deferrals, and the worksheet, to prepare the financial statements and closing procedures.

ACC 300 Computer Applications in Accounting (3 Cr)

Prerequisites: ACC 202, & CTE 200. The course provides hands-on experience in computerized accounting. Students will learn all facets of real-world computer accounting practices using leading commercial accounting software packages. The selection of the accounting packages will vary to reflect changes in accounting technology. This course replaces the General Education Core Curriculum Course CTE 301: Technological Literacy for the Workplace for Accounting Majors only.

ACC 301 Intermediate Accounting I (3 Cr)

Prerequisite: ACC 202. Explores accounting theory and practice and their application to the preparation and analysis of financial statements; inventories, short-term investments, and receivables.

ACC 302 Intermediate Accounting II (3 Cr)

Prerequisite: ACC 301. This course continues Intermediate Accounting I. This course includes liabilities and taxation, depreciation and depletion, intangible assets, long-term assets, dealing with errors and incomplete records, changes in corporate capital structure and leases.

ACC 310 Cost Accounting (3 Cr)

Prerequisite: ACC 202. The course applies costing methods to the determination of product costs for planning and control. Reviews the standard cost, job cost, process cost factors, inventory methods, materials and labor, and factory overhead expenses. Gives an analysis of budgeting processes.

ACC 311 Managerial Accounting (3 Cr)

Prerequisite: ACC 202. Applies cost accounting principles to manufacturing, service and non-manufacturing organizations. Emphasizes product lines, probability analysis, ratio analysis, capital budgeting, allocation procedure, profitability and sensitivity analysis.

ACC 331 Tax Accounting (3 Cr)

Prerequisite: ACC 202. Examines federal and state laws and regulations dealing with taxes and taxable income of individuals, partnerships, and corporations.

ACC 371 Fund Accounting (3 Cr)

Prerequisite: ACC 202. Studies accounting for governmental and non-profit entities and financial accounting statements for non-business as well as business enterprises.

ACC 401 Advanced Accounting I (3 Cr)

Prerequisite: ACC 302. Students apply their accounting skills to solve advanced problems dealing with special sales situations, forecasting, and interpretation of financial data, price-level problems, bankruptcy, and liquidation.

ACC 402 Advanced Accounting II (3 Cr)

Prerequisite: ACC 401. Students apply accounting principles to consolidations, branches, corporate combinations and fiduciary arrangements; studies actuarial science and reviews FASB rulings as they apply to accounting concepts.

ACC 431 Auditing (3 Cr)

Prerequisite: ACC 302. Emphasizes auditing standards, professional ethics, and techniques for the examination of internal controls, records and operations of a firm for the purpose of expressing an informed opinion as to the accuracy and fairness of a company's financial statements.

ACC 495 Practicum/Internship (3 Cr)

Prerequisite: SSE 200. Students must complete the pre-internship seminar. Junior or Senior standing. Supervised, on-site experience in the discipline of accountancy.

ACC 499 Capstone/Final Project (4 Cr)

Prerequisites: ENG 135. Must be completed by the fall semester prior to graduation semester with Junior or Senior-standing and permission of the department chairperson. Students initiate, develop, and refine a thesis and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department in order to demonstrate comprehensive knowledge representative of their tenure at the University.

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. (3 cr)

ANT 210 Topics in Anthropology (3 Cr)

Prerequisite: None. This course will offer the opportunity to address current anthropological issues from a broad

cultural and historical perspective. The course will draw upon current readings in anthropology with an emphasis on applied and in-the-field observations and involvement.

ANT 214 Racial and Cultural Minorities (3 Cr)

Prerequisite: None. An introduction to the study of racial and cultural minorities in the modern world with particular references to immigrants in the United States of America, including Black, Hispanic, European, and Asian-Americans. The approach is organized around themes that include: racial myths, doctrines and movements; conflict and accommodation of majority and minority peoples; and proposed approaches to challenges in race and ethnic relations.

ANT 220 Language and Culture (Story and History) (3 Cr)

Prerequisite: None. Using an anthropological perspective, the course will draw upon oral narratives, visual arts, ethnography and historical accounts to analyze individual experiences in relation to broader social, cultural and historical trends.

BIOLOGY COURSES:

BIO 100 Introduction to Life Sciences for Non-majors (4 Cr)

Prerequisite: None. This is a non major's biology course offered to fulfill the natural science requirement. It provides students with an introduction to the life sciences and a broad survey of the interactions of biology, chemistry and environmental science. The course discusses the relationship between scientific literacy and the quality of life.

BIO 201 General Biology I and Lab (5 Cr)

Prerequisite: None. This course provides Biology majors with a detailed study of the field of biological sciences including the study of applications of chemistry in understanding cellular respiration and photosynthesis. Students begin studying the structure and functions of the various systems of the human body.

BIO 202 General Biology II and Lab (5 Cr)

Prerequisite: BIO 201. Course continues with the detailed study of the taxonomic classification of all living organisms with a focus on the animal kingdom. The biological differences between phyla are examined via dissection and video resources. This course is a requisite for Biology, Chemistry and Environmental Science programs.

BIO 207 Nutrition (3 Cr)

Prerequisite: None. The chemical composition of food, the processes of digestion, absorption, transport, and metabolism, and the essential nutrients required by the human body are explored.

BIO 210 Topics in Biology (3Cr)

This is an open course designed in response to particular interests in Biology.

BIO 270 Management of Healthcare Organizations (3 Cr)

Prerequisite: None. Management of Healthcare Organizations is an introduction course of management as an integrated body of knowledge of healthcare organizations. Topics include planning, organizing, leading, decision making and management theories.

BIO 280 Ethics & Professionalism for Healthcare Managers (3 Cr)

Prerequisite: None. Ethical decision making with professional codes and concepts are discussed in this interactive course. This course examines why environmental stewardship is essential in healthcare management.

BIO 296 Introduction to Undergraduate Research in Biology (3 Cr)

Prerequisite: At least two 100-200 level BIO courses must be completed before a student can enroll in **Introduction to Undergraduate Research**. This is a variable credit hour course that can be taken several times for a total of three credit hours. The course will allow students to learn basic research skills and how to conduct independent research under the supervision of a Biology Professor. Course requires permission from the Biology Department Chair.

BIO 302 Botany & Lab (5 Cr)

Prerequisite: **BIO 202**. Studies plant cell structure and functions, special plant tissues, photosynthesis, respiration, plant reproduction and alternation of generation, and plant evolution. Surveys the lower and upper plant phyla. Microscopic work and visits to local arboretums are required during this course.

BIO 307 Micro Biology I and Lab (5 Cr)

Prerequisites: **None**. This course will introduce science majors to the various viruses, bacteria and other microbes that are both beneficial and detrimental to plants and animals. It will include discussion of such current topics as bacterial resistance to antibiotics, food poisoning, biological warfare and medical biology.

BIO 310 Genetics (4 Cr)

Prerequisites: **None**. This area of focus includes the characteristics of cellular reproduction, patterns of inheritance, cellular structure, DNA technology, and current events in the area of genetics Required for Biology majors.

BIO 321 Human Anatomy and Physiology I & Lab (5 Cr)

Prerequisite **BIO 202**. This is the first course in a two-semester course series in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function. Students will study basic anatomical and directional terminology; fundamental concepts and principles of anatomy and physiology of the various body systems. Laboratory sessions will include microscopy, use of models and dissections. Required for Biology majors.

BIO 322 Human Anatomy and Physiology II and Lab (5 Cr)

Prerequisite: **BIO 321**. This course is a continuation of Human Anatomy and Physiology I and Lab and uses the body systems approach to examine the structure and function of the circulatory, excretory, respiratory, reproductive, and digestive systems via microscopy, use of anatomical models and dissection. Required for Biology majors.

BIO 325 Pathophysiology (3 Cr)

Prerequisite: **BIO 322**. This course is designed to explore the development and progression of disease and its effects on the tissues and various organ systems of the body. The course is required for Biology majors.

BIO 495 Internship in Life Science and Biology (4 Cr)

Prerequisite: **SSE 200**. **Students must complete pre-internship seminar**. Provides practical experience in settings pertinent to careers in Health-Related or Life Science Research sites. Students participate on an assigned basis without monetary compensation (unless specified) and must provide own transportation, liability insurance, uniform and all other materials required by the participating organization. A reflection paper on the tasks accomplished during the internship and how they prepare the student for employment in the field must be submitted at the end of the internship experience. Enrollment is at the recommendation of the Department Chair.

BIO 496 Advanced Undergraduate Research in Biology (3 Cr)

Prerequisite: **300-400 level BIO courses must be completed before a student can enroll in Advanced Undergraduate Research in Biology**. The course allows students to conduct independent and collaborative research under the supervision of a faculty member. Students must initiate, develop, and apply biology principles, laboratory skills and scientific writing skills to complete research projects during the course. Students will also use results from this research to prepare a paper that will be submitted for publication in a scientific research journal.

BIO 497 Undergraduate Research and Travel in Biology (3 Cr)

Prerequisite: **BIO 496.** This course will provide students an opportunity to study the applications of science, technology, engineering and mathematics (STEM) in the global market in comparison to the local markets. Each student will complete a research project on one of the issues investigated during the travel abroad program and present the results of his/her research to an audience made of peers, faculty, and staff in the STEM areas as well as University Community.

BIO 499 Capstone/Final Project (4 Cr)

Prerequisites: **ENG 135.** Must be completed by the fall semester prior to graduation semester with Junior or Senior-standing and permission of the department chairperson. Students initiate, develop, and refine a thesis and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department in order to demonstrate comprehensive knowledge representative of their tenure at the University.

ENS 100 Introduction to Environmental Science (3 Cr)

Provides an introduction to basic principles associated with environmental science. Topics include air and water pollution, toxic substances, waste management, energy and natural resources. Ethical considerations, governmental regulation, and economics are an integral part of the course.

ENS 205 Introduction to Environmental Management (3 Cr)

Prerequisite: **None.** Introduction to basic principles associated with environmental science. Topics include air and water pollution, toxic substances, waste management, energy and natural resources. Ethical considerations, governmental regulation, and economics are an integral part of the course. The course will use Indiana Department of Environmental Management's Fast Facts and Business Guide for Environmental Management to focus on industrial and business perspectives of environmental management.

ENS 210 Topics in Environmental Science (3 Cr)

Prerequisite: **None.** This is an open course designed in response to particular interests in Environmental Science.

BUSINESS ADMINISTRATION COURSES:

BUS 200 Business Communications (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 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 307 Research Methods (3 Cr)

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

BUS 361 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 businesses 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 Capstone/Final Project (4 Cr)

Prerequisites: ENG 135. Must be completed by the fall semester prior to graduation semester with Junior or Senior-standing and permission of the department chairperson. Students initiate, develop, and refine a thesis and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department in order to demonstrate comprehensive knowledge representative of their tenure at the University.

CHEMISTRY COURSES:

CHM 105 Chemistry in Your Life (3 Cr)

relations. Emphasis on planning and budgeting for public relations. Includes an introduction to the history of public relations and public relations ethics.

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 and Ability-to-Benefit (ATB) students during their initial semester of enrollment.

SSE 200 Professional Development Seminar (4 Cr)

Prerequisite: SSE 200. Professional Development Seminar: This course provides students an opportunity to develop professional skills that will facilitate successful interaction in the professional environment. The seminar will focus on dress, speak (verbal and non-verbal), critical thinking and other professional/social practices.

COMPUTER INFORMATION TECHNOLOGY COURSES:

CIS 151 Computer Information Systems (3 Cr)

Prerequisite: CTE 150. This course provides students with an overview of information systems. The course will cover the interrelationships between organizations and information systems. The course will provide students with information on data communications, E-commerce, global information systems, management support systems and emerging trends.

CIS 258 Web Design (3 Cr)

Prerequisite: CTE 150. This course will prepare students to launch their databases to the World Wide Web. Students will become familiar with web design software. Students will select a local urban business to establish an online database and make the database accessible to business owners.

CTE 150 Microcomputer Applications (3 Cr)

Prerequisite: None. This course introduces students to the Microsoft IT E-Learning Academy, Digital Literacy, Microsoft Windows Operating systems, Microsoft Office 2010 (Word, Excel, PowerPoint, & Access) and their applications in real-life scenarios such as the Global Economy, Cloud Computing, the Exponential Revolution, Mobile & Social Media.

CTE 200 Advanced Microcomputer Applications (3 Cr)

Prerequisite: CTE 150. This course extends the Microsoft IT Academy education solution that continues the uses of E-Learning experiences of CTE 150 Introduction to Computers. The course uses beginning, intermediate, and advanced techniques in Office 2010. The course exposes students to the GMetrix training and practice test software. Students who take and pass the Microsoft Office Specialist (MOS) exam will receive the premier certification credential chosen by individuals seeking to validate their skills and advance their careers.

CTE 301 Database Development (3 Cr)

Prerequisite: CTE 200. This course will provide an in-depth study of spreadsheet and database programs. Students who complete this course will learn how spreadsheets and databases are used in desktop publishing, the Internet, the information society, and the world of work.

Microsoft Office Specialist (MOS) certifications will be available to students who successfully complete this course and pass certification exams.

CTE 310 Database Development I (3 Cr)

Prerequisite: CTE 301. This course will provide a more in-depth study of database application programs. Students will learn how to create and use a database, query a database, maintain a database, share data among other application programs, create reports and forms, and use multi-table forms techniques. There will be a focus on uses of databases in urban society and the workplace.

CTE 320 Database Development 2 (3 Cr)

Prerequisite: CTE 310. This course will continue to build upon the skills gained in CTE 310. Students will use Macros, Switchboards, Pivot tables, and pivot charts; advanced report techniques, advanced form techniques, administer a database system and share access data on the World Wide Web. Students will locate an urban business and program a workable database. Upon completion of this course, students may pursue the Microsoft Certified Application Specialist Certification in Access 2007.

CTE 360 Introduction to Computer Graphics and Gaming (3 Cr)

Prerequisite: CTE 200. This course will explore, develop, and launch the cultural experiences of computer graphics and computer-generated animation on both desktop and mobile devices. Students will gain experience with the creation and editing of computer graphics, computer-generated animation, and virtual world design. At the completion of the course, students will have the opportunity to become certified as a Microsoft Technical Associate (MTA) in Computer Gaming.

CTE 380 Digital Video and Multimedia (3 Cr)

Prerequisite: CTE 200. This course will provide hands-on experiences in launching website podcasts with the use of multimedia application programs such as Apple's iMovie, Windows Movie Maker, and GarageBand. Students will learn the principles that govern effective communication and use them in concert with commonly available Windows and Apple computer programs to develop audio and video podcasts as well as multimedia presentations or websites incorporating multiple media sources.

CTE 400 Web Design (3 Cr)

Prerequisite: CTE 200. This course will prepare students to launch a modern website to the World Wide Web. Students will learn major principles that govern web design. Students will become familiar with a variety of web design software. For their final project, students will develop a website and select a project concept appropriate to their field of study.

CTE 410 Introduction to Computer Programming (3 Cr)

Prerequisite: CTE 200. Students will investigate computer programming within the context of robotics. During this course, students will learn visual computer programming and basic engineering design in the process of designing, constructing, debugging, and testing a robot. Students will also learn about the different disciplines and technologies that comprise Artificial Intelligence (AI) - understanding human language, representing knowledge, reasoning, learning, and sensing the world around us. At the completion of the course, students will have the opportunity to become certified as a Microsoft Technical Associate.

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 210 Topics in Criminal Justice

(3 Cr)

Prerequisite: None. This is an open course designed in response to particular interests in Criminal Justice.

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 260 Homeland and International Security

(3 Cr)

Prerequisite CRJ 250. The course is designed to develop the knowledge, skill, and abilities needed for leadership in homeland security issues, including international and domestic terrorism, infrastructure protection, strategic planning for security, international relations, intelligence operations and evaluations and program management. The curriculum is designed to provide students with a global outlook, interpersonal skills, and awareness of current issues in homeland security.

CRJ 270 Research Methods in Criminal Justice

(3 Cr)

Prerequisites: CRJ 150. The purpose of this course is to introduce criminal justice students to the main type of research methods, data collection techniques and the various data sources used by social scientists studying crime and other applied fields. Prior background in statistics or methodology is not necessary.

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 280 Criminal Intelligence Analysis

(3 Cr)

Prerequisites: CRJ 200. This course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations. Law enforcement professionals at the federal, state, and local level, criminal intelligence analysts working in private industry, and military intelligence personnel making a transition from a military to a law enforcement career will benefit from this course.

CRJ 290 Legal Research and Writing

(3 Cr)

Prerequisites: CRJ 200. Legal Research and Writing offers students a lucid, well-organized introduction to legal research and writing. Students learn how to navigate through cyberspace using research tools such as LEXIS and WESTLAW. Students receive thorough explanations of proper citation form for both ALWD and The Bluebook. Students will learn how to draft pleadings, legal memorandums, and briefs, which are tools to be successful in a legal court career.

- CRJ 315 Managing Criminal Justice Organizations (3 Cr)**
Prerequisites: CRJ 200 250, and junior or senior standing, or permission of the department chairperson. This course focuses on management theories, principles and problems of managing criminal justice organizations. Students will learn the complex role of the criminal justice manager in both the adult and juvenile justice system.
- 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 330 Victims in Criminal Justice (3 Cr)**
Prerequisites: CRJ 200, 250, and junior or senior standing, or permission of the department chairperson. This course will focus on victims, psychological and emotional harm, and services available to deal with victim's emotional trauma, compensation of victims, and patterns of behavior of victims. This course will discuss the impact of injuries and losses inflicted by offenders as well as the handling of victims by the criminal justice system.
- 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 390 Service Learning Project: Community Law Day (3 Cr)**
Prerequisites: CRJ 150, 200 and 60+ Credit Hours. Service-Learning Leadership project will focus on National Law Day which is May 1st of each year. The purpose of Law Day provides the opportunity to understand and appreciate the emerging challenges that confront our world and the law in the 21st century. Students will develop a Law Day program, which will focus on disseminating knowledge to the community regarding rights, privileges

and various services available. The program will consist of various seminars and exposition booths from government agencies and private sector businesses. The program will also highlight a high school moot court program. Students will have the opportunity to work with intercity high school students in the moot court competition to help develop cognitive, analytical and verbal skills by aiding the high school students in developing their briefs and oral arguments for the competition. Students must have taken CRJ 100, 200, 340 or must be enrolled in 340 simultaneously with this class.

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 495 Practicum/Internship (3 Cr)

Prerequisites: CRJ 200, SSE 200 and 60+ Credit Hours. Student work under supervision inside a criminal justice institution or agency.

CRJ 499 Capstone/Final Project (4 Cr)

Prerequisites: ENG 135. Must be completed by the fall semester prior to graduation semester with Junior or Senior-standing and permission of the department chairperson. Students initiate, develop, and refine a thesis and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department in order to demonstrate comprehensive knowledge representative of their tenure at the University.

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 instructor 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 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. Also, students will gain an understanding of the impact of 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 210 Topics in Early Childhood Education. (3 Cr)

Prerequisite: None. This is an open course designed in response to particular interests in Early Childhood Education.

ECE 212 Introduction to Exceptional Children (3 Cr)

Prerequisite: ENG 125, ECE 201. The course provides an overview of the foundation and components of early childhood special education programs (birth through five years). The focus of the course is on the theories of typical and atypical child development, the stages, and sequences of development, and the impact of disabilities and biomedical risk factors on learning. The discussion will take place on the 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 101; 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: Pre-school/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 (4 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.

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.

ENACTUS (FORMERLY SIFE):

LDR 256 Students in Free Enterprise (SIFE) (3 Cr)

Prerequisites: MAT 100, ENG 125, SLL 200 and Permission from SIFE Advisor. Students in Free Enterprise (SIFE) is an international organization dedicated to the mission of bringing together the "top leaders of today and tomorrow, to create a better and more sustainable world through the positive power of business." This service-learning course prepares students to become active members of the organization, be charged to develop leadership skills, plan and deliver educational outreach programs, receive exposure to career opportunities, and have the opportunity to participate in team competitions to develop skills for their professional lives.

PRE K-6 GRADE TEACHERS PREP PROGRAM COURSES:

EDU 100 Prep for Educational Assessment (ENG and MAT) (1 Cr)

Prerequisite: None. This course provides preparation for taking the Core Academic Skills Assessment (CASA) test.

EDU 106 Introduction to Urban Education (3 Cr)

Prerequisites: HIS 161. 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: SPA 101. 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 of 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.

EDU 300 Quality Us 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 309 Student Engagement/Classroom Management (3 Cr)

Prerequisites: EDU 205. This course is an introduction to strategies for facilitating learning through effective classroom management practices. It will provide the teacher candidate an opportunity to learn how to properly manage the various aspects of the classroom, help in establishing the teacher-student relationship, develop time management skills, and implement strategies on how to control the physical environment, so the students will stay on task and maintain an interest in learning. It is designed to help K-6 professionals understand the characteristics of the classroom as well as the role the teachers play in the lives of their students. This course will help the teacher candidate develop systematic strategies and techniques for effectively leading the students to cooperate with the teacher and with each other. The classroom students will also remain on task and become more engaged in the learning activities planned for them.

EDU 312 Introduction to Exceptional Children (3 Cr)

Prerequisites: EDU 205. This course provides an overview of exceptional children with an emphasis on methods and materials for integrating students into general classrooms in elementary and middle grades. The disproportionate representation of culturally diverse students in special education programs is addressed throughout the text and discussions of this course. Differentiated instruction lesson plans and projects are assigned to address diversity in the classroom.

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 in order 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 give an introduction to and practice in administering basic reading tests, interpreting the test results and develop 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 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 450 Teaching Internship/Practicum (3 Cr)

Prerequisites: **Permission Only, 60+ Credit Hours.** This three hour course lab places teacher candidates on PK- 6 public school campuses during the experience referred to as Field Experience 1. The objectives and subsequent activities of this Field Experience 1 are designed to help the teacher candidate apply his/her knowledge and skills in the public school setting. This will be accomplished through two-hour labs, four days a week.

EDU 494, 495, 496 Final Project: Supervised Teaching (6 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 499 Capstone Seminar

Prerequisites: **Permission Only, 60+ Credit Hours. (4 Cr)**

Students complete & present their SOE Portfolio to the School of Education faculty. The portfolio includes critical work from prior courses & reflection paper. The presentation includes interview & Q & A. Completion of Benchmark III documentation must also be presented.

ENGLISH COURSES:

ENG 125 Composition I (3 Cr)

Prerequisite: **Adequate score on incoming placement test or passing ENG 096**

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: Adequate score on incoming placement test or passing ENG 096

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 of 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 audience, purpose, and context. Also, students study the origin of words and the historical development of its meaning.

ENG 210 Topics in English (3 Cr)

Prerequisite: NONE. This course is an open course designed in response to particular interests in English.

ENG 220 Grant Writing I (3 Cr)

Prerequisite: ENG 125. This course introduces the basic concepts for writing clear, well-structured proposals and grant requests. In writing effective and organized grant requests, one must comprehend the grant-writing process and the not-for-profit world.

ENG 225 Introduction to Literature (3 Cr)

Prerequisite: ENG 135. This course is designed as an introduction to the reading of and writing about literature. 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.

ENG 240 Introduction to Journalism (3 Cr)

Prerequisite: ENG 125. This course examines techniques for newspaper and television reporting. Class discussions and projects focus on issues such as the coverage of daily events, problems of society, and personal privacy versus the public's right to know.

ENG 250 Studies in Fiction (3 Cr)

Prerequisite: ENG 125. This course concentrates on the development of short stories and novels in different periods and traditions, depending on the interests of the instructor and students.

ENG 302 Children's Literature (3 Cr)

Prerequisite: ENG 225. This course studies the variety of genres in children's literature from current and historical perspectives. The developmental levels, needs, abilities, and cultural awareness of children are examined as a foundation for selecting, evaluating, and using children's literacy materials in the school and home setting.

ENG 304 Literature in Language and Culture (3 Cr)

Prerequisites: ENG 106. This course studies the variety of genres in children's literature from current and historical perspectives. The developmental levels, needs, abilities, and cultural awareness of children are examined as a foundation for selecting, evaluating, and using children literacy materials in the school and home setting. This course will address specific content/academic standards, including Indiana standards for English/Language Arts 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.

ENG 306 Creative Writing (3 Cr)

Prerequisite: ENG 125. This course explores the challenges, risks, and rewards of creative writing through a combination of writing, reading, and discussion. The underlying purpose is to become better writers in making the students' creative stories more convincing and all their writing more imaginative and memorable. The major focus is on student writing, but other works by primarily contemporary writers are considered for techniques, style, and vision. Most of the classes use a workshop format, fiction, poets and non-fiction writers are welcome. Also, students study the origin of words and the historical development of its meaning.

ENG 320 Grant Writing II (3 Cr)

Prerequisite: ENG 220. This course explores in more detail the not-for-profit world and challenges students to do the research for and develop fully documented and well written grant requests. Also, students will become familiar with a wide range of possible funding sources and strategies for various kinds of grant requests and proposals.

ENG 350 Seminar: Comparative Studies in Literature (3 Cr)

Prerequisite: ENG 225. This course is an in-depth study of literature using a comparative format regarding authors, periods, genders, or cultural traditions. Developed in response to special interests of faculty members and students, these classes explore neglected and emerging figures and new connections in literary analysis.

ENG 435 Writing Seminar (3 Cr)

Prerequisite: ENG 135. This course challenges students to coordinate the writing skills featured in earlier classes. Portfolio-based and process-oriented student projects are developed to combine individual interests with responses to a key theme or themes proposed by the instructor. Also to reviewing basic skills, students should strengthen their analytical and creative abilities. In addition, students study the origin of words and the historical development of its meaning.

FINANCE COURSES:

FIN 200 Personal Finance (3 Cr)

Prerequisites: MAT 100 & ENG 125. Explores problems and applications in personal finance; covers financial planning and budgeting, consumer credit, thrift institutions, financial sources, interest rates, life, property and casualty insurance, personal investing, tax planning, real estate, public and private annuities and retirement and estate planning.

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.

HISTORY COURSES:

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 150 Introduction to African American Studies (3 Cr)

Prerequisite: NONE. This course is an introduction to the contemporary Black American experience through an examination of the historical, political, social, economic, and artistic factors that affect the development and status of African American people. Focus on analysis of several important social institutions in the Black community. Critical issues are addressed by exploring both empirical information and theoretical concepts.

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 180 Introduction to Latino and Hispanic Caribbean Studies (3 Cr)

Prerequisite: **NONE.** This course is a general overview of the historical and cultural heritage of Latino as, the Hispanic Caribbean in the United States. Students are also exposed to the development of contemporary influences on American culture.

HIS 195 Indiana History and Culture (3 Cr)

Prerequisite: **NONE.** This course studies the exploration, colonization, and development of the state from the earliest times to the present. Looks at the variety of peoples, laws, institutions, arts, and business that make up the infrastructure of the state. Studies historical leadership and the impact of Indiana on the nation and the world from both a cultural and economic perspective.

HIS 210 Topics in History (3 Cr)

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

HIS 240 Human Prehistory (4 Cr)

Prerequisite: **NONE.** Traces human history from its origins to the beginning of the Common Era, using archaeology, anthropology, art, and several historical disciplines. Examines culture as a function of adaptation and studies a variety of ancient societies looking at their development and unique characteristics. This course may include a field experience.

HIS 241 World Civilization (3 Cr)

Prerequisite: **NONE.** This course traces man's development from the Stone Age to the new millennium. Demonstrates the stages of the development of civilization, especially after the discovery of agriculture.

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.

HIS 400 African-American Social and Political Thought (3 Cr)

Pre-requisite: **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.

HRS 315 Negotiation and Mediation Practices (3 Cr)

Prerequisite: BUS 201. Studies negotiation theory and skills; focus is on such topics as public policy disputes, organizational and community conflict, culture, race and gender issues in negotiation, industrial relations and environmental disputes. Provides a framework for analysis and practice that can be applied in business, labor, community, interpersonal and international situations. Examines the theory and practice of third party intervention in disputes with a focus on mediation strategies used in analysis, evaluation and consensus building. Students discuss the ethical and professional issues relating to negotiation and mediation; the advantages and disadvantages, the different form and the power imbalance.

HRS 421 Employee Benefits and Compensation (3 Cr)

Prerequisite: HRS 313. The focus is on the creation of a system of rewards that is equitable to the employer and employee alike. Examines every type of reward that individuals receive in return for performing organizational tasks. Explores the aspects of direct financial compensation consisting of an employee's wages, salary, bonuses and commissions; while including an employer's indirect financial compensation consisting of vacation, various kinds of insurance, retirement plans, stock ownership plans, education programs, child pay structures, employee and organizational incentives and compensation administration.

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.

HUM 210 Topics in the Humanities (3 Cr)

Prerequisite: NONE. This course is an open course designed in response to particular interests in the Humanities.

INDUSTRIAL MANAGEMENT COURSES:

IMA 100 Level 1 Skills Core Curriculum (9 Cr)

Prerequisite: NONE. This course introduces students to hazards associated with materials handling; critical thinking and problem solving and computer systems for industrial management. This course also focuses on basic rigging, construction drawings, and power tools.

IMA 200 Level 1 HVAC (12 Cr)

Prerequisite: NONE. This course introduces students to, math for construction, orientation to HVAC; basic power tools, copper and plastic piping practices, soldering and brazing, ferrous metal piping practices; basic electricity; introduction to heating and cooling. Upon completion of this course students will be able to recognize hazards associated with HVAC; critical thinking and problem solving techniques; and commonly used power tools.

IMA 201 Level 1 Plumbing (12 Cr)

Prerequisite: NONE. This course introduces students to, plumbing safety, orientation to plumbing; basic power tools, copper, and cast iron and carbon steel pipe and fitting. Upon completion of this course, students will be able to recognize hazards associated with Plumbing; critical thinking and problem-solving techniques, and commonly used power tools.

IMA 202 Level 1 Electrical (12 Cr)

Pre-requisite: MAT 100. This course introduces students to basic safety, math for construction, basic power tools, introduction to circuits, device boxes and hand bending. Upon completion of this course students will be able to recognize hazards associated with electrical; critical thinking and problem solving techniques; and commonly used power tools.

IMA 203 Level 1 Carpentry (12 Cr)

Prerequisite: NONE. This course introduces students to math for carpentry, power tools, wall systems, floor systems and basic stairs layout. Upon completion of this course, students will be able to recognize hazards associated with carpentry; techniques for effective communications, and recognize and use common tools of the trade.

LIBERAL ARTS COURSES:

ART 101 Introduction to the Arts (3 Cr)

Prerequisite: NONE. 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.

ART 105 Introduction to Drawing (3 Cr)

Prerequisite: NONE. This course introduces the fundamentals of drawing and composition by applying the basic principles and elements of art as they relate to concepts. Emphasizes the development of perceptual awareness and familiarity with a broad range of media and techniques.

ART 106 Introduction to Watercolor (3 Cr)

Prerequisite: NONE. This course will allow students to explore and apply techniques used for watercolor painting, and will deal with tone, texture, and perspective. The use and effects of color and mixing colors will be addressed.

ART 210 Topics in Art (3 Cr)

Prerequisite: NONE. This course is an open course designed in response to occasional interests in applied art.

ART 430 Appreciation of World Art (3 Cr)

Prerequisite: NONE. This course will present the components of visual art as they relate to diverse cultures, countries, and ethnicities. The visual art lecture will include: sketching, watercolor and light sculpting, airbrush, and landscape architecture. Students will be required to present miniature models of each genre of art from one culture.

LIB 450 Capstone/Final Project (4 Cr)

Prerequisites: ENG 135. Must be completed by the fall semester prior to graduation semester with Junior or Senior-standing and permission of the department chairperson. Students initiate, develop, and refine a thesis

and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department in order to demonstrate comprehensive knowledge representative of their tenure at the University.

MATH COURSES:

MAT 097 Basic Algebra (P/NP)

Prerequisite: NONE. This is a P/NP course that prepares students for MAT 130 or MAT 131. This course is designed to instruct students in the development of basic algebra skills. Topics include operations with integers, exponents, linear equations, word problems, factoring, and geometry.

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 130 Intermediate Algebra (3 Cr)

Prerequisite: None

This course covers first-degree equations, linear functions in two variables, graphing linear equations, slope, systems of equations, polynomials, rational expressions, exponents, and radicals.

MAT 131 Algebra and Trigonometry I (3 Cr)

Prerequisite: None. This class covers systems of equations, linear functions, rational expressions, operations with exponents, radicals, right triangle trigonometry, applications using trigonometry, and trigonometry using radians.

MAT 200 Algebra and Trigonometry II (3 Cr)

Prerequisite: MAT 131. This course studies quadratic functions, polynomial functions and models, polynomial synthetic division, trigonometric circular functions, graphs of trigonometric transformations, simplifying trigonometric equations using identities, solving trigonometric equations, and applying trigonometry using the laws of sines and cosines.

MAT 205 Statistical Methods (3 Cr)

Prerequisite: MAT 100 or 130. This course studies the basic principles and techniques of statistical analysis and applications of statistics to various disciplines.

MAT 208 Math for Elementary Teachers I (3 Cr)

Prerequisites: MAT 130. 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 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 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.

MAT 210 Topics in Mathematics (3 Cr)
Prerequisite: NONE. This course is an open course designed in response to particular interests in mathematics.

MAT 211 Calculus I (3 Cr)
Prerequisite: MAT 131. This course covers the following topics differentiation using limits, rules of differentiation, differentiating composite functions using the chain rules, differentiating implicit functions, using differentiation to find extreme, doing optimization operations using differentiation, anti differentiation, finding areas under curves using definite integrals, and solving simple differential equations using integration.

MAT 212 Calculus II (3 Cr)
Prerequisite: MAT 211. Calculus II is intended for students seeking a B.S. degree in the sciences, especially a B.S. in Chemistry and Biology. This course covers single variable integration, definite integrals, and applications of integration.

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.

MGT 220 Nonprofit Management (3 Cr)
Prerequisite: BUS 201 or MGT 201. This course provides an overview of management in the non-profit sector. The qualifications for a 501c3, grant development, recruitment and retention of volunteers, and the role of social service organizations in society will be explored.

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.

MUSIC COURSES:

MUS 102 Class Keyboard (Beginning Piano) (3 Cr)
Prerequisite: NONE. Beginning piano instructs students in keyboard techniques and basic theory in relation to piano playing, with a concentration on learning to read music.

MUS 103 Class Keyboard (Intermediate Piano) (3 Cr)
Prerequisite: NONE. Intermediate piano instructs students in keyboard techniques and basic theory in relation to piano playing. A continuation of MU 102, students learn more complex chords and pitch.

MUS 114 Introduction to World Music Cultures (3 Cr)
Prerequisite: NONE. Introduction to World Music Cultures is an entry-level course in the study of World Music. These musical traditions will be explored based on their intrinsic characteristics, as well as in connection with their social, economic, and political contexts.

MUS 126 Choral Ensemble (3 Cr)
Prerequisite: NONE. An advanced mixed ensemble consisting of students with some singing experience. The emphasis in this group will be on some basic singing fundamentals, breath support and control, and performance

and rehearsal techniques. This group will perform many different styles of choral literature and will sing for special occasions during the University year.

MUS 130 History of Jazz (3 Cr)

Prerequisite: **ENG 125.** A broad survey of jazz from its inception to present-day trends. The course will trace jazz as a product of logical evolution from one era to the next, and at the same time will demonstrate the important elements that comprise individual styles.

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.

MUS 202 Class Voice I (3 Cr)

Prerequisite: **NONE.** An introduction to the basics of singing. Students will learn about the impact of vocal health, breathing, and placement of notes and words. Students will sing songs with the group, and one song for presentation for a class grade.

MUS 203 Class Voice II (3 Cr)

Prerequisite: **MUS 202.** This class will continue to enhance the basics learned in MUS 202. Students will sing in a group and present one song for presentation for a class grade in a language that is not familiar to the student.

MUS 210 Topics in Music (3 Cr)

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

MUS 250 History of Christian Music (3 Cr)

Prerequisite: **ENG 125.** An introduction to the emergence and development of Christian music that originated in Europe and expanded to current religious music trends in the United States. The class discusses the impact of Christian music's impact on the socio-economic and religious environment.

MUS 301 History of Black Music (3 Cr)

Prerequisite: **ENG 125.** Investigates influences that have shaped the music of Americans of African descent. Explores the African background, the music of Black churches (including spirituals, hymns, and choral ensembles), ragtime, the blues, jazz, rap and the contribution of individual Black musicians to Western classical music.

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 202 Logic (3 Cr)

Prerequisite: **PHI 201.** This course continues the focus on reasoning which was begun in PHI 201. In this course, students will learn how to deal with reasoning formally, by analyzing examples of reasoning regarding their constituents is concepts and the relationships between these concepts. Using these analyses, students will

learn formal techniques for evaluating arguments for their validity or strength. Specific topics discussed may include Categorical Logic, Propositional Logic, and Inductive Logic.

PHI 210 Topics in Philosophy (3 Cr)

Prerequisite: NONE. This is an open course designed in response to particular interests in Philosophy.

PHI 211 Introduction to Ethics (3 Cr)

Prerequisite: NONE. In this course, students are introduced to philosophical issues in ethics and are invited to think critically and philosophically about important ethical issues. Questions discussed may include: Do right and wrong rest on consequences or intentions? Is virtue a property of actions, principles or people? Is abortion always wrong? Is capital punishment justifiable? Should people be allowed to die if they are suffering? How should we treat animals?

PHI 300 World Philosophies and Perspectives (3 Cr)

Prerequisite: PHI 201. In this course, students will be introduced to important questions about morality, religion, science, knowledge, and reality. Students will learn to read important philosophical texts critically and to express philosophical views and the views of others with clarity and concision.

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.

PHI 401 Philosophy of Science and Culture (3 Cr)

Prerequisite: NONE. In this course, students engage philosophically with questions about the roles of science and culture in our intellectual life. Questions discussed may include: Can artificial intelligence exist? Would artificial intelligence have rights? Is evolution compatible with theism? In what way should science inform our understanding of reality and morality? How do the cultural items we consume (films, music, novels and so on) engage with us philosophically? What does our culture say about science, and is this the right thing to say about science?

PHI 411 Political Philosophy (3 Cr)

Prerequisite: NONE. Prerequisite: POL 170 and POL 200. In this course, students engage philosophically with questions about how we should live together as human beings (and possibly how we should live together with other beings). Questions discussed may include: Is Democracy the best form of government? What is the justest way for resources to be allocated (and is it just to allocate resources at all)? What makes governments legitimate—if anything? Who should rule and what should rulers do?

PHYSICS COURSES:

PHY 208 Physics I—Calculus I-based Physics and Lab (5 Cr)

Prerequisite: MAT 211. This course covers kinematics, dynamics, gravitation, work, energy, momentum, rotational motion, vibrations, waves, and sound in a manner that is more mathematically rigorous than the introductory class. Students taking this class should be well versed in algebra and trigonometry.

POLITICAL SCIENCE COURSES:

POL 170 Introduction to Political Science (3 Cr)

Prerequisite: NONE. Surveys basic ideas, concepts, and issues of politics. Traces the historical development of political thought through the writings of significant political figures. Stresses the normative side of political inquiry, i.e., the "right and wrongs" of politics.

POL 200 The U.S. Constitution (3 Cr)

Prerequisite: NONE. Studies the history of the U.S. Constitution, the Bills of Rights, and current practical issues surrounding the Constitution.

POL 210 Topics in Political Science (3 Cr)

Prerequisite: NONE. This course is designed to discuss current issues in the National and Global Political area.

PRIOR LEARNING ASSESSMENT COURSE:

PLA 130 Prior Learning Assessment (3 Cr)

Prerequisite: NONE. 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:

GER 101 Introduction to Gerontology (3 Cr)

Prerequisite: PSY 101. Students will explore the process of aging for individuals as they mature through middle age toward later life. An exploration of the processes of aging and the various issues of aging in contemporary society will be examined. This exploration will include general theoretical approaches to the aging process. A core course for the gerontology major.

GER 210 Psychology of Aging (3 Cr)

Prerequisite: NONE. This is an open course designed in response to particular interests in Gerontology.

GER 330 Cross-Cultural Perspectives on Aging (3 Cr)

Prerequisite: NONE. Students will explore the various behavioral and personality characteristics among diverse cultures. Participants will be introduced to theories, practices and experiences that will enhance their understanding of multicultural experiences and provide a framework for conceptualizing multicultural issues as they impact the daily interactive practice.

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 210 Topics in Psychology (3 Cr)

Prerequisite: NONE. This is an open course designed in response to particular interests in Psychology.

PSY 212 Life Span 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 215 Domestic Violence a Societal Epidemic

Prerequisite: NONE. This course will examine the various types of domestic violence within a psychological framework. Students will also be exposed to various prevention and intervention techniques used in the community to reduce incidents of domestic violence.

PSY 220 Introduction to Addictions (3 Cr)

Prerequisite: PSY 101. Explores the fatal and progressive path of active addiction. Presents the holistic model, which examines addiction from the physical, mental, emotional, and spiritual aspects.

- 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 267 Statistics for the Behavioral and Social Sciences (3 Cr)**
Prerequisite: PSY 101, PSY 267 or MAT 205. Introduces the student 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.
- 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 300 Research Methods (3 Cr)**
Prerequisite: PSY 101 and PSY 267 or MAT 205. Explores psychological research methods, especially in specific areas such as memory, learning, perception, and personality.
- 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 305 Tests and Measurements (3 Cr)**
Prerequisites: PSY 101 and PSY 267 or MAT 205. Studies in detail psychological measurement, including psychophysics, scaling techniques, psychological testing and individual differences.
- PSY 310 Addictions Counseling (3 Cr)**
Prerequisites: PSY 101 and PSY 220. The course explores the soul sickness of addiction and the inner world of the addict. Examines the Twelve Steps as counseling tools in assisting the healing process.
- PSY 312 Crisis Intervention (3 Cr)**
Prerequisites: PSY 101, PSY 220, and PSY 310 or PSY 380. 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 350 Abnormal Psychology (3 Cr)**
Prerequisite: 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)**
Prerequisite: 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)**
Prerequisite: 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)**
Prerequisite: PSY 101. Explores information processing theories from historical antecedents through current theories. Ethnic thought patterns are surveyed.

- PSY 368 Psychology of Death and Dying (3 Cr)**
Prerequisite: PSY 101. Examines psychological aspects of death and dying for both adults and children. Includes reactions of terminally ill patients and their families and therapeutic interventions.
- 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 co-dependency, survival roles, and the adult children. Examines the Twelve Steps as counseling tools in assisting the healing process.
- PSY 390 Physiological Psychology (3 Cr)**
Prerequisite: 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 405 Clinical Psychology (3 Cr)**
Prerequisites: PSY 101 and PSY 350. Analyzes assessment procedures that result in the diagnosis of deviant behavior; studies classification of psychological disorders according to accepted psychiatric and psychological nomenclature; explores clinical therapeutic approaches to fostering psychological health.
- PSY 460 Seminar in Psychology (3 Cr)**
Prerequisite: PSY 101. Analyzes advanced topics in psychology and interdisciplinary applications.
- PSY 490 Pre-Practicum (3 Cr)**
Prerequisites: All program level courses. The pre-practicum class will prepare students for the PSY 495 Practicum in Psychology, Addiction Studies. In the classroom setting it will provide practical applications needed in order to succeed in a practicum. This includes American Psychological Association's guidelines regarding the ethical practice of psychotherapy, teaching, and psychological research, professional etiquette, the mechanics of client report writing, treatment plan, development, and other skills needed, and effective in-class practice in undergraduate level counseling.
- PSY 491 DSM-5-TR Diagnosis & Treatment Planning (4 Cr)**
Prerequisites: PSY 101, PSY 220, PSY 350 and PSY 490. This course will provide students with the practical understanding of individual diagnosis from a multifaceted perspective incorporating biopsychosocial perspectives that will serve to give students an understanding of psychopathology on an individual, descriptive, and symptomatic spectrum as presented in the DSM-V. Students will develop an understanding from a contextual and systematic perspective including the developmental benchmarks, familial patterns, and socio-cultural influences. Students will be able to demonstrate the foundation for developing treatment plans utilizing the 12-cour functions of addiction counseling.
- PSY 494 Independent Research in Psychology (3 Cr)**
Prerequisites: None. The Independent Research in the Psychology course, gives students a nonclinical option for experiencing a practical application in the Psychology Major. Psychology is a broad field that includes basic

- RES 215 A Dialogue in World Religion (3 Cr)**
Prerequisite: NONE. course is an interactive survey of five major religions of the world, Hinduism, Buddhism, Islam, Judaism, and Christianity. Course content is a combination of assigned readings and investigative dialogues with practitioners from the religions to be studied.
- 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 365 Study of Hinduism and Buddhism (3 Cr)**
Prerequisite: NONE. Required. The course examines comparative tenets between Hinduism and Buddhism.
- RES 300 Sociology of Religion (3 Cr)**
Prerequisite: NONE. This course examines the fundamental concepts and methodology of a sociological approach to the study of religion. Particular attention is paid to the significance of the sociology of religion among Christian congregations.
- RES 304 Church History (3 Cr)**
Prerequisite: NONE. This course traces the development of modern Christianity in its historical, cultural, and theological diversity from the Reformation to the 21st century.
- RES 310 Historical Theology (3 Cr)**
Prerequisite: NONE. This course will help students understand what theology is. It also will help them understand the dominant theologians and theological themes from the Apostolic, Patristic and Middle Ages.
- RES 315 Black Church History (3 Cr)**
Prerequisite: NONE. This course explores African-American religious history from its ancient African antecedents to the emergence of African-American congregations and other religious groups of African descent.
- 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 331 Jesus and the Gospel Traditions (3 Cr)**
Prerequisite: NONE. This course approaches the reading of the Gospels (both canonical and non-canonical) from a literary and historical perspective in an attempt to capture a clear understanding of whom Jesus was and what he was trying to do. (3 Cr)
- RES 342 Stages of Faith Developmental (3 Cr)**
Prerequisite: NONE. This course explores the process of development of the individual from a variety of perspectives

(physical, social, cognitive, moral, and spiritual to name a few). It will study the theories of developmental theorists like Piaget, Kohlberg, Fowler, and others.

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 355 Women and the Bible (3 Cr)

Prerequisites: RES 101, 102. This course explores the call and work of women by God as reflected in the Bible. It examines critical issues dealing with women in relation to men.

RES 362 Interpretation of Religious Texts (3 Cr)

Prerequisite: NONE. This course uses exegetical and hermeneutical methods and resources to interpret a variety of sacred and secular texts. It also includes a sustained reflection on the practice of interpreting, understood to be an essential activity of human life.

RES 372 Instructional Methodology and Curriculum Development (3 Cr)

Prerequisite: NONE. This course examines a variety of instructional methodologies for religious education. It pays particular attention to the unique demands of religious education in the urban setting in light of the student's religious tradition.

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 410 The Church and Urban Issues (3 Cr)

Prerequisites: 60+ Credit Hours. This course examines the impact of urban issues on congregations and their mission. It emphasizes strategies and problem solving by faith communities through social, political, economic and cultural means.

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 495 Practicum/Internship (3 Cr)

Prerequisite: SSE 200. This course is a supervised, on-site, action-reflection experience in a setting that the student chooses and the department approves.

RES 499 Capstone/Final Project (4 Cr)

Prerequisites: ENG 135. Must be completed by the fall semester prior to graduation semester with Junior or Senior standing and permission of the department chairperson. Students initiate, develop, and refine a thesis

and present the completed project to a Martin University audience consisting of faculty and students, in and outside the student's department to demonstrate comprehensive knowledge representative of their tenure at the University.

SPANISH COURSES:

SPA 101 Elementary Spanish I (3 Cr)

Prerequisite: English 125. This course introduces students to Spanish phonetics and allows them to practice the sounds and intonation of spoken Spanish. Develops listening, speaking, reading, and writing skills of students. Develops a vocabulary with an awareness of cognates. Introduces students to the culture of the Spanish-speaking world.

SPA 102 Elementary Spanish II (3 Cr)

Prerequisite: SPA 101. This course continues the sequence of developing in students the experiences of listening, speaking, reading, and writing. Extends knowledge of Spanish language structures. Continues to develop the vocabulary with an awareness of cognates.

SPA 203 Intermediate Spanish I (3 Cr)

Prerequisite: SPA 102. This course develops the skills learned in SPA 102 and increases reading and writing skills through extensive vocabulary development.

SPA 204 Intermediate Spanish II (3 Cr)

Prerequisite: SPA 203. This course introduces the remaining structures of the Spanish language and develops writing skills through extensive vocabulary development.

SPA 210 Topics in Spanish (3 Cr)

Prerequisite: NONE. This course is an open course designed in response to particular interests in Spanish.

SPA 220 Survey of Spanish & Latin American Civilization 4 (3 Cr)

Prerequisite: SPA 102 or 30+ Credit Hours. This course is a broad survey of the historical development of Spanish-speaking countries in the Americas, the Caribbean, and Spain. It covers the historical, political, cultural, and economic developments from Pre-Columbian to present. The class is conducted in English.

SPA 230 Afro-Hispanic Literature & Culture (3 Cr)

Prerequisite: NONE. This course is a survey of the literature and culture of the African Diaspora in Spanish and Latin American culture and the influence of Blacks in Spain & Latin America.

SPA 310 Advanced Spanish Composition and Grammar (3Cr)

Prerequisite: SPA 204. This course is designed to give students practice in writing idiomatic Spanish and teaching basic forms of composition.

SPA 330 Introduction to Latin American Women's Literature (3 Cr)

Prerequisite: NONE. The course is a survey of women's issues in Latin America as developed through literature.

SPA 340 Survey of Spanish Literature (3 Cr)

Prerequisite: SPA 204. This course explores the various genres of Spanish literature highlighting the works from the various periods – Medieval to 21st Century.

SPA 350 Survey of Spanish-American Literature (3 Cr)

Prerequisite: SPA 204. This course explores Spanish American literature in various genres from colonialism to post-modernism, especially those related to race, class, and gender throughout the centuries.

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.

SOC 210 Topics in Sociology (3 Cr)

Prerequisite: SOC 200. Open course designed in response to particular interests in Sociology.

SOC 220 Sociological Theory and History (3 Cr)

Prerequisite: SOC 200. Students are introduced to the major theoretical tenets of the field and the persons responsible for them. The course focuses on the societal conditions, which spawned the major sociological theories. Application of theory is an important part of the course.

SOC 235 Social Problems (3 Cr)

Prerequisites: SOC 200. Students investigate the development, analysis, and remediation of issues such as crime, delinquency, social conflict, substance abuse, health care, mental health, family breakdown, environmental protection, aging, and work. Course continues to develop the Sociological Imagination for reflecting on these and other diverse issues that affect society.

SOC 250 Marriage and the Family (3 Cr)

Prerequisites: SOC 200. Students focus on the history of the American family and its evolution, covering the impact of technology, changing roles within the family, the reduction of family size, and the migration of the population to urban settings. Students will consider the impact of the growth of the single-parent family, the dual career household, the reality of divorce, and the impact of other sociological factors on families, including trends in child rearing. Students will effectively communicate their critical thinking skills both orally and in writing.

SOC 267 Statistics for the Behavioral and Social Sciences (3 Cr)

Prerequisite: SOC 200 and MAT 100/130. 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.

SOC 270 Research Methods (3 Cr)

Prerequisite: SOC 200. 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 research interests.

SOC 340 Social Interactions (3 Cr)

Prerequisite: SOC 200. Focuses on ways of understanding interpersonal behavior in particular experiences learned in everyday life. Specifically, the course focuses on two fundamental principles of social interaction: the power of perception and the power of the situation. Thus, it is the primary goal of this course to examine theories, as well as the social dynamics of social interactions.

SOC 350 Multicultural Issues (3 Cr)

Prerequisites: SOC 200. Students explore the issues of diversity when multiple ethnic groups interact in the larger society. The class discusses the "melting pot" and the "celebration of diversity" models. The course explores the globe in search of multicultural accommodation and analyzes each act of accommodation in a culturally relevant fashion. Critical thinking and effective communication are highlighted in this course.

SOC 495 Sociology Practicum (3 Cr)

Prerequisite: SSE 200, ENG 135. Student works under the supervision of a human service, social service or research agency. Practicum site and duties are consistent with the student's educational and career goals.

SOC 499 Final Project/Capstone Course (3 Cr)

Prerequisites: ENG 135. Senior Standing, a 2.0 minimum GPA. The Final Project brings to completion the student's studies, so as to demonstrate a comprehensive knowledge of sociology. The project is designed, planned and implemented by the student under the supervision of the student's advisor.

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.

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MS Management Science, Indiana Wesleyan
PhD Health Psychology, Walden University

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